

## **Report of the Committee to Review Service Requirements in the Tenure/Promotion Process**

### **Background**

In Fall of 2019, the Executive Committee (EC) asked for volunteers to form a Committee to look at the balance between the three requirements for tenure (teaching, scholarship, and service) and consider the role of service within Rollins College's tenure and promotion process. This Committee, comprised of seven faculty members, represents all six divisions of the College of Liberal Arts. The members are Beni Balak (Social Sciences), Bill Boles (Humanities), Kim Dennis (Expressive Arts), Marc Fetscherin (Business), Mattea Garcia (Social Sciences-Applied), Jana Mathews (Humanities), and James Patrone (Natural Sciences and Mathematics). The committee was chaired by Bill Boles.

### **Main tasks**

In October of 2019, the above members met with Paul Reich, President of the Faculty, and were charged with the following tasks:

1. To consider the role of service as it pertains to the tenure and review process, by:
  - a. Making sure that departments have clear definitions of service in their criteria and are consistent with the college's mission statement.
  - b. Investigating possible inequities across departments that required different amounts and types of service for tenure and promotion.
  - c. Assessing service in relation to reduced opportunities for participation in standing governance committees.
2. To consider the role advising plays in tenure and promotion.
3. To consider the proper balance of teaching, scholarship and service, including advising for tenure and/or promotion (part of this charge was to consider the white paper from Faculty Advisory Committee (FAC) on teaching evaluations. However, this charge did not take place as the White Paper was, to our knowledge, still in the process of making its way through governance.)

What follows are our analyses, findings, and recommendations.

## **1. Task: Role of Service**

### **1.1. Definition of service and investigation of possible inequities (charge 1.a and 1.b)**

The Committee combined the first two points (a and b) in the first charge. We opted to compare service across divisions to make sure that there was consistency within each academic area of focus, recognizing that different disciplines may have different expectations of their faculty. Each section below identifies the requirements by division as well any differences between departments. It is also worth noting that some criteria have gone through a more recent vetting process by FEC, while others have yet to be vetted.

#### ***Business<sup>1</sup>***

The Business division consists of two departments. Given that the faculty who created the Social Entrepreneurship were originally from the Business Department, the latest version of the tenure and promotion criteria available from SE (as of the end of 2019) was identical with the Business Department. The criteria state “we expect all tenured faculty and candidates for tenure and/or promotion to be actively involved in service to the Department, to the College, to the Community, or to their Profession.” Thus, three levels of service are considered.

**Service to the Department:** This includes advising, service to student organizations, service to department, and service to academic mission.

**Service to the College:** This includes service to college committees/taskforces, service to interdepartmental/ interdisciplinary programs, and participation in the cultural and intellectual life of the College.

**Service to the Community/Profession:** This includes service to the academic discipline, service to the practitioner community, reviewer of journal, books, conferences, editorial board membership or reviewer, organizing a scholarly or professional conference, service as session organizer, chair, participant, or discussant at scholarly or professional conferences or professional service to the Central Florida community.

There is a difference of expectation between candidates for tenure and/or promotion to Associate Professor and to Full Professor. For the first “a pattern of active participation in some combination of Department, College, Community, and/or Professional service activities” is needed, for the latter there are “higher expectations [...] including evidence of service in leadership roles”.

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<sup>1</sup> Departments of Business, Social Entrepreneurship

## *Expressive Arts*<sup>2</sup>

While each program in the division embraces a broad range of service activities, differences reflect the unique character and activities of the departments. For example, while Music emphasizes outward-facing activities, such as engagement with civic groups and local schools (important strategies for their recruitment efforts), Art & Art History and Theatre & Dance emphasize service on campus-wide committees, support of departmental functions, and availability to students.

Significantly, all include advising as an important service activity.

Music and Theatre & Dance indicate that candidates should *seek service* on elected committees, while the Art & Art History criteria suggest that such service is *required*.

For promotion to Full Professor, Art stipulates “a *pattern* of active participation” in campus, community, and national service, while Art History candidates are also “strongly encouraged” to demonstrate leadership of governance or other college-wide committees. Theatre & Dance require “a higher level of college and community service than that expected for promotion to Associate Professor” and that candidates should be “vocal, visible, and productive citizens of the Rollins community.”

Music does not specify a difference in service requirements for tenure and/or promotion to Associate Professor and Full Professor.

## *Humanities*<sup>3</sup>

All departments require participation in departmental and college committees for tenure, though none specify what kind (i.e. standing committee membership is not explicitly required). Similarly, all require that faculty members actively participate in the cultural and intellectual life of their department as well as carry an equitable (CMC, Global Languages, and Philosophy & Religion) or reasonable (English) advising load.

CMC and Philosophy & Religion use language “i.e. should demonstrate/will serve” that suggests a required service to professional and/or community organizations outside the College.

English is the only department of the group that makes any gesture toward weighting service responsibilities, stating that it privileges advising and participation in college governance and co-curricular programs above other activities.

For promotion, all departments expect candidates to demonstrate a consistent level of service in the above areas.

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<sup>2</sup> Departments of Art & Art History, Music, and Theatre & Dance

<sup>3</sup> Departments of Critical Media and Cultural Studies; English; Global Languages & Cultures; Philosophy & Religion

Three out of four departments (CMC, Global Languages, Philosophy & Religion) use language (“should demonstrate”) that suggests that leadership on committees is required for promotion.

#### ***Natural Sciences and Mathematics***<sup>4</sup>

All departments acknowledge the critical role of faculty service at the departmental level and expect faculty to contribute to both the departmental responsibilities and intellectual life of the department as well as serving as an advisor to students in both a formal and informal manner. The Chemistry department recognizes serving as faculty advisor to its student group, while Physics, Biology, and Math & Computer Science recognize the recruiting of future students to the department.

At the college level, all departments require participation in departmental responsibilities or activities and college-wide committees or ad hoc committees for tenure, though none specify that standing committee membership is not explicitly required. The Biology department recognizes that committee service is dependent on election and as such recognizes a pattern of one volunteering to serve. The departments of Biology and Environmental Studies require a leadership position on a committee for promotion to full professor.

All departments recognize individual profession and/or professional society and community service or service to community organizations as a means to provide service outside of Rollins College.

All departments leave ample opportunity for the candidate to fulfill the service requirement through any of the avenues presented as well as through service that is not explicitly enumerated.

For promotion to full professor, all departments expect the candidate to continue their service requirement. It is explicitly stated in several departmental criteria, while inferred in others. Psychology and Environmental studies explicitly state service must be above and beyond the stated requirement for promotion. This is implicitly stated in Biology’s requirement of leadership on a committee.

#### ***Social Sciences***<sup>5</sup>

Overall, a strong and coherent recognition of the importance of service exists among all departments in the division. It is worth noting that the specific activities that are recognized as relevant for service by specific departments tend to reflect the activities that departments have engaged in historically. This makes sense, given that different disciplines have diverse academic cultures, so long as the criteria are updated to reflect changes in the departments’ service-related activities on a reasonable basis.

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<sup>4</sup> Departments of Biology; Chemistry; Environmental Studies; Math & Computer Science; Physics; Psychology

<sup>5</sup> Departments of Anthropology, Economics, History, Political Science, Sociology

Advising is primary in departmental criteria in the division, but there is a debate on whether it belongs in teaching instead of service, as well as an argument that they belong in both. While all departments explicitly require individual academic advising using different but consistent language, there is no specific metric or definition of what constitutes good academic advising. All the departments see co-curricular activities and advising student and community groups as important services to the department and the college and go into varying degrees of detail in listing them. There is a similar pattern of difference between departments with regard to language on participation in college-wide academic programs such as rFLA and other interdisciplinary programs.

The different departments generally make a qualitative and quantitative distinction between the service requirements for tenure and for promotion to full professor. Quantitatively, they all contain some version of “continued contribution” but qualitatively, there are differences in the emphasis on “leadership” positions. “Leadership” is usually established through holding an official chair position in the department and on committees, but there are significant differences among departmental criteria on this. Furthermore, “leadership” is not defined, and there seem to be disagreements on what it means both generally and specifically. This impacts all the service sub-criteria (service to the department, college, and profession) and is significantly different between departments in the division.

Finally, the significant difference in the degree of details and specificity used in the criteria involves a tradeoff between specificity and inclusiveness, and departments have chosen to leave some definitions open to broader interpretation in order not to exclude potentially valuable service, relying on the candidate to make the case for their inclusion.

### ***Social Sciences—Applied***<sup>6</sup>

This particular division has some unique complexities given the nature of some of the units included. For example, only two of these departments have undergraduate advising. It is not surprising, therefore, that we see some differences across P&T criteria.

*Service to the Department:* This service usually includes advising, serving on search committees, support of departmental activities, and the like. The departments of Counseling, Education and Health Professions articulate additional options for service to the department based on the nature of the programs. For example, Counseling includes clinic coordination, admissions support, and student reviews. Education includes the option of counting program development and state-level review activities for service to the department. Health Professions include student recruitment, practicum coordination, and “other” activities approved by the chair.

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<sup>6</sup> Departments of Communication, Education, Counseling, Health Professions, and Olin Library

Olin Library's criteria do not explicitly organize around the three common areas of service (department, college, profession/community). Though we surmise that development or implementation of information technologies, collection development, organizing of information, and leadership of library initiatives may be seen as service to both the department and the college.<sup>7</sup>

*Service to the College:* The departments vary in what they articulate regarding service to the College. Education and Communication require membership on any college committee, whereas Counseling specifies "governance" committee. Education specifies a "willingness" to participate. The committee noted the difficulty in evaluating this particular attitudinal expectation. The Communication Department also includes, within service to the college, Service Courses (e.g. RCC), activities that promote diversity, and holding offices. Olin Library includes committee work, and participation in the "cultural and intellectual life of the college." They also include advising as a service to the college.

*Service to Profession/Community:* As expected, these departments also include service to the profession, though to varying degrees of specificity. Education indicates that this service "should" include leadership roles in professional organizations. The other departments list a variety of activities such as reviewing or editing journals.

Service to the Community is represented in all of these departments criteria. In the case of Health Professions, candidates are asked to choose two from a list. In Education, community service is articulated as an expectation. In Communication, participation in service or community organizations falls under service to the College.

*For Promotion to Professor:* All departments require participation in departmental and college service, with the added stipulation that a pattern of participation is evident in order to be promoted to Professor. We see some divergence in Education, which expects a leadership role in governance. Health Professions articulates a preference for leadership and requires membership on two committees, though this includes all-campus committees and other subcommittees and

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<sup>7</sup> Response from the Library Faculty:

Our criteria do explicitly organize around those three areas of service. And the items in the second sentence refer to aspects of teaching/librarianship, rather than service, which is separate. See excerpt from our criteria here:

Service contributions to the college may include service on college-wide committees, advising and similar service in student life and in the cultural and intellectual life of the college, but the candidate must make the case that these service contributions meet expectations for tenure. We expect to see evidence of service within the library, the wider college, and the profession. Should a candidate wish for their community service outside of the college to be considered, that service ought to support Rollins' connection to the community or make special use of the candidate's professional skills as a librarian.

#### **Service -- Promotion to professor**

In order to progress to full professor, the candidate should demonstrate a consistent pattern of growth and development in service *since tenure* as well as some evidence of leadership at the College or community level. Candidates also must present a record that suggests this pattern is likely to continue in the future.

task forces. Health Professions also stipulates that the candidate must provide “evidence of regular and ongoing leadership roles.” Graduate Counseling expects candidates to serve on at least one governance committee.

**Recommendation:** Our findings indicate that most professional work/connections are assessed by departments at the service level. Our FSARs put a great deal of professional work in the scholarship category. The committee recommends that the college provide greater clarity as to which professional service elements fulfill service criteria and which fulfill scholarship criteria.

## 1.2. The role of Committee Membership in Service (charge c)

We addressed this charge from numerous directions.

In the past, when hirings were not as plentiful, candidates for tenure and promotion were expected to serve on a governance committee. Because of the availability of positions on governance committees and the low number of candidates over any five-year period of pre-tenure service, this requirement was easily met.

However, over the past decade, hiring has increased at Rollins while the relative number of positions on governance committees has decreased. This has resulted in undue stress on tenure track faculty who believe they have to serve on a governance committee to achieve tenure. Conversations during a CLA faculty meeting (February 20, 2020) revealed a “sense” or normative expectation (as opposed to a formal requirement) that tenure track faculty serve on standing governance committees. As noted during that discussion, this has also led to a disproportionate number of tenure track faculty serving on governance because tenured faculty want to be sure candidates fulfill those expectations.

In a meeting with the Faculty Evaluation Committee (FEC) on January 16, 2020, we learned that there has been a push over the past few years to change criteria expectations when it comes to service as it relates to governance committees. The FEC encourages departments to erase the expectation of governance service from their criteria, replacing it with serving on a college-wide committee, which opens up the possibility for various other service opportunities for tenure-track faculty. Despite this push, there still is a lingering whisper in the ears of tenure-track faculty that they have to serve on a governance committee.

**Recommendation:** Departments should revise tenure and promotion to Associate Professor criteria to encourage participation across a multitude of College wide committees and should remove specific wordings or requirements for “governance” committees.

When it comes to candidates for Full Professor, there is, in talking with the FEC, an expectation that the candidate demonstrates some form of *leadership* when it comes to service. While some members of our committee argued that leadership is not necessarily a skill set that everyone possesses, the FEC countered that in becoming a Full Professor there is an expectation that with that title the holder demonstrate leadership qualities as that person will now be a senior member of the faculty. Again, such a demonstration does not have to be on a governance committee but can be demonstrated through departmental or collegiate opportunities.

**Recommendation:** Departments should revise tenure criteria to integrate some wording about leadership in their criteria as it relates to faculty going up for Full Professor. It could be to mention faculty should chair or lead a College wide committee or task force.

## 2. Task: Role of Advising

In February, the committee sent out a Qualtrics survey to assess faculty's perception of the role of advising as well as in which category advising should be evaluated. A total of 129 faculty responded to the survey. The results show that advising is perceived as a multi-dimensional construct and includes many different activities. At least 2/3 of the faculty engage in the following activities:

- Responding to student performance issues
- Recommendation letters
- Career planning and internship
- Course planning and scheduling
- Emotional support
- Post-graduation mentoring
- Study abroad

Over 75% of respondents see advising in the “service” category.

“Advising” is a nebulous term within academia that depending on its usage, has the potential to minimize or misrepresent the scope and scale of work that faculty perform.

In its most narrow sense, advising refers to the process of helping students map out curricular goals, select courses for the upcoming semester, and monitor their progress toward graduation. While these types of discussions represent a critical form of faculty-student engagement, it would be a mistake to assume that required sit-downs are the only time that faculty interact with their formal and informal advisees outside of the classroom setting. The culture at Rollins prides



itself on the accessibility of its faculty and many faculty report spending significant time each week meeting with students.

In a broader sense, what most faculty do at Rollins is not just advising, but also mentoring and coaching. Faculty write reference letters, conduct mock interviews, coach students, review their CV's, advise about possible employers, give guidance on issues relating to roommates, interpersonal conflicts, family struggles, relationship break-ups, sexual assaults, domestic violence, financial challenges, talk about their mental health and more. It is a much more holistic view on the student's personal and professional life than just focusing on the academic portion of the student's life.

While this is important work that faculty feel privileged to do, there is no place within the current promotion and tenure criteria that acknowledges both the value of these conversations and the faculty time dedicated to that.

**Recommendation:** All department criteria should place advising in the service category of the criteria. In addition, department criteria should recognize the multi-faceted nature advising can take and incorporate into the review process. Finally, FSARs need to move advising from the teaching section of the form to the service section of the form and relabel "Comments on advising load" to "Comments on advising and mentoring activities."

### **Task 3: Balance of teaching, scholarship, and service**

The same Qualtrics survey asked faculty about their perceived balance between teaching, research, and service and what their ideal balance would be. The results show that there is not a significant difference between the two.

	Perceived Balance	Ideal Balance
Teaching	53.06	51.74
Research	30.34	28.80
Service	16.29	19.6
<i>Difference due to mean scores</i>	<i>0.31</i>	<i>-0.14</i>

The survey by the faculty suggest that an ideal and rough breakdown should be:

- Teaching      50%
- Scholarship   30%
- Service        20%

The results were telling about a perception on the campus that is not encapsulated in the by-laws or any departmental criteria with the exception of the Business and Social Entrepreneurship Departments.

## APPENDIX 1

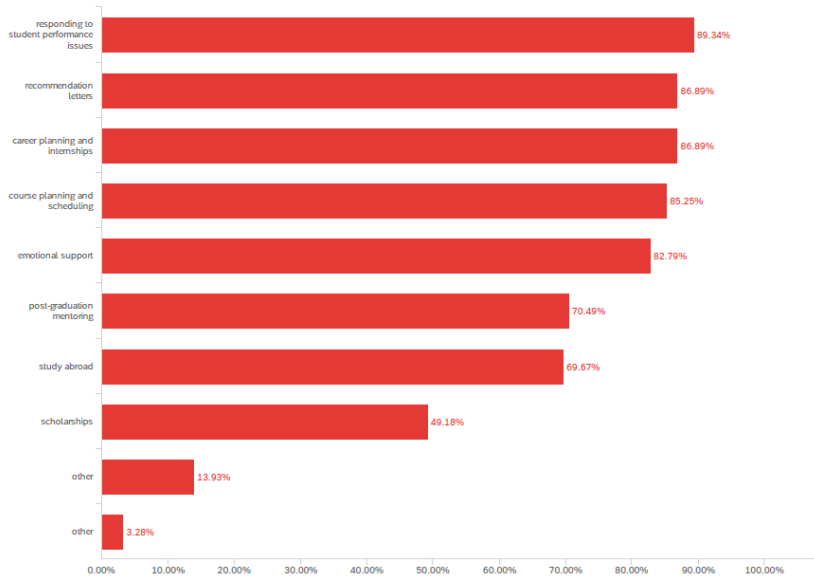
The Executive Committee asked the committee to gather information from our benchmark schools. Since member institutions of the Associated Colleges of the South have been working on the same issue of re-examining tenure and promotion process, we used it as comparison for external schools. Here is the information provided to use as it applies to advising, weight, and leadership.

Institution	Advising/Mentoring	Weight of Service	Leadership?
Spelman			
Millsaps	Falls into Service <sup>8</sup>	Important but not as important as teaching and scholarship at tenure; equal weight at promotion	Demonstrable impact (not leadership)
BSC			
Sewanee	Variable in where it is counted	Service weighted less, but no official statement.	Discourage pre-tenured faculty from leadership on committees.
Southwestern	Counted under service	Equal weight. Must meet expectations in all three	Excellence in service – different paths to get there.
Trinity			
University of Richmond			
Davidson			
Washington and Lee			
Rhodes	Advising “first” responsibility under service.	All weighted equally	No expectation for leadership at tenure. Significant leadership expected at promotion.

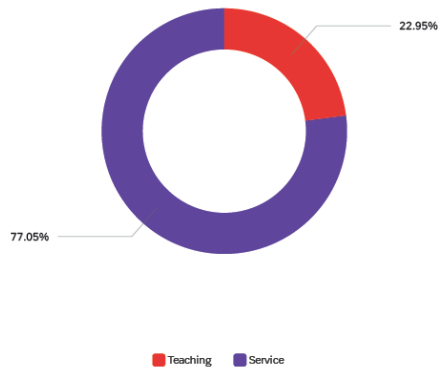
Morehouse			
Rollins	Variation across departments in where it counts.	Service highly valued.	Some departments explicit about committee membership.
Centre	Falls under service. Still discussion on mentored research.	Teaching given most weight; satisfactory achievement needed in all.	No formal requirements. Active and contributing. But for merit pay, leadership is needed.
Centenary			
Hendrix	Falls under teaching (although leadership in advising efforts can be considered service)	No official percentages; teaching is paramount and other strengths cannot substitute.	No leadership requirement. Look at overall impact and consistency of service work.
Furman			

## APPENDIX 2: Survey Results

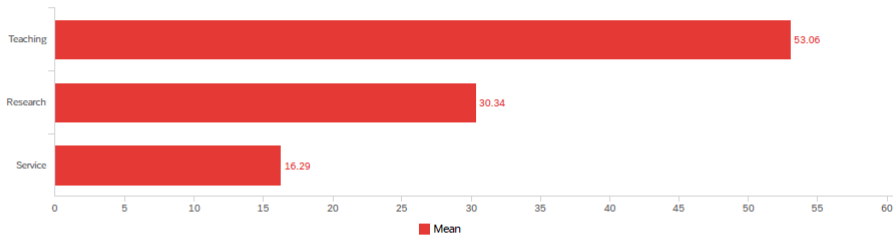
Q3 - 2. What activities do you believe fall under the category of "advising?" (click all that apply)



In your opinion, should advising be evaluated under teaching or service?

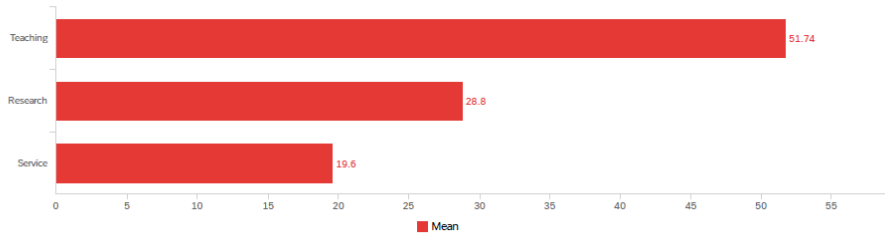


Q5 - 4. Overall, what do you currently perceive to be the balance between teaching, research, and service in the process for tenure and promotion? (sum = 100%)



#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teaching	12.00	95.00	53.06	14.21	125
2	Research	0.00	61.00	30.34	12.12	125
3	Service	0.00	45.00	16.29	8.34	125

Q6 - 5. Overall, what do you think should be the balance between teaching, research, and service in the process for tenure and promotion? (sum = 100%)



#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Teaching	8.00	100.00	51.74	12.95	124
2	Research	0.00	81.00	28.80	10.01	124
3	Service	0.00	41.00	19.60	8.60	124