Outline

- Definition of Service
- Categories of Service
- Time Management
- How to Make Your Case
In its mission statement, the University recognizes service as an important function of a university professor. This is particularly true on the Palmetto College Campuses. Service is outreach that faculty members provide to the campus, University, or the greater community. Service may include, but is not necessarily limited to, activities in four categories: service to the community; service to the local campus; service to the Palmetto College Campuses and the greater University; and service to the profession. In the four categories of service identified above, activities may or may not be predicated on education and professional experience. It is the responsibility of the individual to demonstrate how the activity listed enhances the relationship between the University and the community. A guide for listing the activities for each of these categories can be found in Guidelines for Documentation of Standards for Tenure and Promotion below.
Service Categories (p. 40)

- **Community Service**
  - Service to government agencies
  - Service to industry and business
  - Service to public and private organizations
  - Service to individuals

- **Campus Service**
  - Campus committee responsibilities
  - Student organization sponsorship
  - Participation in University and student functions
  - Offices held in the faculty organization
  - Administrative support activities
  - Service
Service Categories (p. 40)

- **Palmetto College Campus and Greater University Service**
  - Membership on the PCCFS
  - Offices held on the PCCFS
  - Membership on University-wide committees
  - Membership as a campus representative to the Columbia Senate
  - Membership in USC Columbia academic departments

- **Professional Service**
  - Participation in professional and learned societies
  - Offices held in professional organizations
  - Committee membership in professional organizations
Criteria for Tenure and Promotion

Relative to the central mission of the Palmetto College Campuses, effectiveness as a teacher and/or librarian is of primary consideration for tenure and promotion decisions. Scholarship and Service are important as individual categories and increase in importance as they are considered together, especially elements of categories used to document scholarship as defined and described in Guidelines for Documentation of Standards for Tenure and Promotion below.

1. Effectiveness as a Teacher and/or Librarian 60%
2. Scholarship 20%
3. Service 20%

Each of the three categories listed above must be documented using the definition and parameters listed below and in Guidelines for Documentation of Standards for Tenure and Promotion below. The descriptors effective and highly effective, as used in the statements of qualifications for the ranks of Professor and Associated Professor, are explained below.
# Time Management

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5 Courses</td>
<td>15 hrs</td>
</tr>
<tr>
<td></td>
<td>Office Hours</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>Plan/Prep/Grade</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Experiment/Analysis</td>
<td>8 hrs</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>4 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>37 hrs</strong></td>
</tr>
<tr>
<td>Service</td>
<td>Choose wisely!</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
How to Select Service Activities

- **Don’ts:**
  - Try to fill all the categories
  - Saying Yes to every request

- **Do:**
  - Think about specific things you are interested in/good at
    - Do you see specific needs that you can meet?
  - How long is the commitment?
    - What’s the medium or long-term goal?
  - Weigh the broad possibilities of governance positions
    - Networking within your campus and beyond your campus
  - Be an active participant
    - Individual efforts can be rewarding and specifically effective
  - Consider blazing your own path
Make Your Case for Effective Service

- Consider your audience:
  - Reviewers value service and understand what goes into effective service
  - They are doing some of the potentially busiest service jobs in the system
  - Give them the details they need without overwriting

- Make your claim: “I performed effective service.”
  - Outline the details you might need to develop later in the service section
  - Begin defining your well-developed sense of what makes service effective

- Provide evidence
  - Build support into the narrative section of the file
  - Give specific details and explain how/why those details demonstrate effective service.
Questions

Fernanda Marques Burke
USC Lancaster
burkefm@mailbox.sc.edu