

Criteria for Achieving High Competence/Genuine Excellence in Service

The assigned part of a faculty job typically labeled “Service” can be separated into three distinct components: (1) *required* university service (called “citizenship” within the CEHD context); (2) university service that goes beyond minimum job requirements; and (3) professional service (which typically occurs outside the boundaries of the university).

As explained below, good citizenship is necessary to avoid an unsatisfactory performance evaluation, but it is not evidence of high competence/genuine excellence. High competence is associated with a high level of participation in university and professional service as appropriate for one’s academic rank. Genuine excellence is associated with the effective fulfillment of rank-appropriate leadership roles in university and professional service venues, especially when those roles involve a range of contributions and support the teaching and research mission of the university.

As in the areas of teaching and research and scholarship, service activities that actively promote and encourage multidisciplinary and transdisciplinary perspectives and initiatives should be given substantial weight in the evaluation process.

Faculty Handbook: 2.4.3 Service

Service, which may include leadership responsibilities, is demonstrated by faculty participation in governance, and operational or development activities in the local academic unit, the University, or the profession. Required service in the local academic unit includes, but is not limited to, such activity as attendance at faculty meetings and participation in faculty personnel matters and curriculum development. Other examples of service to the LAU include student advising, developing or supporting co-curricular experiences for students, and mentoring colleagues.

Professional service is demonstrated by contributions to recognized societies and associations that promote research and scholarship and by consultancies and cooperative projects that make the faculty member's discipline or field-based knowledge and skills available to individuals, groups or agencies outside the University.

Leadership is demonstrated by making significant and consequential contributions to the local academic unit, the University, professional societies and associations, and local/regional/ national/ international communities. Examples include, but are not limited to, chairing or co-chairing committees for the local academic unit; leading and/or actively contributing to university-wide initiatives; serving in leadership roles for professional societies and organizations; serving in significant editorial roles; leading invited or peer-reviewed workshops; leading community-based activities related in some way to expertise; and mentoring faculty colleagues in formal programs.

Judgments Regarding Required University Service (Citizenship)

Required Service in CEHD is defined as **Citizenship** and encompasses the following expectations:

1. regular attendance at appropriate program, division, and college-wide meetings
2. appropriate participation in course and curriculum development

3. appropriate participation in accreditation and program review functions
4. appropriate participation in student advisement
5. appropriate participation in program recruitment and admissions processes
6. essential work with adjunct faculty (e.g., course lead)
7. other program duties as assigned by program coordinators, division directors, or college administrators

All CEHD faculty must meet minimum citizenship requirements. When minimum citizenship requirements are not met, no service points will be awarded in the annual evaluation process, resulting in an unsatisfactory evaluation in service *and* in the faculty member's overall evaluation. Faculty with unsatisfactory evaluations are not eligible for salary increases or for contract renewals. Tenured faculty with consecutive or multiple unsatisfactory evaluations are subject to post-tenure review, which can lead to a variety of sanctions, including dismissal.

Service expectations will vary based on rank and tenure status.

Judgments Regarding University Service Beyond Minimum Requirements

In CEHD service includes significant contributions beyond required citizenship responsibilities and includes, for example, contributions such as:

At the CEHD (college/school/division/program) level:

Leadership in program curriculum development; leadership in accreditation and program review; leadership in academic advising and student services; coordination of clinical or field-based aspects of a program; leadership in professional development activities (e.g., related to teaching, research, technology, etc.); service as division director, academic program coordinator, or professor-in-charge of a specific subunit; chair/member of a college or school governance committee; chair/member of a search committee, first-tier promotion/tenure review committee, or other ad hoc committee; leadership of efforts to enhance college resources through gifts, external grants and contracts, and revenue activities; active participation in marketing, alumni relations, and school partnership activities.

At the university level:

Member/chair of governance committees (e.g., Faculty Senate), search committees or other university-level committees; task force assignments and other special assignments from central administration (e.g., HSRB); participation in university accreditation-related activities; participation in cross-unit collaborative activities and partnerships.

Judgments Regarding Professional Service

In CEHD professional service includes significant contributions to the faculty member's profession beyond the boundaries of George Mason University, and includes, for example, contributions such as: Reviewing for professional conferences, journals and publications; serving as a member/leader in professional organizations; serving on state, national, and international committees or advisory boards; sharing expertise (e.g., through presentations) with local and regional audiences; serving as editor or assistant editor of a journal or edited volume; serving as session chair or discussant at professional meetings; advising/supporting educational organizations using professional experience and expertise.

Please note that community service unrelated to one's profession or position at George Mason University should not be included as part of a professional service portfolio. It is incumbent upon the faculty to make the case for seemingly unrelated items.

Aggregating Evidence to Form a Conclusion about High Competence/Genuine Excellence

Because the operational meaning of (i.e., evidence required to document) genuine excellence and high competence is dynamic and multifaceted, faculty and administrators should resist the temptation to try to quantify the teaching, research and scholarship, and service accomplishments that equate to “genuine excellence” or “high competence” in artificially precise terms. Teaching excellence can be manifested in many different ways depending on the person, context, and discipline. Extraordinary accomplishments in research and scholarship can take many forms, both within and across disciplines and academic units. Exceptional service may similarly stand out on dimensions that are more qualitative than quantitative (e.g., breadth or magnitude of impact, timeliness or uniqueness of a particular contribution, reputational consequences for the individual and Mason). This *equifinality* principle (i.e., the same end state can be reached through many different means) is at the core of what it means to celebrate (rather than punish) diversity and innovation in faculty accomplishments.