

Report on the New Jersey Service Activities and Perspectives of Rutgers Faculty

Associate Professor David H. Guston

With

Alan D. Cander
Tara Cullen
Mary K. Feeney
Lawrence J. Friscia
Christopher S. Hanson
Maria C. Martinez
Lora R. McGuinness
Jeffrey I. Perlman
Edward D. Prince
Andrew F. Roberts
Michael A. Schubert
Gretchen L. Schwarz

Report on the New Jersey Service Activities and Perspectives of Rutgers Faculty

Table of Contents

Acknowledgements p. 2

Executive Summary p. 3

Part I: Activities and Perspectives

Introduction p. 8

The Service Behavior of Rutgers Faculty p. 10

The Opinions About Service of Rutgers Faculty p. 16

Enhancing the Environment for Service at Rutgers p. 22

Part II: Detailed Overview and Examples of Faculty Service Activities

Introduction p. 28

Service to Public Agencies p. 30

Service to Communities p. 33

Service to Schools p. 37

Service through the Media p. 41

Service to Industry p. 43

Other Service in New Jersey p. 45

Appendices

A. Summary Statistics and Methodological Comments p. 48

A. Previous Glimpses of Public Service at Rutgers p. 50

A. Examples from Other Universities p. 53

A. Research, CBIs, and Service p. 55

A. Emails about the Survey p. 58

A. Students in the “The Role of Experts in the Policy Process” p. 61

Acknowledgements

This report is the product of the work of a large number of people. The twelve students in Professor Guston's graduate seminar "The Role of Experts in the Policy Process" performed the basic design and analysis of the survey, as well as additional background research (see Appendix F for a list of students and their affiliations). They also produced some of the first draft of the text and the figures. The narrative of Part II was largely the result of a special project by one of those students, Jeff Perlman.

The Office of Institutional Research and Planning (OIRP) provided very helpful advice and technical assistance, particularly in converting the draft survey to the web instrument, administering it, and providing usable files of the resulting data. We are indebted to Rob Heffernan, Gayle Coryell, and Rich Tedesco at OIRP for their time and expertise.

We received comments on drafts of the survey from colleagues, including Professors Cliff Zukin, Bari Anhalt Erlichson, and Jocelyn Crowley.

From Old Queens, director of state relations Sharon Ainsworth provided initial encouragement of the project and contact with President McCormick's office and, along with director of university relations Kim Manning-Lewis and associate director of communications Phyllis Gottlieb, provided valuable on-going advice.

Associate Dean Thea Berkhout and Communications Coordinator Debbie Vogel, both of the Bloustein School, Professor *emeritus* Ernie Reock of the Center for Government Services, and Keith White of the Trenton Academic Center provided additional assistance and information. Ellen Oates provided exemplary administrative assistance.

And, of course, we thank the one-third of all Rutgers faculty members who took their valuable time to contribute their perspectives on New Jersey service in response to our questions, as well as a smaller number who participated in our follow-ups.

We hope this report helps make their commitment to New Jersey service a more visible and valuable activity.

Executive Summary

Introduction

In response to President McCormick's increased emphasis on the service Rutgers University provides to New Jersey, Professor Guston's class on "The Role of Experts in the Policy Process" offered to study the public role of Rutgers as a community of experts.

Discussions with President McCormick and others led to the decision that the major portion of the study would be a web-based survey of faculty about their service behaviors and perceptions. Such a survey was needed because the annual faculty survey does not sufficiently account for service behavior and does not at all account for perceptions. In addition to conducting the survey, the class reviewed literature about the role of service at research universities and examined the web sites of other research universities to provide additional context for the study of Rutgers.

The survey defined service as:

activities on peer review panels or study sections, technical assistance, evaluation of documents, in-service training of personnel, staffing of membership on committees or commissions, lectures or demonstrations to public audiences, or other activities in which 1) you were not performing research, 2) the direct beneficiaries were not Rutgers students, and 3) **you made use of your professional expertise** [emphasis as in survey itself].

The survey asked respondents to focus on such service as conducted in New Jersey during the year July 2002 to June 2003. Faculty members engage in service activities for the benefit of the university, the nation, their professional communities, and international and global organizations. This survey, however, focused only on New Jersey service. The survey also focused on activities that are not research; appendix D considers some aspects of the contribution of research as service to New Jersey.

Through the efforts of the Office of Institutional Planning and Research, the survey was available on the web from 31 October to 16 November 2003. Of the 2495 eligible faculty, 834 (33%) completed the survey. The faculty members who completed it were very much like the faculty generally across variables of gender, tenure status, and distribution among campuses. The survey collected a wealth of data, not all of which we are able to present here. Part I of the report concentrates on responses to questions about service behavior and perspectives regarding the performance of service. Part II of the report concentrates on the details of service activities revealed by open-ended questions about specific examples of New Jersey service. We view this survey not as the definitive word about service at Rutgers, but as a first step in understanding and promoting attention to its role.

Part I: Activities and Perspectives

The Service Behavior of Rutgers Faculty

Of the 834 respondents, 573 (68.7% of the respondents and 23% of the total 2495) identified themselves as having performed service according to this definition. Female faculty and tenured faculty are slightly more likely to report having performed service. A large plurality of the Rutgers faculty who perform service do so through their own individual efforts, rather than networked through centers, bureaus, and institutes.

Two-thirds of Rutgers faculty who reported that they presented their expertise to the public last year reported six or fewer contacts. In communicating to public audiences, faculty use the written word most often, either through web pages, newspapers, or newsletters, although giving public lectures and participating in local and Rutgers conferences is popular, as is working with K-12 education. Faculty members report fewer instances of contact with state and local government, for which there may be fewer opportunities for interaction, or there may not be well-enough established networks and mediation for such interaction. Faculty also reported a great range of activity in response to public requests, via email, telephone, in person and in writing, and some individuals reported extraordinary numbers of contacts.

Faculty members report important benefits from performing service. Two-thirds of faculty reported benefits of service to their research, three-quarters reported benefits to their teaching, and seven-eighths reported benefits to their personal and professional development. These reports are strong enough that one could speak about synergies between service on one hand and teaching and research on the other, just as one often speaks about synergies between research and teaching at research universities.

But faculty also report critical costs – particularly time taken away from research and teaching, which are more highly rewarded institutionally, impediments to professional growth, and the taxing of institutional support for which service is, again, a low priority.

Specific details of instances of service are presented in Part II. Appendix B discusses ways of crudely estimating the extent of service.

The Opinions About Service of Rutgers Faculty

There is a strong general perception among respondents that Rutgers is committed to service. Roughly three-quarters of respondents report that they, their departments or units, their faculty colleagues, and the university as a whole are “committed” or “very committed” to service. There are, however, some discernible patterns on different campuses, suggesting campus cultures that might be noted. Despite the overall commitment to service, a vast majority of respondents believe that Rutgers faculty should make a greater effort to reach out to potential recipients of their expertise.

Respondents were generally satisfied with the variety of support they received for service from their department or unit, when that support was available. For a slim majority, such support for service – as opposed to for teaching or research – was not satisfactorily available, creating an overall situation of lack of sufficient institutional support.

Three-quarters of the respondents believe that service plays little or no role in promotion and tenure decisions. About half of the respondents are satisfied with this status quo, but a very strong plurality would support increasing the role of service in such decisions. Support for such a change varies subtly among respondents by their perception of the role that service already plays, by their tenure status, and by their own performance of service.

Although the university is widely recognized as committed to service, the combination of modest institutional support and insufficient formal recognition of service in the promotion and tenure process suggest that it may not be sufficiently committed to those faculty who are committed to doing service.

The Evaluation of the Environment for Service at Rutgers

Faculty members who perform service want professional recognition – particularly in promotion and tenure decisions – for that service. Some types of assistance – particularly financial but also administrative – would also help encourage faculty and relieve them of additional burdens. Faculty members also desire a more supportive structure to enhance networks and make internal and external connections.

The potential proposals that respondents said were most likely to increase their performance of service “some” or “a lot” were the creation of a process, akin to the University Research Council grants, to fund service activities, increasing the role of service activities in promotion and tenure decisions, creating a clearinghouse to help identify service opportunities, and provide assistance in writing grants for service activities. A variety of other proposals received large pluralities but not majority support. Overall, more untenured faculty said that they were more likely to increase their service activities in response to such proposals, as were faculty who were already performing service. The exception to this rule was the clearinghouse proposal, which prompted more faculty members not performing service than performing service to say it would increase their service activities.

Faculty might report that a proposal would change their behavior, but they also might not be happy about it. When asked which three of the various proposals they most favored, the proposals with the most first-place votes (in descending order) were changing promotion and tenure criteria, providing funds, creating a clearinghouse, providing additional publicity, and providing grant-writing assistance. Faculty also listed a variety of additional proposals in an open-ended question on the topic.

Our findings suggest that the conditions at Rutgers are appropriate for the implementation of the recommendation by Kellogg Commission on the Future of State and Land-Grant

Universities that “[i]nstitutional leaders develop incentives to encourage faculty involvement in the engagement [or service] effort; and academic leaders secure stable funding to support engagement, through reallocation of existing funds or the establishment of a new federal-state-local-private matching fund.”¹

Part II: Detailed Overview and Examples of Faculty Service Activities

Of the 834 respondents to the survey, 391 (47% of respondents and 68% of service-performing respondents) provided descriptions of their service activities in the State of New Jersey over the academic year 2002-2003 in some detail. We recorded a total of 900 instances of faculty service. We examined these responses and categorized them into six categories based on the audience or recipient of the service: public, meaning the public sector; community, meaning non-governmental and other community-based organizations and activities; school, meaning K-12 education; industry, meaning for-profit organizations; media, meaning contact with or generation of content for traditional (e.g., television, radio, print) or new (e.g., internet, world-wide web) media; and a residual category of “other.” Within each category, service activities were grouped into two sub-categories: service activities with a statewide audience, and service activities with a regional or local audience. The modes of service include lectures, speeches, and participation in conferences, programs, committees, and workshops. The body of the report provides specific cases of faculty service that are exemplary of each category.

Faculty service to public agencies includes activities whose audiences consisted primarily of local, county, and state governments in New Jersey and their agencies or employees. A total of 225 of the 900 instances of faculty service were to public agencies. Activities covered a variety of topics high on the public agenda in New Jersey, from lectures on brown-fields remediation to project consulting on upgrading the skills of single mothers to committee membership on the NJ Farm Evaluation Committee.

Faculty service to communities includes activities whose audiences consisted primarily of community agencies, non-profit organizations, and New Jersey citizens. A total of 264 instances of faculty service fell into this category, the largest portion of faculty service recorded in this survey. Activities covered topics of great community import, e.g., conferences on property tax reform, as well as general community interest, e.g., lectures on the historic character of New Jersey. Other community service activities include faculty participation with museums, non-profit and community-based organizations, public and professional forums, libraries, theaters, religious institutions, and others.

Faculty service to schools encompasses all activity to improve the quality of New Jersey K-12 education. A total of 200 instances of faculty service fell into this category. Such efforts included a number of training workshops for New Jersey teachers and lecturing directly to students on a wide variety of topics. Rutgers faculty members also organized

¹ Kellogg Commission on the Future of State and Land-Grant Universities. *Returning to Our Roots: Executive Summaries of the Reports*. Available at www.nasulgc.org/kellogg, p. 17.

or participated in a number of conferences and programs designed to expose students to research and other educational experiences in a college setting.

Faculty service through the media includes the communication of expertise through such traditional sources as newspapers, magazines, television, and radio, as well as through such new media as the Internet and the world-wide web. All service activity in this class was deemed to be state-wide. Faculty reported 94 instances of service in this category, including fielding numerous phone and email inquiries, participating in television and radio programming, and producing and disseminating content for New Jersey citizens through website development.

Faculty service to industry includes many consultations, conferences, and lectures, particularly in sectors critical to the New Jersey economy such as food production, banking and insurance, and pharmaceuticals. Faculty reported a total of 26 instances of service in this category (which excludes more substantive grant and contract relationships with industry).

Faculty reported 91 instances of service that defied categorization in this scheme, including outreach and clinical activities, ad hoc organizing, and the provision of testimony, the submission of amicus briefs, and pro-bono law services.

Introduction

Service to the state of New Jersey is part of both the mission and the tradition of Rutgers University.² President Richard McCormick has placed the role of the state university in the performance of service near the top of his administration's agenda. In a December 2002 speech before the New Jersey legislature, President McCormick articulated how "Rutgers' presence is felt in every corner of this state, [and how, t]hrough agricultural extension, collaboration with the K-12 schools, studies for government bodies, through partnerships with business, Rutgers reaches out to the citizens of New Jersey."

But he also told the assembled legislators that "if we have not always done this as well as we could have, if we have sometimes seemed aloof from the people and problems of our state, I promise we'll do better."³

In his inaugural address last spring, President McCormick called on the Rutgers community to help fulfill this commitment by strengthening its special ties to New Jersey and its citizens.⁴ His administration has already taken a few steps in pursuit of this end, for example, a reorganized Department of University Relations, a "Serving New Jersey" section (<http://ruweb.rutgers.edu/servingnj.shtml>) added to the newly redesigned Rutgers web site, and the first New Faculty Traveling Seminar in May 2004.

In response to President McCormick's increased emphasis on Rutgers' service to New Jersey, Professor Guston's class on "The Role of Experts in the Policy Process" offered to study the public role of Rutgers as a community of experts.

Discussions with President McCormick and others led to the decision that the major portion of the study would be a web-based survey of faculty about their service behaviors and perceptions. Such a survey was needed because the annual faculty survey does not sufficiently account for service behavior and does not at all account for perceptions and opinions about service. In addition to conducting the survey, the class reviewed some literature about the role of service at research universities and examined the web sites of many other research universities to provide additional context for the study of Rutgers.

Through the efforts of the Office of Institutional Planning and Research, the survey was available on the web from 31 October to 16 November 2003. Of the 2495 eligible faculty, 834 (33%) completed the survey. As Table 1 shows, the faculty who completed it were very much like the faculty generally across variables of gender, tenure status, and distribution among campuses. There may, of course, be other differences between the respondents and the faculty overall. We assume, for instance, that respondents are more

² See Appendix B for a brief summary of two earlier glimpses at Rutgers' service to New Jersey.

³ "Remarks to NJ State Senate," 16 December 2002, available at http://www.president.rutgers.edu/remarks_121602.shtml.

⁴ "Affirming Our Values – Serving Our State," 13 April 2003, available at http://www.president.rutgers.edu/remarks_041303.shtml.

likely to have performed service than non-respondents. Appendix A provides further discussion of such issues.

Table 1. Comparison of Respondent Faculty to All Rutgers Faculty (by gender, tenure status, and campus)

	Respondents	All Rutgers Faculty
Number	834	2495
% Female	33.1	34.5
% Tenured	62.9	60.4
% on Busch	27.2	31.4
% on Camden	10.2	9.3
% on College Ave.	19.5	17.8
% on Cook	13.7	12.3
% on Douglass	9.8	9.1
% on Livingston	5.8	5.2
% on Newark	13.8	15.1

This report provides an overview of the results of the survey and some additional research conducted on service by faculty at research universities. There are several limitations of the study. We chose, for example, to survey the entire faculty rather than to select a random sample because we were not attempting to make causal statements about who performs service and why, but because we felt that we could better get at the variety and depth of service behavior by soliciting responses from all faculty rather than a random subset whose response rate might have been fairly low. As the study was a class project, we also found ourselves constrained in ways by both the intellectual content of the class and by formal class requirements such as individualized grading and semester timetables.

Nevertheless, we believe we have produced a useful and enlightening document about the New Jersey service activities and opinions of Rutgers faculty. We have collected a wealth of data, not all of which we are able to present here. We view this survey not as the definitive word about service at Rutgers, but as a first step in understanding and promoting attention to its role.

The Service Behavior of Rutgers Faculty

Defining Service

The class encountered some difficulty defining service with the specificity sufficient for a survey. After reviewing definitions from the annual faculty survey, the National Center for Education Statistics, and other universities, the preamble to our survey expanded on the faculty survey to define service as:

activities on peer review panels or study sections, technical assistance, evaluation of documents, in-service training of personnel, staffing of membership on committees or commissions, lectures or demonstrations to public audiences, or other activities in which 1) you were not performing research, 2) the direct beneficiaries were not Rutgers students, and 3) **you made use of your professional expertise.**

Service may be remunerated with an honorarium, per diem, or other modest financial arrangement, but it does not include activities that are a significant source of income for the faculty member. Service can occur through formal settings such as committees or through informal contact such as exchanges of email.

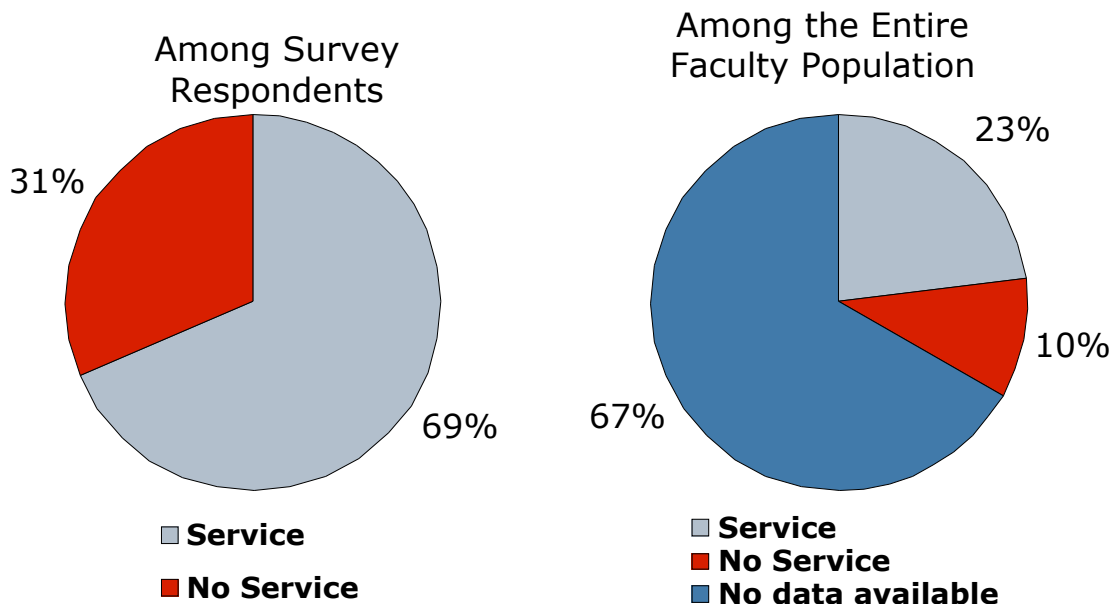
Although faculty members provide valuable service in a variety of venues, the survey is primarily interested in those service activities performed for the benefit of the state of New Jersey, its agencies, communities, and/or its citizens. For simplicity, the survey refers to such activity as “New Jersey service.”

For example, this definition would include a faculty member’s judging a local science fair, but it would not include coaching a local youth sports team. It would include writing a friend-of-the-court brief for a New Jersey court, but it would not include serving regularly as a paid expert witness. It would include reviewing research proposals, but not conducting contract research. It would include giving a lecture to a public audience, but not delivering a paper at a professional meeting (even if located in New Jersey).

The survey asks you to focus on your service activities for the year from 1 July 2002 to 30 June 2003 (the “recent year”).

A large number of Rutgers faculty perform such New Jersey service.⁵ As Figure 1 illustrates, of the 834 respondents to the survey, 573 (69% of the respondents and 23% of the 2495 faculty receiving the survey) identified themselves as having performed New Jersey service during the year July 2002 to June 2003. These figures compare favorably to the 510 faculty members who indicated at least one service activity on the June 2003 annual faculty survey.⁶

Figure 1. Performance of Service Among Respondents and Faculty Population



Among the respondents, female faculty were slightly more likely to report having performed New Jersey service (201 of 272, or 74%) in the recent year than male respondents (371 of 553, or 67%). A higher percentage of faculty who have been tenured (373 of 519, or 72%) perform service than of faculty who are not tenured (199 of 306, or 65%).

Venues for Performing Service

The survey asked faculty if their service activities occurred through (a) service learning, (b) clinical supervision of students, (c) a center, bureau, or institute (CBI), or (d)

⁵ Some service activities at Rutgers that are beneficial to the state are not included in this definition. Service not based on faculty’s professional expertise was not included. Second, staff service, whether or not based on expertise, was not included in order to limit the study in a way that was consonant with the themes of the course and the ability of the class to grapple with the problem practically. Third, service that is implicit in the performance of research is not included here, but is examined in Appendix D.

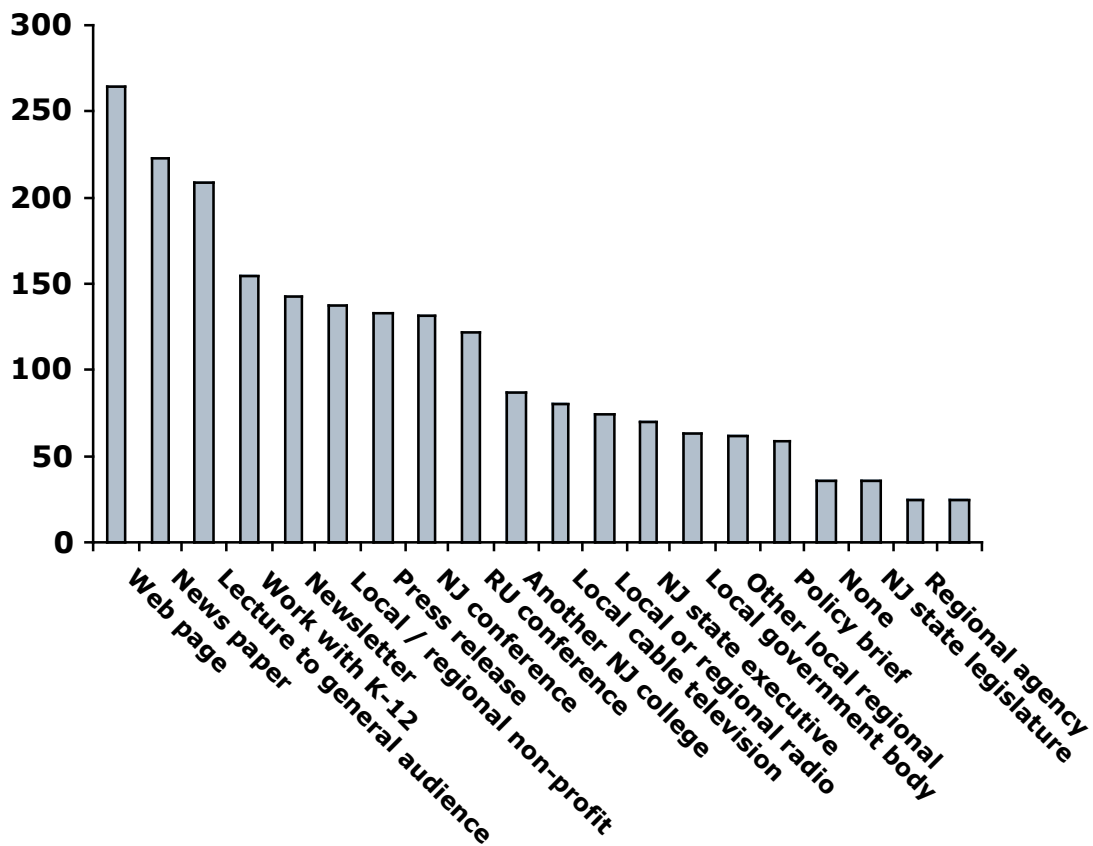
⁶ Email communication from Richard Tedesco, 26 November.

individual efforts. The answers suggest a great deal of service activity is conducted by faculty as individuals and without the networks or resources of formal programs like CASE or CBIs. Of the 561 faculty who responded (of 573 who had performed service), 261 (47%) indicated that their service occurred through individual efforts only, while 60 (or 11%) indicated their service occurring through CBIs only. Indeed, CBIs were not involved in the service of 337 (60%) of the responding faculty.

Of the 531 respondents who acknowledged presenting their research or expertise in a public venue in the recent year, 14% said they did so monthly or more often and an additional 8% said they did so almost monthly. More than one-third of respondents, 36%, said they presented in a public venue three to six times that year, and one-third (33%) reported they did so only once or twice during the year.

Figure 2 ranks the venues through which faculty members share their expertise. The favorite venue for faculty to share expertise with the public is through websites; respondents reported 265 of such cases. Newspapers (223 cases) and lectures to a general audience (209 cases) completed the top three. The three least popular venues are

Figure 2. Rankings of Venues for Sharing Expertise



through written policy briefs (36), to the NJ legislature (25), and to regional agencies (24). Contact with other governmental venues – state executive agencies (64) and local governments (62) – were among the lower tier of responses. Although there are fewer opportunities for communicating to government officials directly than in broadcasting through newspapers or the web, the former venues require skills and, likely, institutional mediation that some faculty may not have access to. Faculty can generally create web content, write for newspapers, and deliver lectures more easily on their own initiative.

The survey asked faculty to indicate approximately how many times in the recent year they responded to public requests for information through (a) emails, (b) phone calls, (c) letters, and (d) in person. Almost two-thirds (527 of 834) reported having responded in at least one fashion, and many responded in several. Of these 527, 459 responded to email requests, 437 to phone requests, 298 to in-person requests, and 181 to letter requests. The absolute numbers generated by this question for the number of responses per medium varied greatly, with some extreme maximums. The means were 30.4 responses for email, 30.4 responses for phone, 26.8 responses for in-person, and 11.3 responses for letters.

Part II of this report offers additional details about specific examples of service activities. One could begin to estimate the extent of service by multiplying out these means by the number of respondents, but the reported instances of service may not be reliable enough for that. See Appendix B for a further discussion of quantification.

Benefits and Costs to Service

The survey demonstrates that faculty members who engage in service find that it provides a variety of professional benefits, including contributing to research and teaching. These reports are strong enough that one might productively speak of synergies between service on one hand and research and teaching on the other, akin to the traditional description of synergies between research and teaching themselves.

About two-thirds of respondents reported that their research benefited from their performance of service in some way. The most commonly cited benefit was “enabling collaborations” (231 of 834), followed very closely by “changing research agenda” (221). Fewer faculty members (162) indicated that service had “expanded funding opportunities.” Faculty members were also invited to describe in an open-ended way how else service may have benefited their research. Some seventy faculty took advantage of this option, describing how service expanded their research questions and concerns, sometimes to include different perspectives from peers and policy makers. Others described how it expanded their resources and influence, creating a larger pool of students on which to draw and increasing their legitimacy as researchers. One-third (275) of respondents found no benefit to their research from service.

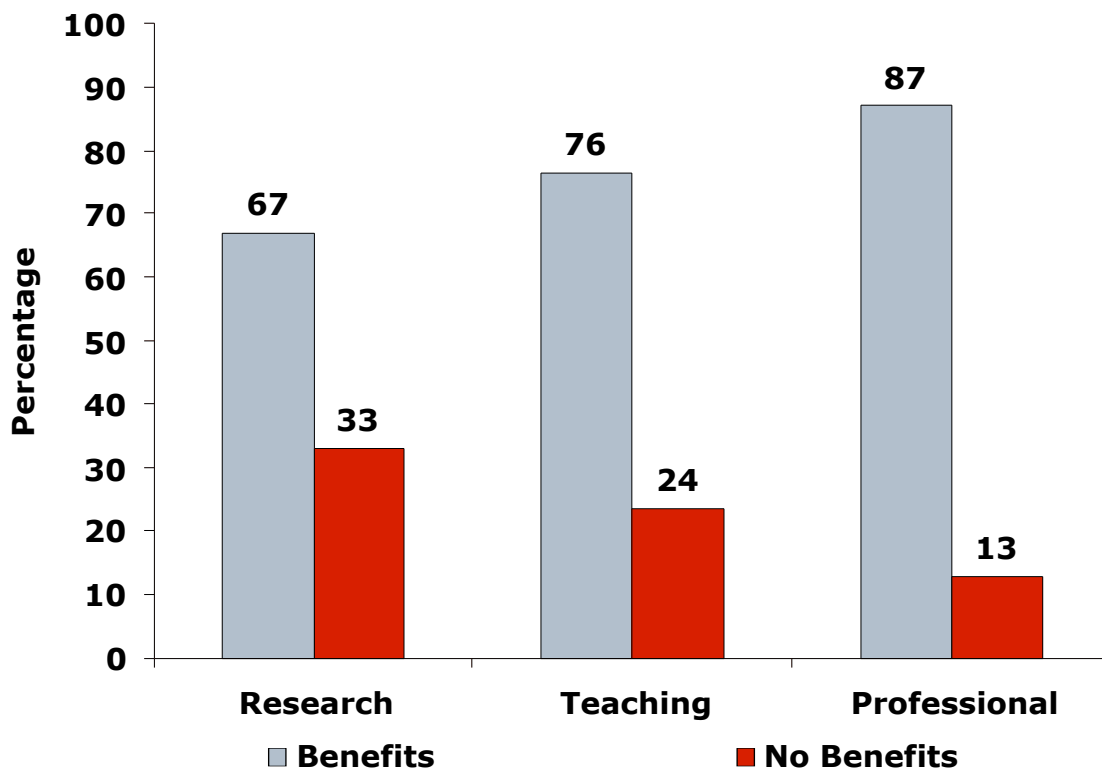
About three-quarters of respondents reported benefits to their teaching, most prominently by “enhancing class content” (327 of 834) but also by “enhancing student opportunities” (218) and “enhancing teaching methods” (141). Some forty faculty took advantage of the open-ended question about service benefits to teaching to explain, primarily, that service allowed them to teach more effectively about practical applications, real world examples,

and the limits to theory “to complement the theoretical/abstract frameworks that are developed during the class.” They also indicated that service “led to better understanding of the students’ lives before coming to Rutgers, [and] led to a better understanding of New Jersey as a distinctive place with its own culture.” About one-quarter of respondents (197) found that service brought no benefits to teaching.

At least seven in eight respondents also reported that their personal and professional development benefited from that service. Almost half (410 of 834) reported that service is a “fulfilling and rewarding experience” and a marginally smaller number (384 of 834) reported its role in “extending personal and professional relationships.” More than one-third (317) reported that service played a role in “enhancing reputation” as well. Only one in eight respondents (108 of 834) reported no personal or professional benefits to service. Figure 3 compares the percentage of faculty finding benefits of service to research, teaching, and personal and professional development.

The performance of service is not, however, one-sided. In an open-ended question, faculty members described the costs of service to research (245), personal and professional life (93), and teaching (77). Three main issues emerged:

Figure 3. Benefits of Service to Research, Teaching, and Personal & Professional



1. Service takes valuable time from other activities. Lack of time was the primary complaint, as faculty related that service either cuts into other professional activities for which there are greater institutional rewards, or cuts into personal and family time. One respondent wrote that service “on top of my extremely demanding teaching and research schedule has been extremely stressful and has always meant that I have had to give up research [and] teaching but mostly a goodly piece of personal time, which is already dreadfully short. I sincerely hope that no push on faculty to increase service is made without commensurate relief from other tasks.”
2. Service obstructs professional achievement. An important complaint was that faculty members perceive service as not supporting career advancement because their peers and the university do not recognize or value it enough, particularly for tenure, promotion, and salary decisions. Service “takes time and energy away from other activities [and] receives virtually no credit, formally or informally.” For one senior faculty member, service has “likely eliminated a future opportunity to advance from Professor I to Professor II, as a considerable amount of time is taken from national/international research efforts. These are the ones that lead to such a promotion. Service activities certainly are not.”
3. There is little institutional support structure for engagement in service. Administrative and bureaucratic support for service is scarce, despite the formal status of service as part of the university’s mission. This support includes even modest financial support for service-related expenses, as some faculty pay out of pocket for service activities. One faculty member whose dean does not think service is of great benefit to the university finds that s/he is “shortchanged in various non-critical but annoying ways.”

Faculty perception of the benefits and costs of service to research, teaching, and personal and professional development did differ somewhat across campuses. Faculty based at Cook were more likely to find benefits from service to their research than were other faculty, and Busch faculty were less likely to find benefits to research. The situation was reversed with respect to teaching, as Busch faculty were more likely to find benefits to their teaching, and Cook faculty were less likely to find benefits to teaching.

Extent of Service Activities

The survey asked respondents to provide “one exemplary instance of New Jersey service from your experience in the recent year” and to “list any other instances of New Jersey service,” including location and time devoted to the service activity. Those results are available in Part II of the report. Appendix B, however, explores two ways of estimating the extent of New Jersey service activities from our data, finding that previous attempts may underestimate the extent of service currently performed.

The Opinions About Service of Rutgers Faculty

Commitment to Service

There is a strong general perception among respondents that Rutgers is committed to service. One faculty member communicated this commitment by saying:

One of the things I have cherished most about my faculty role has been the opportunity to interweave service, teaching, and research during my career. I count myself blessed to have been at a university where that balance was not only accepted by supported. Rutgers has provided material support as well as plenty of moral support.

But other respondents pointed to a lack of material support for service and indicated potential support for significant changes in how the university recognizes, funds, and otherwise supports service. Although the university is widely recognized as committed to service, it may not be sufficiently committed to those faculty who are themselves committed to doing service. As one respondent offered in an open-ended question:

I think up to this point, officials at Rutgers have talked a good public relations game about faculty service to the state of New Jersey. However, positive reinforcement for such activity, including recognition as an important part of the work of faculty at the departmental and university-wide levels, has been virtually non-existent.

Nearly three-quarters of respondents (581 of 785) believe that Rutgers is either “somewhat” or “strongly” committed to New Jersey service. This response was consistent and virtually indistinguishable from the number of respondents who believed that their department and their faculty colleagues were “somewhat” or “strongly” committed to New Jersey service. It was also indistinguishable from the similar number of respondents who reported their own perspective as “somewhat” or “strongly” committed. Figure 4 illustrates these findings. In aggregate, there is little or no observable gap between the opinions of individual faculty members about their own commitment to service in aggregate and their view of the commitment of their departments, their faculty colleagues, and the university as a whole.

As Table 2 shows, there is some variation, however, around how faculty on different campuses view commitment to service. Faculty at Cook were apparently likely to see themselves, their colleagues, and their department or unit somewhat out of step with the rest of the university by their greater commitment to service. Conversely, Busch faculty were apt to see the university as somewhat more committed to service than they as individuals were or their colleagues or departments were. Camden faculty were apparently likely to see themselves as individuals as somewhat out of step with their colleagues and the institution around them. There may thus be identifiable cultural perspectives on individual campuses that are not accounted for in the aggregate, but which may play into any reforms that might be attempted.

Figure 4. Perceptions of Commitment to Service

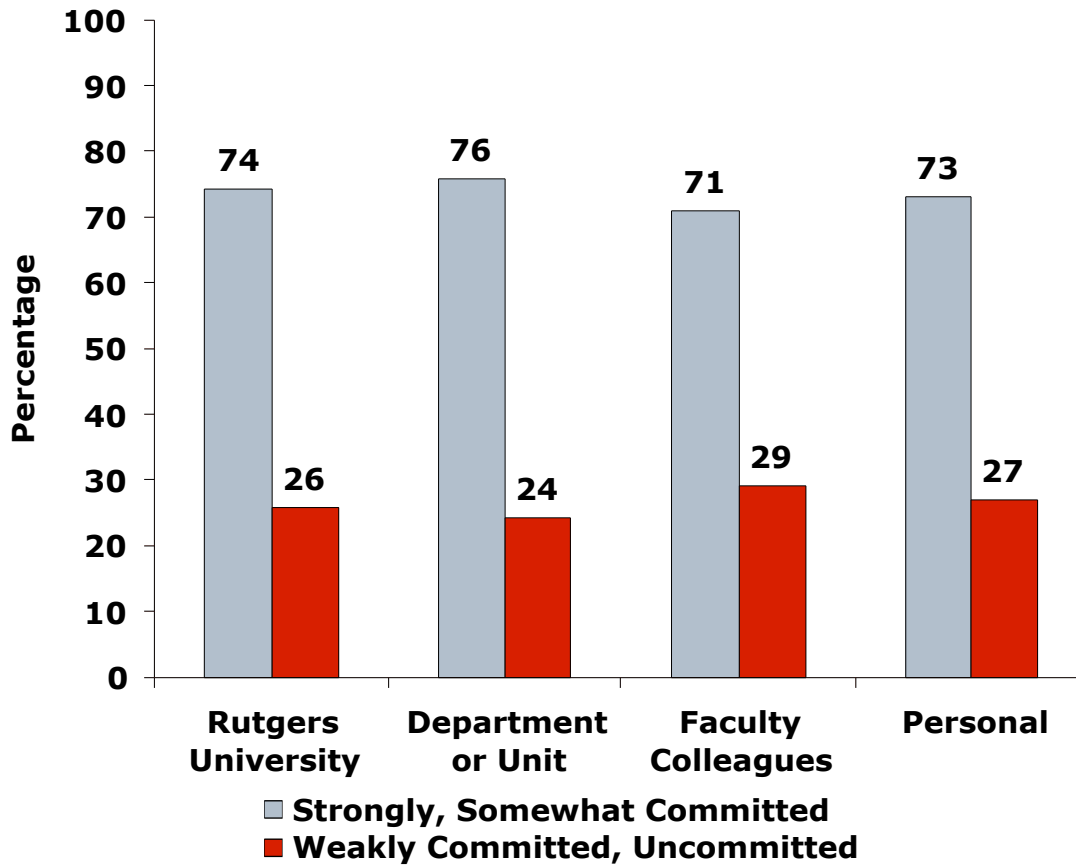


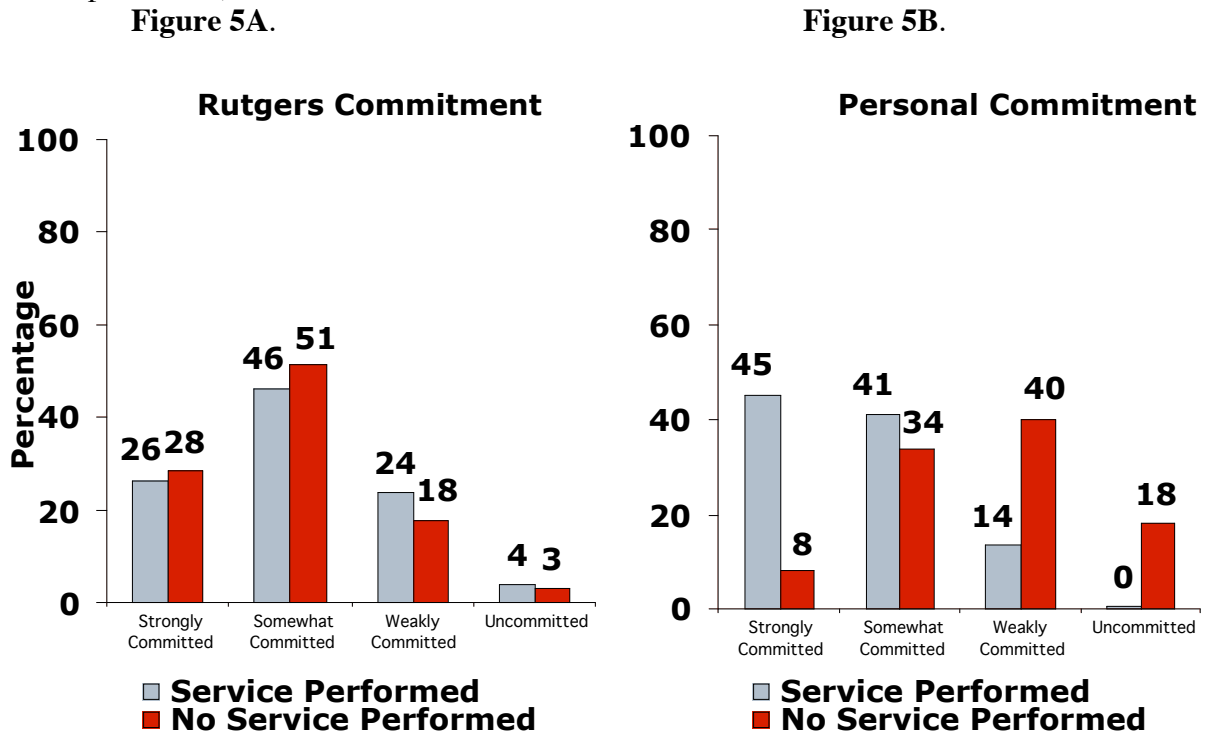
Table 2. Perceptions of Commitment to Service
(% “somewhat” or “strongly” committed, by campus)

	Cook	Busch	Camden
Rutgers	64	81	86
Department/unit	86	70	84
Colleagues	82	65	80
Personal	84	67	74

Self-identified level of commitment, however, was (somewhat obviously) related to the performance of service. Of the 558 respondents who personally felt “somewhat” or “strongly” committed to service, 86% actually performed service in the recent year, compared with 42% of the 237 respondents who felt only “weakly committed” or

“uncommitted.” As Figure 5A shows, respondents who did not perform New Jersey service were marginally more likely to view the university as “somewhat” or “strongly” committed than respondents who did. As Figure 5B shows, they were also much more likely to define themselves as only “weakly” committed or “uncommitted” to service and vastly less likely to define themselves as “strongly” committed. These data suggest that at least for some faculty, commitment to and performance of service go hand in hand, and opportunity or support may not be sufficient motivators.

Figure 5. Perceptions of Commitment (by service performed)



Perceptions of commitment were also colored by the tenure and gender status of the respondents. Faculty with tenure were less likely (337 of 503, or 67%) to characterize their faculty colleagues as “somewhat” or “strongly” committed than were faculty without tenure (226 of 294, or 77%). Female faculty members were marginally more likely to respond that the university, their colleagues, their department, and they themselves were “somewhat” or “strongly” committed to service than were their male counterparts.

Outreach and Support

Respondents suggest that Rutgers faculty should make greater efforts to reach out to potential service recipients, and that the ability of such potential recipients to access faculty expertise needs to be enhanced. A full 84% of respondents (666 of 793) agreed or strongly agreed that “Rutgers faculty should make a greater effort to inform potential recipients about their areas of expertise.” The conduct of service influenced the extent to

which respondents thought faculty should make greater efforts, with 87% of those conducting service versus 76% of those who did not either agreeing or strongly agreeing.

Fifty-eight percent of respondents (449 of 774) agreed or strongly agreed that “Potential recipients of Rutgers expertise can easily access that expertise” – meaning that 42% disagreed or strongly disagreed, believing that Rutgers’ expertise was not easily accessible. Rutgers faculty who performed service (43%) were marginally more likely to disagree with the proposition than were those who did not perform service (40%), suggesting that those more familiar with potential recipients’ ease of access think a little less highly of it.

Respondents were generally satisfied with the variety of support they received for service from their department or unit, when that service was available. But for many, such support for service – as opposed to for teaching or research – was not available, creating an overall situation of insufficient institutional support.

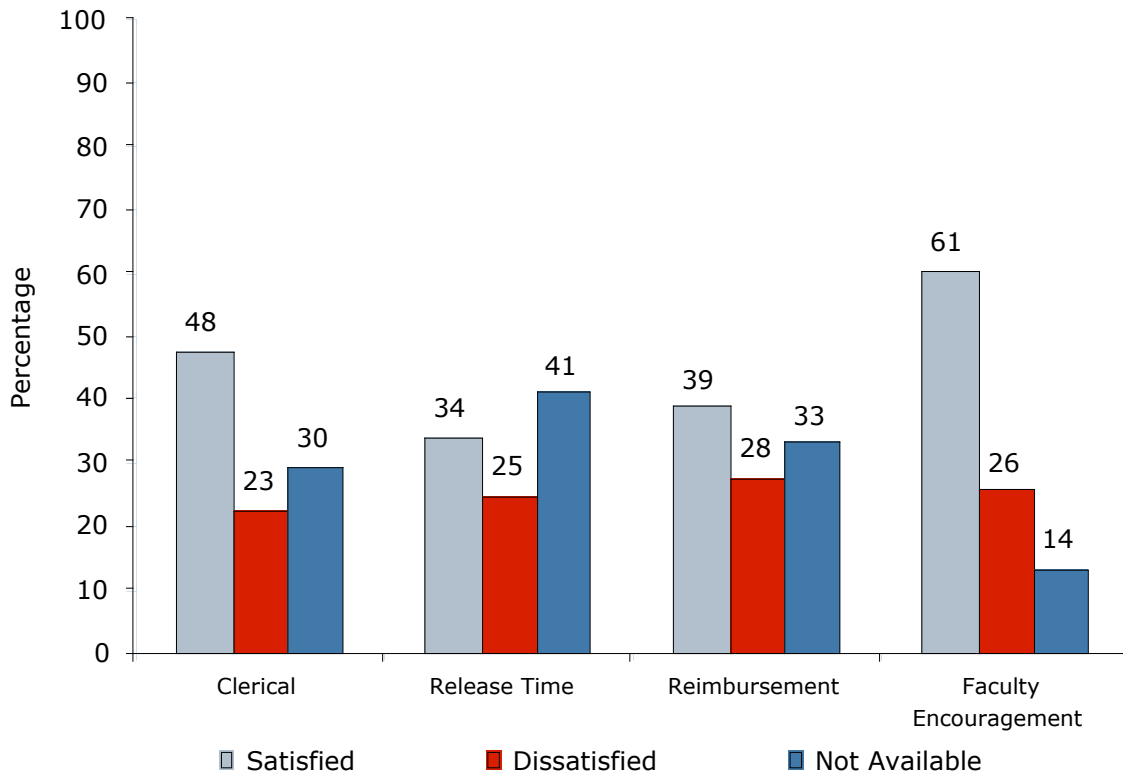
Figure 6 illustrates the problem. In each case of clerical support, release time, reimbursement for expenses, and encouragement from colleagues, more respondents who had such support available were “satisfied” or “very satisfied” than were “dissatisfied” or “very dissatisfied.” But in each instance except encouragement from colleagues – that is, in each of the areas of material support – the total of “not available” with “dissatisfied” or “very dissatisfied” covers a majority of respondents.

Respondents could also answer an open-ended question about institutional support for service activities, an option of which 148 respondents availed themselves. The bulk of these reiterated a number of common themes, including greater support, interest, and encouragement from university leaders in Old Queens and from decanal units. As one respondent wrote, “[I would like] greater acknowledgement that service is our most important mission. We are here to serve the residents of New Jersey.”

Respondents also looked for better access and assistance from centralized offices such as State Relations, Office of Research and Sponsored Programs, and Media Relations and Communications, e.g., “[I would like] Rutgers’ public information office publicizing my name and expertise to the media.” Another cluster also repeated themes in expressing a desire for greater funding support, including assistance in grant writing, but also for travel money and reimbursement associated with service. A third cluster emphasized more personnel resources, including both graduate and undergraduate student support for service activities. For example, one respondent wrote, “[I would like greater] allocation of resources for support of those charged with outreach, such as better staffing of grants administration and cross-culture ‘support’ of extension.”

Despite these expressions of desire for the university to help faculty perform service, some faculty see things differently: “[I] never asked [for support.] Service is service. Service is not getting secretaries to do something for you, or expecting release time or reimbursement.”

Figure 6. Satisfaction with and Availability of Support



Promotion and Tenure

Almost three-quarters of respondents (592 of 805, or 74%) believe that service plays “little” or “no” role in promotion and tenure decisions in their department or unit, while the remainder believes that service plays a “moderate” or “substantial” role in such decisions. As the first line in Table 3 shows, overall respondents are divided about the normative question of whether service should play a different role in tenure, but they lean toward a greater role. Nearly half (400 of 805) believe that its role should remain the same. But a total of 45% believe that the role of service should be “more” or “much more.” Only 6% believe the role of service should be “somewhat less” or “much less.”

As one might expect, the normative belief about changing the role of service in tenure is dependent in part on the perception of that role to begin with. Less than half of respondents who believe service plays no or little role in tenure believe that the role of service should remain the same. More than half believe its role should be more or much more. Of the respondents who believe service already plays a moderate or substantial role in tenure, nearly two-thirds believe it should stay the same, but 30% would still like to see its role increased. Twelve percent of this group would like to see its role decreased.

Tenure status also has an influence on the normative belief about the role of service in tenure. Tenured faculty are more likely than non-tenured faculty to want to keep the role of service in tenure the same. Non-tenured faculty are marginally more likely to want to increase the role of service but substantially more likely to decrease the role of service in promotion and tenure decisions.

Similarly, the normative belief about service in tenure is also dependent on the conduct of service. A majority of respondents who perform service would prefer the role of service in promotion and tenure decisions be increased. Nearly two-thirds of those who did not perform service would keep its role in such decisions the same, but still 30% would favor increasing its role.

Table 3. Opinions on Changing the Role of Service in Promotion and Tenure (overall and by perception of role of service, tenure status, and service performance)

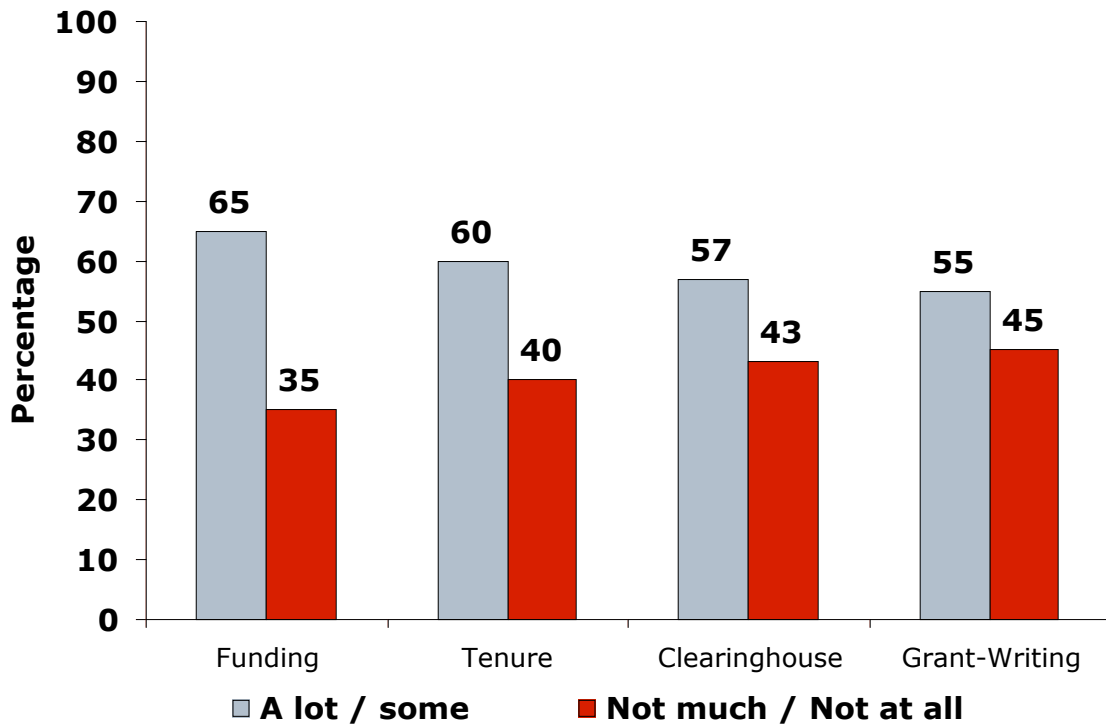
Respondents	--	-	0	+	++	N
Overall	2%	4	50	33	12	805
Service has no role	1	2	44	37	16	592
Service has role	4	8	65	24	6	213
Tenured	2	2	52	33	11	515
Not Tenured	3	6	45	33	13	290
Performed Service	1	3	44	37	14	559
Performed No Service	4	5	64	23	6	238

Enhancing the Environment for Service at Rutgers

The survey asked faculty a number of questions designed to elicit views on how to enhance the environment for service at Rutgers. Overall, faculty who perform service want professional recognition for that service, but some types of assistance – particularly financial – would also help encourage faculty and relieve them of additional burdens. Faculty also desire a more supportive structure to enhance networks and help make internal and external connections.

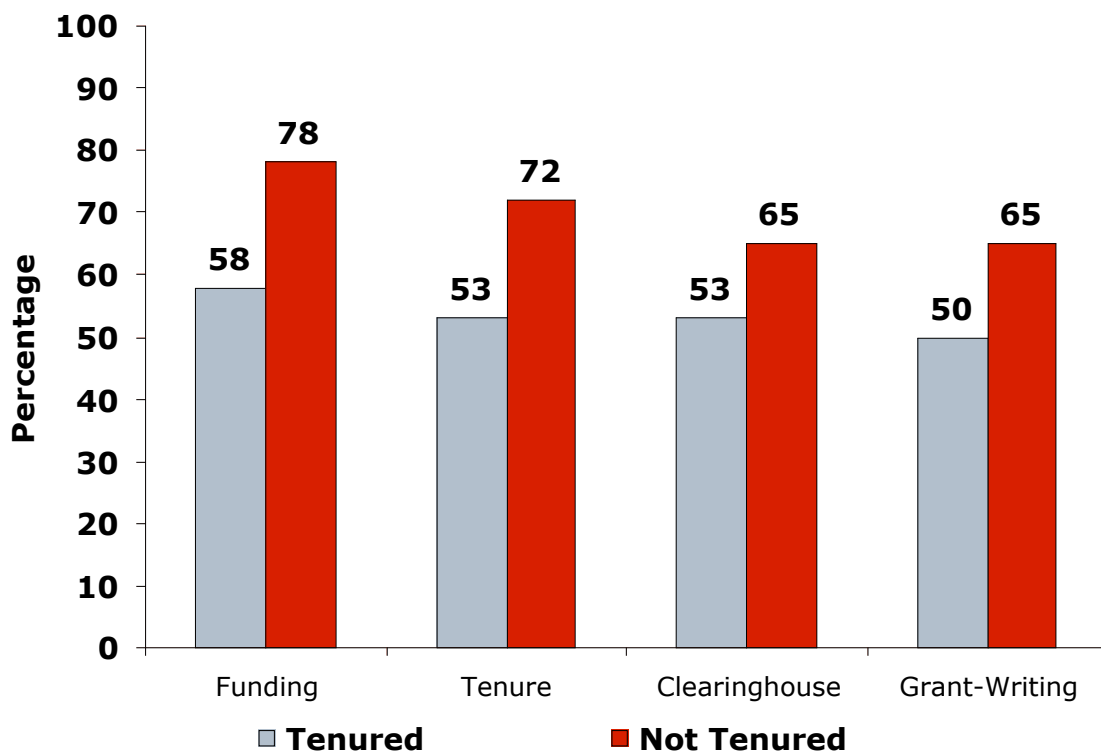
The survey asked faculty whether a number of potential proposals might increase their service activities “a lot,” “some,” “not very much,” or “not at all.” Among the various proposals, four received majority support: funding, tenure changes, a clearinghouse, and grant writing support. Other measures – including additional publicity (47%), a discussion forum (46%), various administrative support functions (~43%), computer support (41%), public service awards (39%), and other clerical support (~35%) – did not prompt a majority to anticipate increasing their performance of service. Figure 7 illustrates the percent of respondents indicating that funding, tenure changes, a clearinghouse, and grant writing assistance would increase their service activities “a lot” or “some.”

Figure 7. Possible Proposals to Increase Service Activities



Funding. Nearly two-thirds of respondents (463 of 712, or 65%) reported that “creating a separate process, similar to the University Research Council funds, to provide financial support to faculty service activities” would increase their service activities “a lot” or “some,” while 35% reported it would increase service “not very much” or “not at all.” Faculty without tenure found this proposal particularly compelling, with 78% of untenured respondents reporting a potential positive change, compared to 58% of tenured respondents. Figure 8 shows this result, as well as the results for tenure changes, a clearinghouse, and grant writing assistance. Figure 9 shows that faculty who reported already performing service were modestly more likely to say that providing a separate funding process would increase their performance of service (67%) over those faculty who did not report performing service (61%). Results for the other categories are also found in Figure 9 and are discussed below.

Figure 8. Possible Proposals to Increase Service Activities (by tenure)



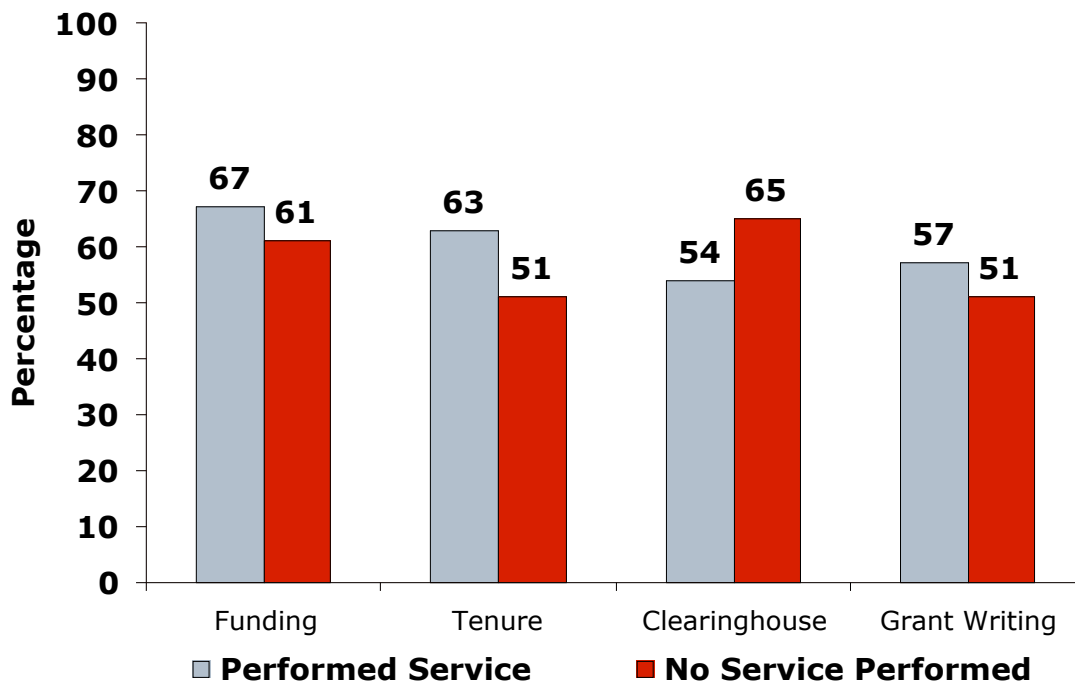
Tenure changes. Three-fifths of respondents (424 of 711, or 60%) reported that “increasing the contribution of service activities to promotion and tenure decisions” would increase their service activities “a lot” or “some,” while 40% said that it would do so “not very much” or “not at all.” Again, untenured respondents were more likely to say that their behavior would be changed, with nearly three-quarters (72%) saying that such a change would increase their service activity, while just over half (53%) of tenured faculty anticipated such an increase. One respondent commented, “I am a new faculty member,

but my perception is that I should not do any service if I want to get tenure.” And similarly, 63% of faculty who already performed service responded that increasing the contribution of service to tenure would increase their performance of service, while 51% of those not performing service felt the same.

Clearinghouse. Nearly three-fifths of respondents (409 or 715, or 57%) reported that “identifying service activities, e.g., by establishing a clearinghouse” would increase their service activities, while 43% reported that it would not. Such a clearinghouse might help faculty like this respondent, who wrote: “From my perspective (20 years at Rutgers), it is very difficult to be connected to service opportunities. I’d be willing to do more service, but [I] don’t have access.” Untenured respondents were again more likely (65%) than tenured respondents (53%) to report that creating a clearinghouse would increase their service activities. This potential proposal breaks the pattern, however, with respect to existing faculty service roles. Nearly two-thirds (65%) of faculty who are not performing service say that creating a clearinghouse would increase their service activities, while only 54% of those already performing service said that it would.

Grant writing. The only other potential proposal that a majority of respondents (386 of 701, or 55%) reported would increase their service activities was “providing grant-writing assistance.” Untenured faculty (65%) were once again more likely than tenured faculty (50%) to report that such assistance would increase their service activities, as were faculty who performed service (57% to 51%).

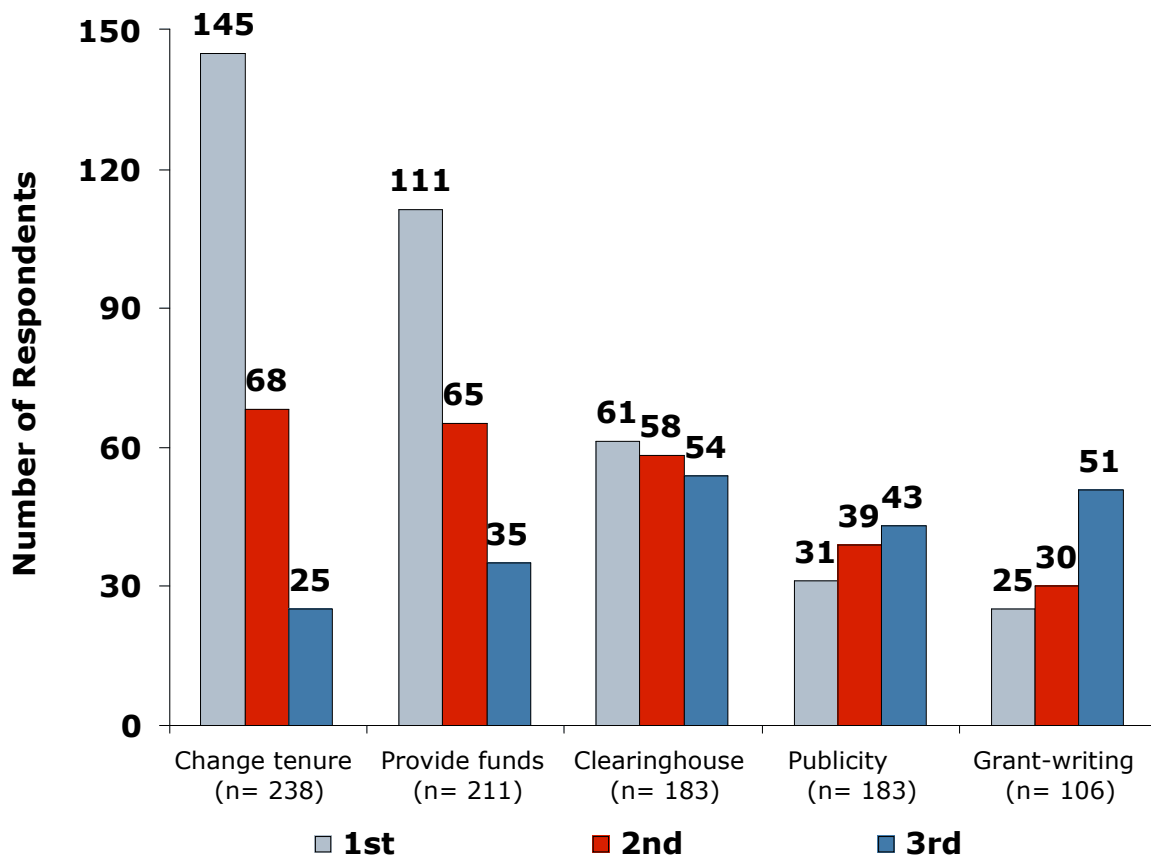
Figure 9. Possible Proposals to Increase Service Activities (by service)



These data suggest that there are differences between the perspectives of faculty who already perform service and the perspectives of those who do not. Faculty already performing service have already forged the networks they require to perform that service, and they would do more if they were – in their view – appropriately rewarded for it. Faculty not performing service seem to feel that the networking issues may be more of an immediate hurdle than is the reward system. (However, if the creation of a clearinghouse made service more widespread, it might create even greater demand for additional funding and changes in tenure.) And as one might expect, junior faculty – facing issues in raising money, the hurdle of tenure, and in networking – report their greater willingness than tenured faculty to pursue service in response to any of these proposals.

Of course, faculty might report that their behavior would change in response to such proposals, but they might not actually prefer such a change. We asked faculty to list their three favorite proposals of the ones listed (or ones that they added to the list). Table 4 shows the top five first-place vote getters, and the total votes they received for first, second, and third places, along with the total number of votes.

Figure 10. Top Proposals for Increasing the Performance of Service



In addition to ranking given proposals for increasing the performance of faculty service, respondents were given the opportunity to list any other proposals that might increase their performance. One hundred and forty-four faculty (17%) responded with a total of 234 proposals. Many of these proposals were not distinct from the ones given by the survey, and some of them are not proposals to increase service per se, but rather proposals for service activities themselves. Recounting them provides additional depth to the analysis and suggests an intensity of feeling on the part of some faculty.

The responses can be clustered into eight thematic groups over two levels of relative support:

Higher Support (30+ mentions in 234 proposals):

1. Faculty-targeted proposals, e.g., “truly making service (instead of lip service) count in promotion/tenure” and “the most important incentive would be release time from teaching.”
2. Funding proposals, e.g., “create a direct link between funding for research activities and service activities,” “funding for advisory groups – media, K-12 teachers, business,” and “funding of research and educational programs (graduate and undergraduate) that link research to the state needs.”
3. Network proposals, e.g., “create centers for the various disciplines to interact with the NJ environment” and “organization of a clearinghouse in Old Queens that would function in a manner analogous to the Institute for Government Services at the University of North Carolina,...with FACULTY LINES to buy release time for relevant faculty...[to fulfill] specific requests from government and the legislature.”
4. Service promotion proposals, e.g., “recognition by ANYONE at Rutgers for PAST and PRESENT service,” “commitment from the TOP; telling State we value service and [then] communicating to ourselves we only want to be great in research sends the wrong message,” “encourage junior faculty to become more involved as public intellectuals,” and “encourage senior faculty to become more involved in state-wide and regional public organizations.”

Lower Support (22 or fewer mentions):

5. Policy proposals, e.g., changes to hiring policy to mandate “a percent[age] of all academic hires (let’s say 20%) should be specifically geared to potential for service and/or teaching contribution.”
6. Outreach proposals, e.g., “linking activities directly to servicing the K-12 community” and “scientific outreach programs for community education.”
7. Staffing proposals, e.g., “hiring outreach directors” for centers.

8. Internal education proposals, e.g., faculty training and curriculum for service.

Additional responses maintained that the level of performance of service at Rutgers was already high, e.g., “I have a high level now. I cannot reasonably increase it. These questions are not very constructive,” or believed that the status quo was acceptable, e.g., “Keep things as they are. Those who are interested in various forms of service can perform service effectively now.”

Respondents also had opportunities in various places in the survey to offer suggestions for change through the answers to open-ended questions. The vast majority of these comments pertained to the same issues discussed elsewhere, including tenure, money, general support, and, particularly, the conflict in the allocation of time that faculty face when trying to do research, teaching, and service. As one respondent wrote in detail that captures the general thrust of our findings:

[F]aculty and staff at Rutgers should be encouraged to do much more in the way of service through 1) release time from some of their regular activities; 2) more recognition of service in faculty and staff promotion and pay-for-performance decisions; 3) more attention and publicizing of service accomplishments; and 4) greater awareness by University leadership (including central administration and decanal leaders) that service is an important component of the University’s mission and that it need not be inconsistent with quality research and teaching.

One more novel idea offered was the hiring of people “whose mission, role, and expertise is in matters of pedagogy and service, thereby creating an intermediate body of catalysts throughout the university who can catalyze departments and colleagues to provide more attention to service as well as pedagogy.”

Part II: Detailed Overview and Examples of Faculty Service Activities

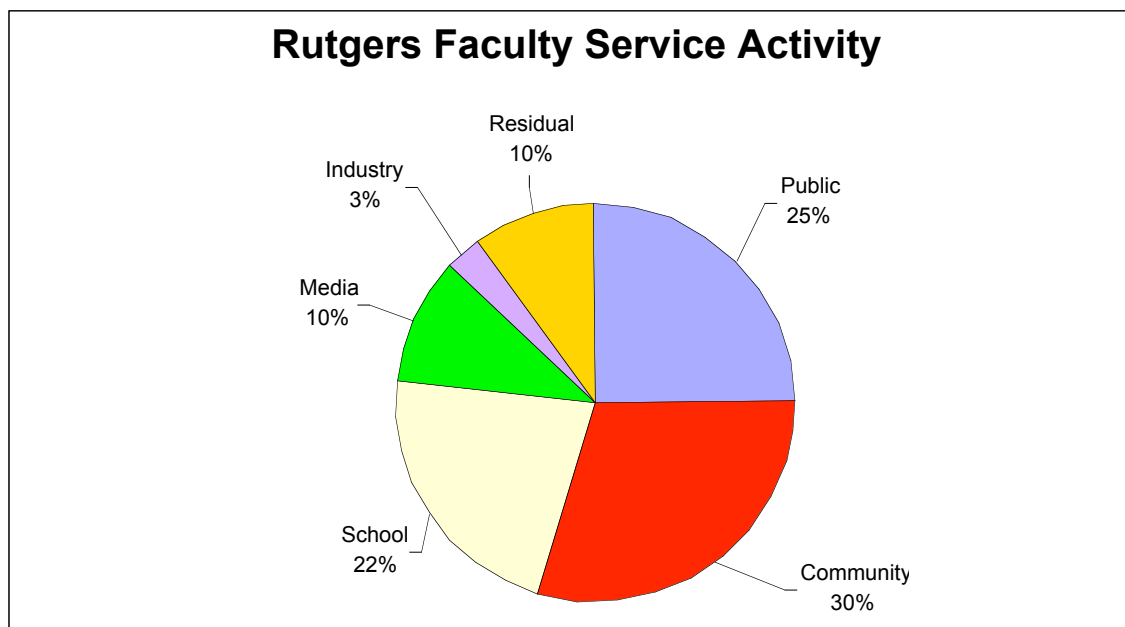
Jeffrey Perlman and David H. Guston

Introduction

Part I of this report provided an overview of the closed-ended questions in the survey dealing mostly with perspectives on service. Part II provides a more detailed overview of the service activities by the Rutgers faculty, including specific examples of such activities. Both parts of the report limit their attention to New Jersey service. Faculty members perform additional service – to the nation, to the university, to professional communities, etc. – that is not accounted for in this report.

This section sorts service activities according to their target audiences. After subtracting non-responsive answers (e.g., answers that did not actually fit the definition of service), the survey tallied 900 examples of service provided by 391 respondents. We sorted these 900 examples into six categories: public, defined as the public sector; community, defined as non-governmental and other community-based organizations and activities; school, defined as K-12 education; industry, defined as for-profit organizations; media, defined as contact with or generation of content for traditional (e.g., television, radio, print) or new (e.g., internet, World Wide Web) media; and a residual category of “other.”

The pie chart below shows the shares of each of the six categories of service activity within the 900 documented examples. Given the findings shown in Figure 2 of Part I of the report, we suspect that examples of service through the media are vastly under-reported here. Other categories are more consistent with reporting in the earlier figure.



We devote a section below to each category, grouped into two sub-categories: service activities that have a statewide audience, and service activities whose audience or focus is on a regional or local level. The modes of service encompass lectures, speeches, and participation in conferences, programs, committees, and workshops. Broadly speaking, service activities mirror the dominant issues in the state as a whole, including agriculture, the environment, health, biotechnology and engineering, education, state and local government, and the issues covered by the plethora of non-profit organizations around the state.

Service to Public Agencies

Service activities oriented to New Jersey's public sector represent a significant part of faculty-based service – 225 of 900 valid responses fit this category. As employees of a public institution, Rutgers faculty members often provide important expertise to state, regional, and local agencies. Participation includes any lectures, workshops, testimony, consultations, and reports that were given to local, county, or state governments, agencies, or employees of public agencies. Service classified as public also includes faculty membership on committees, task forces, and commissions created by local, county, and state governments.

Statewide audience

Faculty have organized workshops, conducted lectures, and delivered speeches to a variety of state officials, agencies, and departments. For example, Bloustein School of Planning and Public Policy faculty member Stephen Finn developed a conference to examine potential impacts of the \$12 billion Abbott School Construction Program to serve as a catalyst for neighborhood revitalization and leverage investment in affordable housing and economic development. The conference targeted local and state governments, community leaders, and private sector institutions.

Other workshops, lectures, and speeches include:

- Speech on the history of Columbus Day to the NJ Governor at Drumthwacket;
- Lecture to NJ Department of Environmental Protection (DEP) on restoring brownfields to native habitats;
- Presentation on opportunities for energy technologies to the NJ legislature;
- Training workshop on Mold & Health for local and county health departments across the state;
- Presentation to the Office of Legislative Services on the NJ State Constitution.

State committees, agencies, and departments often ask Rutgers faculty to apply their professional knowledge by consulting in the form of writing reports, analyzing state programs, etc. One example of this type of service is School of Management and Labor Relations professor Eileen Appelbaum, who evaluated a pilot project of the NJ Department of Labor to upgrade the skills of single working mothers in low wage jobs by providing them with computers and internet learning opportunities. As director for the Center for Women and Work, Appelbaum has been working with One-Stop Career Centers in 5 NJ counties. She showcased the successful, innovative NJ program and its accomplishments at the National Governors' Association meeting in December 2003.

Another example is Animal Science professor Kenneth McKeever, who consulted with the NJ State Police Meadowlands Equine Drug Detection Laboratory, the New Jersey Racing Commission and Attorney General's Office. McKeever's efforts have been instrumental in the winning of several key cases and the development of policies related to the NJ horse racing industry.

Other consultation projects include the following:

- Program assessments for the NJ Juvenile Justice Commission;
- Consultation to the NJ Administrative Office of the Courts;
- Report for the NJ Department of Veteran & Military Affairs;
- Evaluation of NJ State Dept. Web site for the NJ Office of Information Technology;
- Technical assistance on energy system modeling to the NJ DEP and the NJ Board of Public Utilities;
- Draft guidelines for Animal Waste Nutrient Management with NJ DEP, NJ Farm Bureau, and NJ Department of Agriculture;
- Developing plan for mass vaccination of NJ citizens in the event of a smallpox terrorist attack.

Faculty members serve on many state commissions, committees, and boards, often appointed by governmental officials. For example, Governor McGreevey appointed Liliana Sanchez, from the Department of Spanish and Portuguese, to the World Languages Instruction Committee. The committee proposed ways to implement legislation that mandates the recognition of language instruction in heritage languages offered by community-based schools as counting toward credit at the level of high school instruction. The committee has recently become a standing committee that will provide advice and counseling on issues related to the teaching and learning of heritage and foreign languages throughout the K-12 system in the state.

Other participation on state commissions, committees, and boards include:

- NJ Supreme Court Committee on Women in the Courts;
- NJ Medical Emergency & Disaster Prevention and Response;
- Water Quality Impact Review Advisory Panel to the NJ DEP;
- Education Task Force sponsored by the NJ Department of Education;
- NJ Farmland Evaluation Assessment Committee;
- NJ Supreme Court Civil Practice Committee;
- NJ Department of Education Early Childhood Steering Committee;
- State Historical Records and Advisory Board;
- Drought Task Force for the NJ Department of Agriculture;
- NJ Department of Health and Social Services Task Force for Influenza Pandemic Planning;
- NJ Governor's Hispanic Advisory Council.

Regional and local audience

Faculty are active in organizing workshops, conducting lectures, giving speeches, and providing consultation services to a variety of municipal and county officials, agencies, and departments. For example, Graduate School of Education professor Kenneth Carlson is working with colleagues at Princeton University and the College of New Jersey and a consortium of K-12 school districts from Trenton to New Brunswick to secure a federal grant for the teaching of traditional American history (this and similar examples are included in the “public” rather than the “education” category because they involve

collaboration with the administrative and governance side of public education rather than the classroom side).

Other projects include:

- Providing professional development opportunities for pollution control professionals;
- Providing information to municipal officials on chemical warfare agents;
- Consult with local governments in Ocean County on water pollution in ocean and bay waters;
- Providing public lectures on terrorism;
- Collaborating with a dozen K-12 school districts to help increase math & science achievement;
- Evaluating a drug education program at a school district.

Rutgers faculty members offer the service of their professional expertise by serving on a variety of local and regional committees, task forces, and commissions. For example, Nutritional Science faculty member Anne Bellows serves on the Healthier New Brunswick 2010 Task Force, a coordinating body that oversees four public health initiatives in New Brunswick, including Get Fit! and the Lead Coalition. Her work on the task force has helped broaden the clinical ideas of nutrition and exercise to include a more holistic and community-relevant food systems approach. Her efforts on the Lead Coalition have expanded the task force's focus on lead testing and remediation from inside homes to outside spaces.

Other participation on local and regional commissions, committees, and boards include:

- Princeton Regional Planning Board;
- Science curriculum committee for Somerville NJ Public School District;
- Human Rights Commission in Highland Park, NJ.

Service to Communities

Service activities provided by Rutgers faculty to communities constitute approximately 30% of service recorded in the survey – a total of 264 instances. Participation includes lectures, testimony, consultations, and reports that faculty provided to community agencies, non-profit organizations, local community groups, religious organizations, and to the New Jersey citizenry at large. A second major component of community-based service includes the organization of workshops and conferences. Other faculty service activities in this category include participation as members on community and non-profit organizational boards and committees and, in many cases, service in executive positions on non-profit and community-based organizations.

Statewide audience

Rutgers faculty members organized workshops and programs, conducted lectures, delivered speeches to, and consulted with a variety of statewide organizations, non-profits, and clubs, as well as to NJ citizens generally. Faculty lectured to NJ citizenry on subjects as diverse as advancements in autism research and the effects of chemotherapy on cognition, to Jewish mysticism and art history and appreciation.

For example, Camden philosophy professor John Wall gave an invited, hour-long talk at a local church entitled "Marriage: Just a Piece of Paper?" In attendance were about fifty people of all ages, from teenagers to retired persons. Wall shared his own and others' new research on the history of marriage, its current status, and proposals to rethink it for the future. The lecture and the ensuing discussion influenced the direction of Wall's research, and he has since gained funding to study pastors' theologies of marriage and children.

Other notable lectures and consultations include:

- Lecture to the Mid-Atlantic Fruit & Vegetable Convention for farmers state-wide;
- Lecture for continuing education in the Advanced Practice Nurse Forum, focusing on medications used to treat allergic rhinitis;
- Consulting on the strategic planning process for the United Way and the American Cancer Society;
- Quarterly seminars to patients in cardiopulmonary rehabilitation about their drug regimens;
- Public forums relating to stroke rehabilitation to the general public.

Faculty engaged in significant projects in collaboration with statewide organizations and non-profits in order to tackle pressing state issues and concerns. Most often, these collaborations consisted of faculty participation in organizing conferences and programs that have a statewide interest. For example, Exercise Science professor David Feigley developed the SPORT Program (Supportive Parents on the Right Track), an outreach and educational program for the parents of youth participating in sports. SPORT was developed in response to recent legislation requiring parents to sign a code of conduct pledge as a prerequisite for participation, and additional legislation increasing the

criminal penalties for disruptive spectator behavior at youth sporting events, and the NJ Recreation and Park Association has endorsed the program.

Another example is Bloustein School faculty member Henry Coleman's involvement in the efforts by the Citizens/Coalition for the Public Good, a non-profit organization devoted to "good government issues," to convene a "Citizens Assembly on Property Tax Reform" (CAPTR). CAPTR was a two-day event at which 100 volunteer delegates met in Trenton to demonstrate that reasonable individuals working in good faith could fashion workable solutions to the state's fiscal situation, especially the heavy reliance on local governments and local taxes (i.e., the taxation of property).

Other conferences, programs, and workshops include:

- Conference on the "Science of Sprawl";
- Exhibit on Civil Disorders/Urban Unrest During the 1960s for the NJ Historical Society;
- Annual exhibition of the Rutgers Center for Innovative Print and Paper.

Rutgers faculty members have been active participants on statewide committees, commissions, and task forces. These committees are reflective of the various issues facing New Jersey. For example, Cook College Extension Specialist Gerald Ghidui provided assistance and information to NJ potato growers concerning potato beetle control by participating in the Potato Growers Advisory Meeting. Ghidui constructed a research program based on the advisory meeting and subsequently attends the meetings each fall at which he reports to growers on the program's results. The results have informed growers about their pest management programs on potatoes, resulting in significant reduction of costs for crop protection.

Another example is service by Newark Biology professor Judith Weis on the scientific advisory committee to the Liberty Science Center for development of a new exhibit on the Hudson River. Much of this exhibit will be devoted to the life in the river. As an estuarine ecologist, Weis has been able to correct inaccuracies in the material being developed and has contributed greatly to the information to be presented in this planned exhibit.

Other community committee participation includes:

- Co-director of the Rutgers Community Outreach Partnership Center;
- Chair of the Combating Racism Task Force of NOW-NJ;
- Advisory Board member for a NJ Maternal/Child Health Consortium;
- Chair of the Sierra Club of New Jersey.

Regional and local audience

Rutgers faculty have organized workshops, led programs, conducted lectures, and delivered speeches to a variety of local and regional offices, organizations, and societies as well as to NJ citizens. For example, History professor John Chambers gave a public lecture to the Cranbury, NJ, Historical and Preservation Society and subsequently

authored a booklet on the subject, "George Washington in Cranbury: The Road to the Battle of Monmouth." The publication was part of the statewide commemoration of the 225th anniversary of the events leading up to the Battle of Monmouth.

Other lectures and consultations include:

- Conducting a seminar on "Communicating about HIV issues" to HIV patients and families;
- Consulting with the Picatinny Arsenal and NJ Highlands communities;
- Presenting for the One Book New Jersey Program at two NJ libraries.

Faculty immerse themselves in significant projects in collaboration with local organizations and non-profits in order to tackle pressing local and regional issues. Most often, these collaborations require faculty participation in organizing conferences and programs of local interest. For example, Nutritional Sciences faculty member Ralph Coolman is working on a program, funded by a USDA Community Food Security grant, focused on the localization of the food system in New Brunswick. As a part of this effort, Coolman is trying to connect local farmers with local food industry businesses. In addition, he is using season extension technologies to increase food production in low-income households in New Brunswick that cannot afford (or do not desire) to purchase mixed greens. As a result of a discussion with local gardeners, he analyzed local soil samples to assess the levels of lead. The test results indicated that the site was contaminated, and there is now discussion of options for making it more health and productive for area residents.

A second example is Environmental Sciences professor Donna Fennell's work with the New York Academy of Science to help educate the public and private sectors of New York and New Jersey about contamination issues in the New York-New Jersey Harbor System.

Other conferences, programs, and workshops include:

- Organizing the American Jerusalem Academy adult learning program for the Highland Park Conservative Temple;
- Conducting a benchmarking project of NJ cities and counties for the Cornwall Center for Metropolitan Studies;
- Conducting a biweekly open house at the Rutgers astronomical observatory.

Rutgers faculty members have been active participants on local and regional committees, commissions, and task forces. These committees reflect the various issues facing New Jersey cities and towns. For example, Newark Languages and Literature professor Asela Laguna-Diaz serves as member of the State Theater's Community Culture Committee and of the Advisory Board of the World Festivals organized by NJPAC. Laguna-Diaz worked with people from all sectors of Newark and New Brunswick communities interested in reaching out to more inclusive audiences at the participating institutions, the planning and implementation of educational programs for traditional disadvantaged students, and recommending the inclusion of more performances by different ethnic artists.

Other committee service includes:

- Member of the Youth Services Commission in Somerset County;
- Member of Asian Working Committee for Middlesex County Cultural Heritage Commission;
- Vice-Chair of the Save Ellis Island Foundation;
- Chair of the Healthy Mothers/Healthy Babies Coalition of New Brunswick;
- Vice-President of the Middlesex Interfaith Partners With the Homeless;
- Member of the Board of Directors, Rutgers Preparatory School.

Service to Schools

Service activities provided by Rutgers faculty relating to New Jersey's K-12 schools totaled 200 instances, approximately 25% of all recorded service activity in the survey. Faculty service efforts to improve the quality of New Jersey's schools and the education they provide were broad in scope and extensive in commitment. Rutgers faculty were involved in improving state education in three broad areas: Providing lectures and consulting services to students and faculty, organizing and participating in statewide and regional workshops and conferences, and participating on committees and in working groups.

Statewide audience

Rutgers faculty members have involved themselves in enhancing K-12 education in New Jersey. Faculty aided in the training of teachers and the education of their students through a number of lectures and collaborations. Many of these were for teachers or their students from across the state, and therefore, they have a statewide impact. Faculty interaction with New Jersey students include the effort of SCILS professor John Pavlik, who spoke to student attendees at the Garden State Scholastic Press Association, the association of the state's high school journalism students, at their annual meeting. Pavlik spoke with them about the role and responsibilities of journalism in society, new technology and its impact on journalism, and opportunities for studying journalism at Rutgers.

Faculty interaction with New Jersey educators includes the presentation that Environmental Science professor John Hogan gave to K-12 teachers on his research area – collaboration with NASA to develop biological life support systems for long duration space missions. The teachers are all part of a program called ECO-Lab, which is designed to educate young students about life support systems through lectures and experiments.

Other lectures and consultations include:

- Consulting for Electronic New Jersey;
- Training Spanish teachers throughout the state;
- Lecturing about the scientific method to elementary school students;
- Working with the musical theater programs at local high schools;
- Lecturing to K-12 students on space exploration and space development;
- Working with K-12 educators to integrate the Internet and new pedagogy into the classroom;
- Teaching at a teacher's summer school class for the Pinelands Preservation Alliance.

Faculty members have also immersed themselves in workshops and conferences inviting the participation of students from across the state. Many of these projects provide students with learning opportunities outside their classrooms. Rutgers faculty members

also provide opportunities to New Jersey teachers to enhance their knowledge in the subjects they teach.

Examples of workshops to support New Jersey educators include the activity of School of Engineering professor Holly Crawford of the Department of Ceramic and Materials Engineering. She and her department organized two “Nano-Days” – outreach sessions for K-12 teachers to tell them about research, curricula, and career opportunities in the field of nanomaterials and nanotechnology. Crawford organized the session called "Teach the Teachers" and created a "Nano in a Box" kit that contained materials the teachers could use to conduct experiments in their classrooms. The kit also contained a 300+ page resource guide to nanomaterials and nanotechnology to help the teachers create teaching modules, write grants, and make linkages with other K-12 teachers interested in these areas.

Another project to educate teachers and students is the work of Physics faculty member Theodore Williams, who runs Project Astro Nova. The project pairs professional astronomers with 3rd to 8th grade NJ teachers to enhance astronomy and other science curricula and provide students with extended opportunities to engage real scientists about their work.

Other conferences and workshops include:

- Judging for the Ocean Bowl, a local competition of high school students in the area of oceanography;
- Workshop that permits high school science teachers to do research in the chemistry labs;
- Workshop on teaching democracy appreciation to social studies teachers;
- Organizing the third annual Winter Writing Conference for New Jersey educators.

Faculty participated in committees and programs whose goal is to enhance the quality of education in New Jersey. These efforts provide opportunities to New Jersey students to enhance and apply their educational experience. Participation in these programs involved students throughout the state and represented a significant part of school-mediated faculty service. For example, Genetics professor William Sofer is a co-director of the Waksman Student Scholars Program. The program, now 10 years old, provides high school students and teachers in the state access to genuine research opportunities in the molecular biosciences. The program has been supported by grants from the NSF, NIH, and Howard Hughes Medical Institute.

Yet another example of this sort of service is Camden Chemistry faculty member Georgia Arbuckle-Keil, who served as a mentor/teacher of local high school girls during the summer of 2002 as part of the Girls in Engineering, Mathematics and Science Program on the Rutgers-Camden campus. This program provides a hands-on 4-week program for minority girls. Chemistry and biology faculty acted as role models and participated in the laboratory with small groups of girls. Lunchtime programs encouraged girls to consider careers in science.

Other statewide programs and committees include:

- Working through the university's Resource Center for the Teaching of French to assist K-12 teacher development;
- Serving as an advisory board member for a new Biotechnology High School starting up in Monmouth County;
- Mentoring in the American Chemical Society's SEED program, which allows disadvantaged high school students to experience and perform a research project at a university;
- Assessing principal and superintendent exams for the Interstate School Leaders Licensure Consortium, conducted by the Educational Testing Services;
- Participating in the Governor's program for NJ high school students;
- Serving as expert on evidence for the NJ Board of Bar Examiners.

Regional and local audience

Rutgers faculty members have involved themselves in improving K-12 education in New Jersey through lectures and consultations with local school districts. For example, Physics professor Amitabh Lath lectured the science and math club of Piscataway High School on the history of energy sources and the contributions of energy use to global climate change. Lath exhibited solar cells and a working fuel-cell to heighten interest among the students in alternative energy technologies.

Newark Education professor Roberta Schorr presented research on teaching and learning mathematics to all top-level administrators, including the superintendent, assistant superintendent, and principals in the Newark public schools. Schorr worked directly with teachers, students, and administrators there to improve the teaching and learning of mathematics. The Lucent Technologies Foundation and NSF funded this work.

Other lectures and consultations include:

- Teaching a session on library skills to St. Joseph's high school students;
- Teaching the art history component of the Bard College Clemente course to disadvantaged New Brunswick high school students;
- Teaching a financial markets class to economically challenged Newark high school students;
- Providing scientific expertise to an elementary school in Bridgewater for its annual Science Fair;
- Consulting with two school districts to help improve the teaching of mathematics in their elementary and secondary schools;
- Serving as a demonstrator at a science fair at the local intermediate school;
- Providing teaching modules for the Gloucester City High School.

Rutgers faculty members participated in workshops and conferences involving students from local school districts. Many of these projects enhance the educational experience of students with the research and career opportunities at Rutgers University. For example, Camden Psychology professor Jesse Whitlow hosted the 8th Allied Health Sciences Expo on the Camden Campus. This event invited 8th grade students from Camden schools to

meet and talk with representatives from organizations and institutions involved in allied health sciences. The representatives showed various aspects of careers in health science fields. Exhibitors included research centers (e.g., Coriell Institute for Medical Research and the Monell Chemical Senses Center), colleges and universities (e.g., Rutgers, Temple, Camden County College, and UMDNJ), health care providers (e.g., Cooper Hospital, Virtua, Our Lady of Lourdes, and Kennedy Health Systems), and health care agencies (e.g., Camden County Health Department, Camden AHEC, and the Camden County Council on Alcohol and Substance Abuse). Over 400 students from 12 schools in Camden – including all five middle schools, five K-8 family schools, and the Medical Arts High School – attended the event.

Other locally based conferences and workshops include:

- Organizing a workshop for local middle and high school teachers to educate them about food science;
- Conducting a high school research program in X-ray astronomy in which about 40 NJ high school students and physics teachers participate each year;
- Conducting in-service workshops on the National Standards in Music Education for two local school districts.

Service Through the Media

Perhaps the most visible service efforts of faculty service as seen by New Jersey citizens are those that result in media attention. Rutgers faculty members possess extensive knowledge and expertise on a variety of subjects relevant to the New Jersey public. Often, this extensive knowledge is tapped by a host of media outlets, including newspapers and television. Unlike the other service areas covered above, most mediated service activities have statewide impacts due to statewide media outlets, and even wider impacts through the burgeoning Internet and World Wide Web.

For example, Engineering professor Lisa Carol-Klein was a panel member on a 30-minute NJN television show, "Inside Science-Women in Science and Engineering." Klein discussed the benefits to graduate school and research in crafting a career. The panel responded to the challenges to women in science and engineering. Geography professor and NJ State Climatologist David Robinson has provided approximately 500 interviews to the media over the past year, responding to requests for information on drought, storms, and climate change from newspapers, magazines, radio and television.

An example of service through web outreach is Bloustein professor Carl Van Horn, whose Heldrich Center for Workforce Development developed two websites for use by citizens of New Jersey. One provides detailed consumer information about education and training opportunities. The other provides detailed information about careers and about the skills and education needed to be successful in them. The Heldrich Center developed the sites after extensive research, and they are widely used by the general public.

Another example of a website is one designed by Bloustein School faculty member Kathe Newman (<http://www.vertices.com/newark>) at the Center for Urban Policy Research. Newman worked with many partners in the city of Newark, engaged three Rutgers students (undergraduate, master's, and doctoral) in gathering data, mapping, and working with community groups, the city, and the county to package the information. The website provides access to information about recreational spaces and places, but more importantly it documents open space in the City of Newark, adds to neighborhood planning data, and will provide many actors with information to plan in the future.

Other examples of media contact included:

- Serving as an expert resource on marriage and family issues for NJ television, radio stations, and newspapers;
- Promoting mental health awareness issues by responding to calls from the media and preparing presentations for TV programs;
- Serving as an information resource to numerous NJ journalists writing articles on religion and ethnicity in American society, especially about American Judaism;
- Serving as an expert resource for the *Star-Ledger* for articles on African immigrants;
- Providing information and analysis on developments at the Environmental Protection Agency to journalists;

- Writing a column for the NJ Press Association newsletter about the Jason Blair scandal at the *New York Times*;
- Providing newspaper reporters with background information on electricity deregulation, electrical power, and the distribution of power;
- Responding to public inquiries regarding lawn problems and how to solve these problems biologically reduce pesticide usage and fertilizers.

Rutgers faculty members also proactively disseminate their expertise, often providing service to NJ citizens in areas that are not currently being served by other institutions. These service activities can take the form of projects and special reports produced in conjunction with other institutions and non-profit programs. For example, Psychology professor Barry Komisaruk is the founder and director of the FASE-ONE program, a summer science camp for elementary and high school students at Rutgers-Newark. The program led to Komisaruk's being asked to adapt the activities to the Newark Board of Education local TV programming and produce 3 half-hour programs entitled: "Sparks -- with Dr. Science" with Newark high school students as participants.

A second example is the work of Laura Mullen, an administrator at the Library of Science and Medicine (LSM) who provides service to the New Jersey public on a daily basis through email requests, Internet chat-rooms, and in-person access at the reference desk at LSM. Mullen has also developed subject research guides that are available via the web to anyone.

A third example is that of Rutgers-Newark administrator Catherine Myers, who serves with Mark Gluck (Neuroscience) as co-director of the Memory Disorders Project, which produces a free public-service newsletter in print and online (www.MemoryLossOnline.com), as well as other online information. This project helps distribute news and information about memory research to the general public. In addition to the newsletter, the project has generated questions from the public on memory, ranging from referral for clinical memory testing, to help finding information about particular memory disorders, to whether or not a particular dietary supplement will protect against Alzheimer's. There have also been interviews for TV and newspaper articles, including NJN News and the *Newark Star-Ledger*.

Service to Industry

New Jersey business and industry also benefit from the service performed by Rutgers faculty. New Jersey is a highly educated state with a great number of technologically based jobs, especially in pharmaceutical and health-related industries. Rutgers faculty members are well-positioned to aid these businesses, particularly through the translation of their research-based expertise.

In many instances, contact between Rutgers faculty and New Jersey businesses is mediated through consultations, conferences, and lectures. For example, Cook College extension specialist Donald Schaffner assisted a NJ-based meat processor facing the potential recall of 48 different lots of meat products. Consultation with Schaffner saved food products worth \$500,000. Newark Management professor William Newbury gave a presentation entitled “Systems Thinking in Environmentally Preferable Purchasing” at a training conference and vendor fair called “Making Environmentally Preferable Purchasing Work for Your Organization.”

Other lectures and consultations with industry include:

- Consulting for local NJ food industries on microbial food safety;
- Organizing a conference on the social responsibilities of pharmaceutical industry;
- Presenting recent advances in horse-care research to private equine-oriented groups throughout the state;
- Lecturing and provided data for the development of more effective treatments for depression with scientists from Merck;
- Providing technical assistance to NJ industry, including Colgate Palmolive and other smaller companies;
- Lecturing to NJ banking and insurance examiners.

Rutgers faculty members also provide technical assistance by working with New Jersey businesses through a number of projects and proposals that often result in enhanced efficiencies for NJ industry, helping them stay competitive and viable. For example, Cook College Biochemistry and Microbiology professor Paula Ward is working with manufacturers and waste managers to convert organic waste to energy through new and environmentally sustainable methods, rather than alternative, traditional landfill, incineration, or ocean dumping methods.

Other projects and workshops include:

- Conducting a 4-hour workshop on company, industry, and market research for writing a business plan on behalf of the New Jersey Small Business Development Center in Newark;
- Working with the NJ labor-management community to establish a formal, state-wide structure for interaction and relationship building.

Rutgers faculty members also work with businesses through statewide associations and committees that specialize in particular knowledge derived from academic research that are applied to NJ industry. For example, SCILS professor Hartmut Mokros has served as

vice president of a statewide association that links academic units and industry. Mokros helped move the association to more clearly articulate its mission, develop infrastructure to broaden its reach to new constituencies, and better maintain its connections with exiting members.

Nutrition professor Susan Shapses has initiated and currently directs the NJ Bone and Cartilage Group, which promotes collaborations and discussions between academic and industry researchers in the inter-disciplinary fields of bone and cartilage research. More than 30 members – from Rutgers, UMDNJ, the Hospital for Special Surgery, Merck, Schering-Plough, Galaxo Smith Kline, and Bristol Meyers Squibb, and elsewhere – participate in this group. In addition, students and post-doctoral fellows attend the meetings. The NJ Bone and Cartilage Group is funded through educational grants from industry.

Other participation in organizations and committees include:

- Participating in the NJ Business/Industry/Science Education Consortium at the Microbiology Summer Residence Institute;
- Assisting in the formation of the East Coast Shellfish Growers Association.

Other Service in New Jersey

Service activities performed by Rutgers faculty cannot always be easily categorized. Faculty service can be performed in response to specific local issues and concerns, as well as those issues that affect all New Jersey citizens. Rutgers faculty members apply their expertise in arenas that do not necessarily fit into a committee, a non-profit organization, or an agency.

One example is the effort of Ecology and Evolution professor Joan Gardner Ehrenfeld, who contributed expert testimony to a precedent-setting case of land-use law involving protection of the NJ Pinelands, resulting in the protection of 5,000 acres of prime open space. Ehrenfeld spent a large amount of time writing documents used in various phases of the case by the NJ Attorney General, visiting the site, and conferring by telephone. When the case was finally resolved, the court supported the land-use decision and the conveyance of 5,000 acres of Pinelands ecosystem to the state for open space preservation.

A second example is the work of Psychology professor Lillian Robbins, who served as consultant to a group doing videos to help parents and children minimize risks of abduction and harm, and to a group interested in bringing music and musicians to sites such as jails.

Other consultations, lectures, and testimony include:

- Submitting two briefs to the NJ Supreme Court as a part of the Abbott X decision;
- Co-authoring proposed legal guidelines for the humane raising of livestock in New Jersey;
- Consulting on a number of theater productions, including the writing of music and lyrics and directing.

Rutgers faculty members occasionally contribute to the development of other programs in higher education in the state. One example is Camden Psychology professor Luis Garcia's involvement in a summer program funded by the New Jersey Office of Hispanic Policy and Research. In this program, a number of Hispanic college students are given a summer placement and then spend 1 day a week during that summer on a professional development/public policy seminar. The aim of the summer program is to increase leadership in the public policy arena among future Hispanic leaders. A second example of this type of service was contributing to the review of a proposed marine sciences curriculum for A.S. degree in Environmental Sciences at Ocean County Community College.

Rutgers faculty members performed unique service activities through projects on local and state levels, including organizing symposia and initiatives for community and statewide organizations and New Jersey citizens. For example, Rutgers College librarian Joseph Consoli gathered over 20 artists, agencies, and associations for a 9/11 event in the art library and a symposium on the significance of monuments. Agencies from across NJ and NY attended and over 300 people came to view the models, which included artwork

from pre-elementary school children to world-renowned professional sculptors. Coverage of the show appeared on NJN and in selected newspapers.

SCILS professor John Doorley, who, with his communication majors, has created full-fledged communication plans for community organizations to assist them in accomplishing organizational and civic goals. The organizations included Feed The Children, Phoenix Productions, Inc, and a Highland Park religious school.

A third example is Art History professor Jack Spector, who developed a proposal for an exhibition of the art of the mentally ill, which he is actively pursuing with interested pharmaceutical companies and museums.

Other service projects include:

- Developing a \$1.2 million children's literacy initiative for the entire daycare community in the city of Camden;
- Writing an amicus brief to the NJ Supreme Court on behalf of a nationwide labor education organization, which advised on the implications of an erroneous labor law decision of lower court;
- Aiding in the creation of a website for the 4H in Middlesex County

Faculty service of unique dimensions also includes activities related to the establishment of clinics in order to reach out and educate the citizens of New Jersey. For example, Claudia Moreno, a faculty member in the School of Social Work, conducts clinics for families of children with disabilities across the state. Moreno's clinics fill a gap in NJ for providing training, advocacy, and parental support. She helps many parents who are not English speakers and who are unaware of services, rights, and laws pertaining to children with disabilities. She also brings this experience to the classroom.

Newark Nursing professor Felesia Bowen has taken nursing students into the Newark public schools and conducted health screening and health education for the school children for an entire semester. The nursing students generally spend an entire day at the school working with the school nurse. The school's officials appreciated her efforts because the school has only one nurse for 500 children. Through Bowen's service, the school district was able to identify and refer several junior high school students who were hypertensive and many elementary students who needed corrective lenses.

A third example is Camden Law professor Ann Freedman, who assisted a New Jersey citizen in obtaining expert legal assistance in the appeal of a complex case involving domestic violence, divorce, and child custody, in order to correct some egregious misapplications of NJ family law. Although an experienced family law practitioner had represented the client, the lack of specific domestic violence expertise had devastating effects on the ability of this client to obtain protection from severe abuse. The appellate work on this case is part of a model state and national effort to provide such assistance to family law clients.

Other participation in clinics include:

- Serving as co-director of the Rutgers Federal Tax Clinic, which assists low-income taxpayers in controversies with the IRS;
- Writing an amicus brief to the Court of Appeals for the Third Circuit on behalf of the New Jersey cities of Newark and Camden.

Appendix A: Summary Statistics and Methodological Issues

The basic data in this report derive from a survey of all Rutgers faculty, from an email list maintained by the Office of Institutional Research and Planning (OIRP). After the class developed a draft questionnaire, some students pre-tested it with faculty, as did the instructor. We then submitted the final questionnaire to OIRP, which transformed the document into a web-based survey, and additional pre-tests of the web instrument were conducted. On 28 October 2003, President McCormick sent the faculty an email alerting them to the forthcoming survey. Faculty then received on 31 October an email (from OIRP but with a reply to Professor Guston) with the link to the survey (see Appendix E for these emails).

Despite the pre-tests, some technical difficulties occurred, and OIRP assisted a number of individual faculty members in completing the survey. An article about the survey appeared in *Rutgers Focus* on 3 November, and faculty received a follow-up email on 6 November (again from OIRP but with a reply to Professor Guston) to remind them to complete the survey. This reminder was supposed to go only to non-respondents, but because of a technical difficulty, it went to all faculty. Because of this glitch, an apology was also emailed to faculty whose responses had been received on 7 November. The survey link remained active until 16 November.

Of a population of 2495 faculty members who were sent the email invitation to complete the survey, 834, or 33.4%, responded. Of those 834, 573 (or 69%) reported having done service in the year from July 2002 to June 2003. This number compares favorably to the 510 faculty who entered at least one service activity in that year's annual faculty survey. This survey therefore provides slightly greater access to faculty who are active in New Jersey service than the annual faculty survey does.

We have indications about why some faculty did not respond. Professor Guston (as the reply-to address) received some number of messages bouncing back from bad email addresses (estimated to be about 70). He also received a smaller number of messages about respondents being on travel or sabbatical leave. A small number of persons receiving the email identified themselves to Professor Guston as first-year faculty members and therefore not appropriate respondents for a survey of 2002-2003 activities. A similarly small number identified themselves as uninterested in the topic of the survey and therefore unwilling to complete it.

The respondents are virtually identical to the overall faculty population across variables of gender, tenure status, and campus. The respondents are 33.1% female and 62.9% tenured, compared to the faculty population that is 34.5% female and 60.4% tenured. Table 1 (on page 7) compares the percentage of respondents on the seven Rutgers campuses with the percentage of faculty on those campuses. Given the match between the respondents and population, we can have some confidence that the respondent population is broadly representative of the Rutgers faculty.

It is possible – likely, even – that the respondents are more interested in service and engaged in more service activities than the overall population of Rutgers faculty, but it is certainly the case that many non-respondents engage in service and have opinions about it. For questions about behavior, the survey will probably underestimate the amount of service Rutgers performs. For questions about opinions and perceptions, the survey is likely to represent what the most active and engaged faculty members believe. In some areas, we will report contrasts between respondents who have and who have not performed New Jersey service. In such cases, it is possible to think of the opinions of those who have not performed service as something like a lower bound for the opinions of faculty who did not complete the survey. But because the survey is not a random sample of Rutgers faculty, it is inappropriate to extrapolate in any precise way to the beliefs or behaviors of the entire faculty. Similarly, we do not report statistical manipulations whose validity is dependent on a random sample.

Appendix B: Previous Glimpses Public Service at Rutgers

Rutgers University has a tradition of service to New Jersey and a history of examining and promoting that tradition. A primary example is a series of reports that the Bureau of Government Research and the Department of Government Services (now the Center for Government Services of the Bloustein School), together with the university's communications department, issued in 1991. Each of ten booklets in a series entitled *In the Service of New Jersey* addressed a different facet of the public contribution of the university:

- Rutgers: A Public Resource for New Jersey's Citizens;
- For the People: Rutgers Role in Government Services;
- A Great University for a Great State;
- Minding New Jersey's Business: Rutgers and State's Economy;
- Rutgers: New Jersey's Environmental Resource;
- Rutgers: Good for New Jersey's Health;
- People Make the Difference: Rutgers and Human Services;
- Rutgers: A Cultural Leader;
- Rutgers and the Justice System; and
- Learning to Make a Difference: Rutgers and New Jersey's Schools.

Summarized in *Rutgers University Services to Local Government* (November 1991), these booklets describe a vast array of specific research projects and outreach and educational programs oriented at a New Jersey clientele. They also provide specific contact information for faculty engaged in such service works. They could serve as a template and/or a baseline for future efforts to publicize or simply describe ongoing service activities at Rutgers.

A second precedent is the 1999 report by the Office of the President, *Engaging the Community: Rutgers' Contributions to the Economic and Civil Vitality of New Jersey and Beyond*. This glossy report provides a wealth of facts about the role of Rutgers in making economic contributions to the state through direct (spending, employment, taxes, external funding) and indirect (R&D, tech transfer) means, as well as through contributing to the growth of a quality, professional workforce. The report also documents contributions to the civic life of the state, including service and volunteerism (including CASE, student internships, and CBIs, as well as personal involvement by students, faculty, staff, and alumni/ae), culture and the arts, K-12 education, the environment, and health and health care.

With respect to faculty service, the report claims that Rutgers faculty members perform service and outreach valued at "more than \$29 million per year for the citizens of New Jersey." According to a 1994 OIRP faculty workload survey cited in this report, Rutgers faculty spend on average about 12 hours of a 61-hour work week on service and outreach activities. The report describes in a note that the value of this service is estimated from the average faculty salary and percentage of time performing service activities across all faculty. It is unclear if this method over-estimates the contribution by including service

activities that are directed at national or international constituencies rather than “for the citizens of New Jersey.

The report also states that, in the period 1993 to 1998, Rutgers faculty performed 2,888 instances of service to the state government, 1,312 instances to local governments, and 6,346 instances to communities. Assuming an average faculty size over the five reported years of 2000, these figures total to 1.05 instances of New Jersey service per faculty member per five years.

Part II of the survey reported 900 instances of service by 391 respondents, or 2.3 acts of service per performer. Many service performers did not report these details of their service. Extrapolating from these respondents to all faculty members who reported service in the survey (573) as if there were no difference would yield a total of 1319 instances of service in 2002-2003. If non-respondents performed as much service as respondents, then 68.7% of the 2495 members of the faculty (1714) would have performed 3942 acts of service, or 1.58 acts for every member of the faculty.

The section on “venues” reported that, of the 531 respondents who acknowledged presenting their research or expertise in a public venue in the recent year, 14% said they did so monthly or more often and an additional 8% said they did so almost monthly. More than one-third of respondents, 36%, said they presented in a public venue three to six times that year, and one-third (33%) reported they did so only once or twice during the year. A conservative formula – holding that 22% presented their work monthly, 36% did so 4.5 times per year, and 33% did so 1.5 times per year – generates a total number of instances of 2525, or 1.01 instances per faculty member per year, or nearly five times the rate described above.

Another way this survey could estimate the extent of service is to use the question that asked faculty to list the number of times they responded to requests by email, phone, letter, or in person. As discussed on page 11 of this report, the answers to these questions varied widely and may not be reliable, in part because of reporting issues and in part because multiple emails or phone calls may represent only one “incident” of service. Table 4 shows the number of responses for each medium, the range, the mean, and an estimated total number of instances derived by multiplying the mean by the number of responses. These numbers should not be used to describe the extent of faculty service, but they are suggestive.

Although the methods used to make these three estimates are not at all comparable, it is likely that the figures from the earlier report, based on responses to the annual faculty survey, vastly under-estimate the true level of faculty service.

Table 4. Estimating Extent of Service

Mode	N	Range	Mean	Total
Email	459	1-1015	30.4	13,954
Phone	437	1-2000	30.4	13,285
Letter	181	1-500	11.3	2,045
In person	298	1-1813	26.8	7,986

Appendix C: Examples From Other Universities

In conducting a brief overview of the activities of other public research universities, mostly by examining web sites but also through the literature, we confirmed that Rutgers' approach to service is very much within a mainstream that does not have any particularly well-defined points of reference. This appendix will address three areas of interest at other universities: surveys about service; structures for service; and

Surveys

From our research it appears that surveys about the service activities of faculty are few and far between. Most of the research universities investigated conduct a faculty survey akin to Rutgers' annual faculty survey and ask a small number of questions about service activities. The University of Maryland conducts a survey of Faculty Non-Instructional Productivity, which asks how many days faculty spend doing community service – defined as sharing their professional knowledge with the public, including professional consulting.⁷ The University of Delaware is developing the “Delaware Study of Instructional Costs and Productivity” through grants from the Fund for the Improvement of Postsecondary Education. Delaware argues that service influences teaching – a finding our research would support. It hopes to use the grants to develop definitions, data collection instruments, and calculation conventions to measure out-of-classroom faculty activities. Similarly, the National Center for Education Statistics conducts its Post Secondary Faculty Survey, but it emphasizes socio-demographic characteristics, professional background and status. Its two questions about service are how many hours per week faculty members spend on service inside and outside the university, and how much time they would prefer to spend.

Structures

Public research universities have taken a variety of approaches to address their institutional commitment to service. Public research universities almost invariably have offices oriented toward public service – whether defined separately as public or community service or as part of university relations. Many of these offices (and other activities) are oriented toward service learning, an area excluded from study here. Some universities have vice presidents whose portfolios prominently include public service. Most public research universities we examined identified some aspect of service or outreach on their home pages, as Rutgers now prominently does. It is not possible to judge which kinds of strategies are more effective, although there may also be something to be said for the public relations value of prominently positioned offices and the access and prestige of vice presidents.

A few universities we examined had structural approaches to service that seemed worthy of comment, however. The University of Michigan, for example, has created a detailed web site to serve as a Community Assistance Directory (www.state.outreach.umich.edu),

⁷ The Maryland study places K-12 schools together with community colleges, lumps government agencies at all levels, and includes businesses as well as non-profits.

in addition to other areas in a State and Community Partnerships gateway from its home page.

The home page of the University of North Carolina, Chapel Hill, has public service link that leads to the Carolina Center for Public Service (www.unc.edu/cps/), an office at UNC created in 1991 to coordinate and facilitate outreach efforts. In 1995, UNC issued a “Report of the Chancellor’s Task Force on Intellectual Climate,” which touted the virtues of service learning, noted the lack of information in the community and incentives for the faculty in performing service, and encouraged institutional solutions – including more centralized public service assistance and restructured rewards systems for faculty and students – to bridge the gap between the classroom and the real world.

The University of Wisconsin institutionalizes its century-old “Wisconsin Idea” – the moniker given to the commitment to use university expertise and resources to solve Wisconsin’s statewide problems and expand opportunities – in a number of ways, including the annual Wisconsin Idea Seminar. Each year, 40 faculty and academic staff take a five-day tour throughout the state to immerse themselves in the educational, industrial, social, and political context of the state. In May 2004, Rutgers began its own version of the bus trip, the New Faculty Traveling Seminar.

In addition to these web sites, some relevant academic literature on public service at research universities exists and is suggestive. One study of Griffith University, in Australia, describes the implementation of a Community Service Management Plan that articulates the university’s commitment to service and outlines objectives and strategies for attaining them. The plan set out indicators for measuring the impact and success of service activities, and each department developed a management plan – updated annually – to record its own strengths weaknesses.⁸

Other literature confirms themes uncovered in this survey, including that:

- the traditional academic culture that rewards and promotes faculty for teaching and research is a primary obstacle to success in public service;⁹ and
- support from not only university leadership but also from the external community is critical for the success of public service.¹⁰

⁸ G. Bradley and D. Lim (1997), “Relevance and quality of universities’ community service: a study of Griffith University.” *Assessment and Evaluation in Higher Education* 22(2):197-211.

⁹ A. Kezar and R.A. Rhoads (2001), “The dynamic tensions of service learning in higher education.” *The Journal of Higher Education* 72(2) and B. Chekaway (2001), “Renewing the civic mission of the American research university.” *The Journal of Higher Education* 72(2).

¹⁰ Kezar and Rhoads, *op. cit.*

Appendix D: Research, CBIs, and Service

The survey of New Jersey service defined service as:

activities on peer review panels or study sections, technical assistance, evaluation of documents, in-service training of personnel, staffing of membership on committees or commissions, lectures or demonstrations to public audiences, or other activities in which 1) you were not performing research, 2) the direct beneficiaries were not Rutgers students, and 3) **you made use of your professional expertise.**

This definition explicitly excluded research because we did not want to have to distinguish for respondents – or have respondents attempt to distinguish for us – which portions of their research, for example, were service-oriented and which were knowledge-oriented, or which were focused on the people or problems of New Jersey and which were only tangentially of benefit to New Jersey.

We recognize, however, that there is service of some measure performed through research, for example, the reporting function of a grant or contract transfers knowledge and expertise from the researcher to the sponsor. Similarly, this definition would record a substantive interaction between a faculty member and a not-for-profit community organization as service, but it might not record a similar interaction between a faculty member and for-profit firm because the latter interaction involved the transfer of intellectual property rights.

In order to suggest some of the ways that research, and the centers, bureaus and institutes (CBIs) that conduct research, contribute in a service orientation specifically to New Jersey, we 1) analyzed the catalogue of external funding to Rutgers University for the year 2002-2003 for its New Jersey component; and 2) we performed some additional background work on the role of CBIs in service.¹¹

External Funding Relevant to New Jersey

From 1 July 2002 to 30 June 2003, Rutgers received almost \$259 million in external funding from all sources, according to data provided by the OIRP. In order to estimate the New Jersey component, Associate Dean Thea Berkhout and Professor Guston each examined the comprehensive list of externally funded projects that also listed PIs, administrative units, sponsors, type of award (e.g., research, instruction, etc.), and amount awarded. We identified awards that either: 1) had a New Jersey place name in the project title; 2) had a regional place name in the title that included New Jersey (e.g., mid-Atlantic); 3) were awarded by a New Jersey public organization (e.g., state or municipal government); 4) were awarded by a sponsor located in and connected with New Jersey

¹¹ There are, of course, service contributions from research and CBIs that have a national or international focus but affect New Jersey only incidentally. Such CBIs as the National Transit Institute and the National Institute for Early Education Research envision a nation-wide clientele but would certainly have an impact on New Jersey.

(e.g., The Fund for New Jersey, but not necessarily The Robert Wood Johnson Foundation); or 5) had a topic that was specifically identifiable as relevant to New Jersey (e.g., Thomas Edison, or cranberries). We suspect this method will modestly underestimate the amount of externally funded projects that are highly relevant to New Jersey.

Using these criteria, we identified 421 projects relevant to New Jersey, 24% of the 1,751 total projects. These projects accounted for more than \$61 million, or nearly 24%, of the total externally funded projects at Rutgers. Included in these projects were 3 fellowships, 25 instructional projects, 48 training projects, 84 public service projects, 231 research projects, and 30 other projects.

A great deal of the externally sponsored research at Rutgers is conducted through CBIs, and some 40% of our respondents reported performing service through a CBI. The historian of higher education Roger Geiger has identified CBIs as “the decisive factor in the postwar expansion of the university research system.”¹² The service performed through CBIs includes the kind of externally funded research described above, educational outreach, technology transfer, and extension.

Examples of educational outreach come in two types: a broad-gauged effort to supply curricular and other information materials, and a narrow-gauged effort to provide hands-on experience to students and teachers. One example of the former is the background material on oceanography and suggestions for school research projects that the Institute of Marine and Coastal Sciences (IMCS) provides on its web site. An example of the latter is the Waksman Student Scholars program, in which a high school teacher and two students are selected from 15 high schools in the state to participate in a month-long summer program to prepare them for participation in an actual research project. In the IMCS case, the information is disseminated to a potentially broad and distant audience who will make of it what they will. In the Waksman case, interactions continue throughout the year as the teachers and students perform research and then make poster presentations upon its completion.

We did not intend technology transfer to fit into the definition of service used by this survey, but it is worth discussing in this context because through the interactions between CBIs and for-profit firms that provide the context for technology transfer, a community external to Rutgers helps shape research priorities and, in turn, benefits in often measurable ways from the outcome of that research. The Rutgers Office of Corporate Liaison and Technology Transfer coordinates and facilitates the technology transfer activities of faculty and CBIs. CBIs such as the New Jersey Center for Biomaterials or the Center for Advanced Food Technology maintain partnerships with (often) local firms and industrial membership programs that exchange membership contributions for facilitated access to faculty and research. They may have governing boards that includes academic and industry members, research facilities that may house instrumentation and

¹² R.L. Geiger (1990), “Organized research units – their role in the development of university research.” *Journal of Higher Education* 61(Jan/Feb):1-19.

other resources to be shared by faculty and industry researchers, and professional development programs that temporarily places faculty in industrial laboratories. The fundamental difference between these activities and other service activities at the university is that these activities are fired by the fuel of intellectual property that may be profitable for both parties involved.

The Rutgers Cooperative Extension (RCE), the outreach component of the New Jersey Agricultural Experiment Station (NJAES), is *sui generis* among the CBIs at Rutgers. NJAES, founded in 1880 under the authority of the Morrill Act of 1862, is a multi-disciplinary association of researchers and extension agents charged with providing educational services in the agricultural and mechanical arts. The Smith-Lever Act of 1914 created the extension services to disseminate to the public the knowledge created at land grant institutions. RCE currently consists of four departments:

1. 4-H Youth Development, a youth-oriented educational program focused primarily on learning-by-doing in the agricultural arts, with collaborators including Rutgers University, the US Department of Agriculture, and County Boards of Chosen Freeholders;
2. Agricultural and Resource Management agents, who staff the extension offices in each of New Jersey's 21 counties;
3. Extension Specialists, who are tenure-track researchers in a number of disciplines throughout the university whose goal is to provide research-based solutions to agricultural, environmental, and natural resource problems confronting the state; and
4. Family and Consumer Sciences, which provides information to the general public on issues such as money management, nutritional guidelines, and health issues.

The NJAES has a strategic plan that includes increasing the responsiveness and accountability of the RCE to the public, through a greater emphasis on mission-oriented research and interaction between the research arm of NJAES and the outreach arm of RCE. The plan also calls for increased stakeholder input and greater acknowledgement and reward for researchers who meet the needs of the public.

Appendix E: Emails about the Survey

1. Email from President McCormick to the Faculty (10/28)

Members of the Rutgers Faculty:

Service to the citizens of New Jersey is one of Rutgers' most important missions. Faculty have already established strong ties to agriculture, the K-12 schools, state and local agencies, businesses, industries, and communities. But we need to do more in order to secure Rutgers' place as New Jersey's state university and to obtain the support we need to move Rutgers to the top tier of American universities.

To advance this effort, I would like to have ideas and information from the faculty about how we are currently serving our state and what more we can do. As I mentioned in my recent Annual Address to the University Community, Professor David H. Guston of the Edward J. Bloustein School of Planning and Public Policy will soon be sending you a survey regarding the service role of the University. It will ask you to describe your experiences in service to the state or the community and will solicit your ideas on how Rutgers can strengthen its service mission.

When you receive the survey, I urge you to complete it with a thorough account and an honest appraisal. Your responses, which will be treated confidentially, will be of great value as we move ahead to improve Rutgers' outreach and service to New Jersey -- and to obtain the support we should have from the State of New Jersey. As you complete the survey, you may find it useful to take a look at the "Serving New Jersey" section of Rutgers' recently redesigned website.

Thank you for your service to our university and our state. I appreciate your willingness to participate in this important effort to strengthen Rutgers' service mission.

Sincerely yours,

Richard L. McCormick

2. Email from Professor Guston Inviting Participation (10/31)

Dear Colleagues,

Service is, along with teaching and research, one of the core missions of Rutgers University. I have been asked by President McCormick to conduct - with the assistance of the Office of Institutional Research and Planning - a survey on the service role of the University. This survey, as President McCormick said in his recent email, "will ask you to describe your experiences in service to the state or the community and will solicit your ideas on how Rutgers can strengthen its service mission. When you receive the survey, I urge you to complete it with a thorough account and an honest appraisal."

All responses will remain strictly confidential. The data will be used only in summary reports and stripped of individual identifiers. The identification of your questionnaire by password will permit us to avoid sending you follow-up email once we have received your response. Results will be reported to President McCormick for his use in formulating university policy toward service.

To access the survey online, you will need to enter your individual password:

Your password is: XYZ789

Note: Each password begins with three letters (lowercase) followed by three numbers.

Clicking on the link below will take you to the survey. Your timely response is appreciated - the survey will be accessible until November 16th. It is two screens in length.

<http://surveys.rutgers.edu/R09/>

Thank you for participating.

David H. Guston
Associate Professor of Public Policy

3. Email from Professor Guston Reminding Faculty of the Survey (11/6)

Dear Colleagues,

We haven't heard from you yet. We emailed you a few days ago asking you to complete the Faculty Service Survey. Your contribution is important and will help Rutgers strengthen its service mission.

To access the survey online, you will need to enter your individual password:

Your password is: umm274

Note: Each password begins with three letters (lowercase) followed by three numbers.

Clicking on the link below will take you to the survey. It will be accessible until November 16th.

<http://surveys.rutgers.edu/R09/>

If you have just responded, please accept our thanks.

David H. Guston
Associate Professor of Public Policy

4. Email from Professor Guston Apologizing for Glitch (11/7)

Dear Colleagues,

As many of you guessed, a technical glitch caused our last email to be sent to all faculty, rather than just to faculty who had not completed the survey.

We did receive your response and we are grateful for the time and effort of your response.

We are anxious to analyze the results and report back to President McCormick and to you.

Sincerely,

David H. Guston
Associate Professor of Public Policy

Appendix F: Students in “The Role of Experts in the Policy Process”

Alan Cander is a doctoral student in Urban Planning and Policy Development at the Bloustein School.

Tara Cullen is a Master of Public Policy student at the Bloustein School.

Mary Kate Feeney received her Master of Public Policy degree from the Bloustein School in June 2004.

Larry Friscia received his Master of Public Affairs and Politics degree from the Bloustein School in June 2004

Chris Hanson is a doctoral student in Urban Planning and Policy Development at the Bloustein School.

Cecilia Martinez is a doctoral student in the Graduate School of Education.

Lora McGuinness is a doctoral student in Coastal and Marine Sciences.

Jeffrey Perlman is a Master of City and Regional Planning student at the Bloustein School.

Ed Prince received his Master of Public Affairs and Politics degree from the Bloustein School in June 2004.

Andrew Roberts is a doctoral student in Cell and Developmental Biology.

Mike Schubert is a Master of Public Policy student at the Bloustein School.

Gretchen Schwarz received her Master of Public Policy degree from the Bloustein School in June 2004.