Faculty Service
Work Group Report

January 31 Retreat

On Jan. 31, 2004, Work Groups met for the first time to set priorities for their work and to begin to identify strategies in support of creating an integrated and interdependent academic experience at EWU.

The notes below reflect the work of the Faculty Service Work Group during the retreat. As part of the planning, participants from other Work Groups were asked to add comments and rate those strategies that were most important to EWU by placing “dots” on the strategies they liked. These additional comments are included in parentheses, along with the number of dots received.

Work Group Initiatives

Our vision is that the regional community will see all university members as being involved. The university values this perspective and rewards it. Service is an important way to form citizens of the university and community.

Strategies in Support of Faculty Service

In order to implement our vision for involved faculty, supported by a university that values and rewards service, the following will need to be addressed:

- Modify tenure & promotion so faculty address the ways in which service contributes to an integrated and interdependent learning experience
- Culture change so that expectations in faculty plans support service [1 dot]
- Hire people with record of service in interdisciplinary and community work
- Do a self-evaluation of committee and community service as career development
- Make more visible in the community EWU’s record of service and commitment to it.
- Encourage faculty to see themselves as part of an integrated community, and students to see this as a benefit of their EWU experience. [3 dots]
- Service should be a way to see the university as a community that will allow us to connect to and learn from it. We should value that connection.
- Service is a way to demonstrate that we value our citizenship at EWU & in the community
- Create strategies to move all faculty/staff/students/administration into STAR status (scholars who are teachers and active in service)
- Find ways to evaluate service, especially to bring feedback from the communities who are benefiting from the service.
- Define service as part of tripartite mission with teaching and scholarship [7 dots]
- Value institutional “difference makers”
Strategies for supporting faculty service include:

1. Inform faculty of benefits and possibilities for service inside and outside the university—through formal and informal structures (Senate and friendships)

2. Educate faculty in their various roles in advising on the importance to the university of encouraging interdisciplinary work (Gen Ed) [Comment: Provide training for faculty in providing service, especially to faculty in disciplines that do not naturally focus on service.]

3. Celebrate, reward and incentivize service in equal measure to what is done for teaching and research [9 dots]

4. Clarify the dimensions of service: survey what is being done, what could be done; what done well [3 dots]

5. Implement a culture change to value service by 2010. [1 dot]