Study of Faculty Service Workload

Joint Report from
Academic Faculty Affairs Committee
Gender Policies and Initiatives Council

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Contents

List of Tables

List of Figures

Overview

The work of a university requires many hands. Whose hands at SUNY Cortland are doing the heavy lifting? This question arose five years ago when Senate Chair Dr. Judith Ouellette's research uncovered gender disparities in service workload within Faculty Senate committees. Female faculty and professional staff were carrying a disproportionate share of these service obligations on campus. Dr. Ouellette subsequently charged the Academic Faculty Affairs Committee (AFAC) with examining the value of service in the university's personnel review process. If service was undervalued, compared to scholarly productivity and teaching, were female faculty and professional staff disadvantaged?

AFAC members issued a white paper in Spring 2020 titled *Lip Service? White Paper on Service in the Personnel Review Process.* AFAC looked specifically at the way service was considered during the personnel review process and made recommendations to address the potential impact on female faculty and professional staff as well as colleagues from underrepresented groups.

One of the committee's recommendations called for a collaboration between the Gender Policies and Initiatives Council (GPIC) and AFAC to conduct a service workload survey to gather specific data related to service at SUNY Cortland. This joint workgroup was organized in Fall 2021 and included the group's chair, Dr. Kathleen Burke (Economics); Dr. Genevieve Birren (Sport Management); Dr. Christine Widdall (School of Education); and Dr. Kevin B. Sheets (History).

Their findings corroborate the gender disparities found by Dr. Ouellette and indicate that in some ways the disparities may be more pervasive. What follows is a discussion of the methodology used to collect and analyze the data. The results of the university level service survey of committee chairs. Followed by the analysis of the academic faculty survey results. A discussion of academic faculty perceptions of what constitutes services. Finally, the Working Group concludes with its recommendations.

Methodology

First, the workgroup cast a wide net to compile a comprehensive list of campus committees. This required determining all the university, school, and department level committees in existence in the fall of 2021. This data was gathered through enquiries to dean's offices and department chairs, as well as searches through websites and the SUNY Cortland Handbook. This data collection proved to be a more challenging task than anticipated, particularly at the university level, since some committees had websites or were listed in the SUNY Cortland Handbook, while others were not. Unlike school and department committees, where there is a centralized list of committees and members usually held by administrative assistants, there was no centralized place or person that had access to all the campus-wide committees and their memberships. This challenge made it clear that all the committee opportunities on campus, particularly at the university level, are not known or easy to learn about.

During the Spring 2022 semester, the workgroup disseminated two surveys. The first survey went to the identified university wide committee chairs to gather all the relevant data that was not easily accessible. The working group had multiple reasons to limit this survey to university level committees only. First, these committees are the least well-known and as we experienced, little information was provided about the purpose, structure, and level of commitment to participate on the committee. Further, many of these committees are comprised of both faculty and professional staff. Thus, the service workload of these committees may not be captured in the second survey distributed, the Faculty Service Survey.

The Faculty Service Survey was distributed only to academic faculty. This survey was designed to measure the extent to which service was carried out by academic faculty members as well as measure faculty understanding of what constitutes service. The survey of academic faculty members asked for demographic data, though no identifying information, so that the committee might document any gender and race/ethnicity service disparities on campus.

Results

University Level Service Survey

The Working Group identified a need for a webpage where the university community could access a listing and information for all university-wide committees. To gather this information, the Working Group created and distributed a survey to the identified chair/co-chair of each university-level committee. The survey asked for information regarding the chair's time commitment, an estimate of time required of committee members to prepare for meetings, the frequency and duration of meetings, and the committee's composition and charge. In addition, we collected demographic information about the chair/co-chair responding to the survey. This information will be presented on the college's website as a campus resource, particularly for faculty and professional staff seeking service opportunities.

The chairs of university level committees are a combination of both faculty and professional staff. While the focus of this study is on faculty service, the results presented below discuss chair leadership for both faculty and professional staff.

Demographics of University Wide Committee Chairs
The composition of the university wide committee chairs is predominantly individuals identifying as a woman (61 percent) and white (85 percent) as depicted in figures 1 and 2. Given that only 9 committee chairs indicated a race/ethnicity as something other than white, to ensure anonymity as well as small sample bias, this analysis will not disaggregate by race/ethnicity.
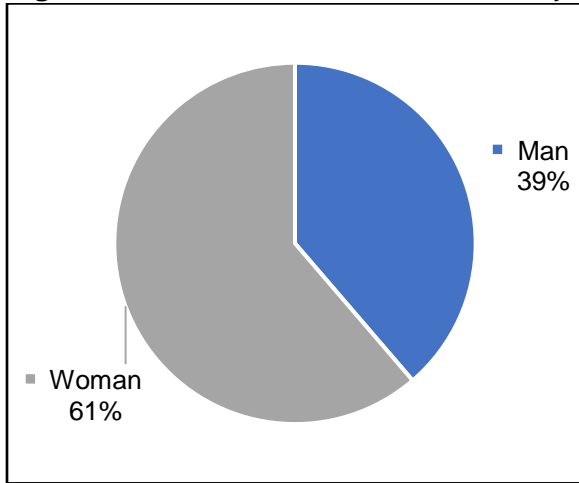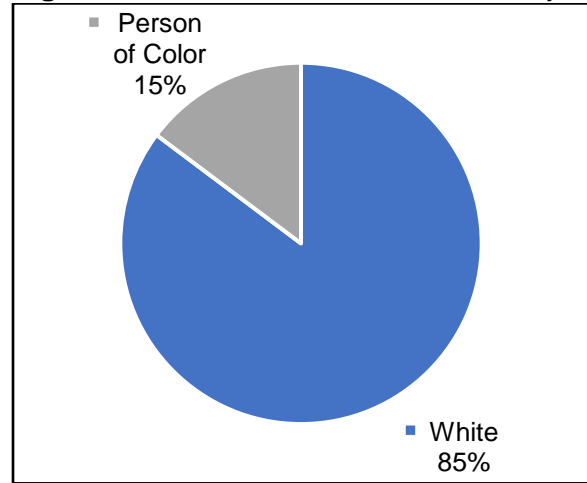
Figure 1: Committee Chair Gender Identity

Man 39%
Woman 61%

Figure 2: Committee Chair Race/Ethnicity

Person of Color 15%
White 85%

While the focus of this report is to analyze the service workload of academic faculty, it is important to note that university-wide committees are also chaired by other members of campus. Academic faculty comprise only 44 percent of university-wide committee chairs. Moreover, 57 percent of committee chairs that identify as a woman are either management classified (MC) or professional staff while 55 percent of committee chairs who identify as a man are management classified or professional staff. A particular level of service may be expected in the performance program of the MC or Professional Staff member, however some of the service that these members are providing may be outside the scope of their expected workload. Thus, a similar analysis of service workload should be performed for these members of our campus community.

Figure 3: Area of Committee Chair

Professional Staff 16%
Faculty 44%
Management Confidential 40%

Figure 4: Area by Gender Identity

Faculty: 42% (Woman), 46% (Man)
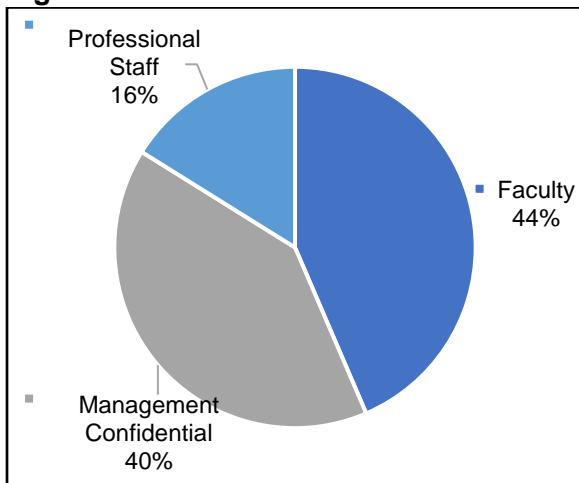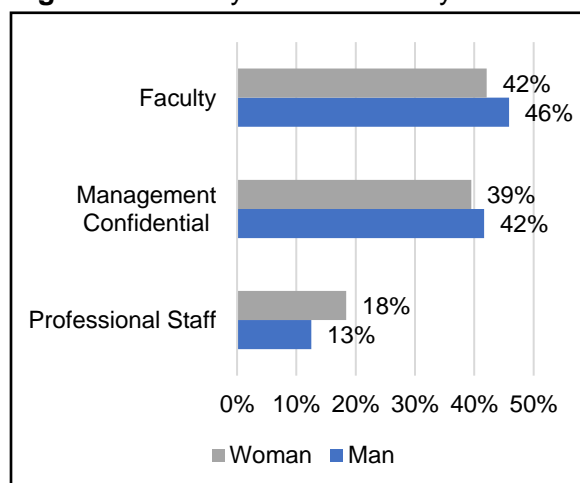Management Confidential: 39% (Woman), 42% (Man)
Professional Staff: 18% (Woman), 13% (Man)

■ Woman ■ Man

Means Testing

University level committee chairs were asked a variety of questions to determine the composition of the committee, length of meetings, and time preparing for meetings by both the chair and the members.

Table 1: Means Testing of University-Level Committee Work

Questions		TOTAL (n=62)	Man (n=24)	Woman (n=38)
How many members are on the committee?	Avg (St. Dev)	13.03 (8.62)	10.63 (4.21)	**14.55*** **(10.26)**
How many minutes is your typical meeting?	Avg (St. Dev)	66.05 (42.03)	70.00 (63.28)	63.55 (20.17)
For a typical meeting, how many minutes do you spend preparing for the meeting?	Avg (St. Dev)	104.6 (132.55)	114.38 (203.48)	98.42 (55.9)
As chair, how many minutes would you tell a prospective committee member they need to spend preparing for a typical meeting?	Avg (St. Dev)	34.84 (28.33)	27.50 (26.00)	39.47 (29.08)

***Significantly greater at the 5 percent level*

While a woman is chairing committees with significantly more members, the average amount of time spent in the meeting, the time the chair and committee members spend preparing for the meeting are not significantly different. However, as depicted in Figure 5, 57 percent of woman chaired committees meet either biweekly (35 percent) or monthly (22 percent), Further, the average woman chaired committees spend an hour and a half preparing and an hour in meetings. Thus, woman chairs are spending significantly more time preparing for meetings.

Figure 5: How often does your committee meet?
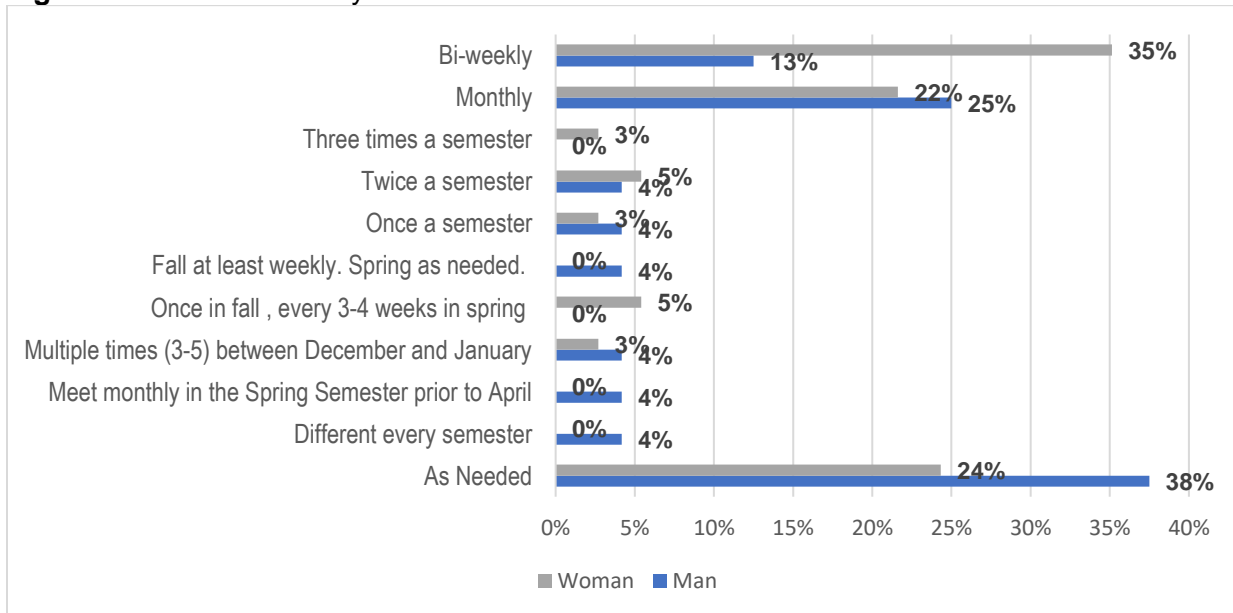
Faculty Service Survey

To gain a clearer picture of faculty service, as charged, the Faculty Service Survey was distributed online to all academic faculty to gain insight into their service workload and to understand how faculty perceive what constitutes service. According to the SUNY Cortland IPEDS data there were 316 faculty members in Fall 2021. Responses to our online survey were received from 158 faculty members resulting in a 50 percent response rate.

Gender Identity and Race/Ethnicity

Faculty were asked to indicate their gender identity given the options of man, trans man, woman, trans woman, questioning or unsure, no answer/prefer not to say, gender identity not listed please specify. One faculty member indicated questioning or unsure while one other faculty member wrote in "masculine." To ensure anonymity and keep them in the analysis, both faculty members were included in the *no answer, prefer not to say* grouping. Thus, faculty were broken down into three categories, *Man* (44 percent)*, Woman* (50 percent)*,* and *No answer, prefer not to say* (6 percent) as depicted in Figure 6.

We have a strong response rate from both people identifying as a man as well as those identifying as a woman. Using the IPEDS data, we calculate a 47 percent response rate from those identifying as a man and a 48 percent response rate from those identifying as a woman.

Figure 6: Composition by Gender Identity
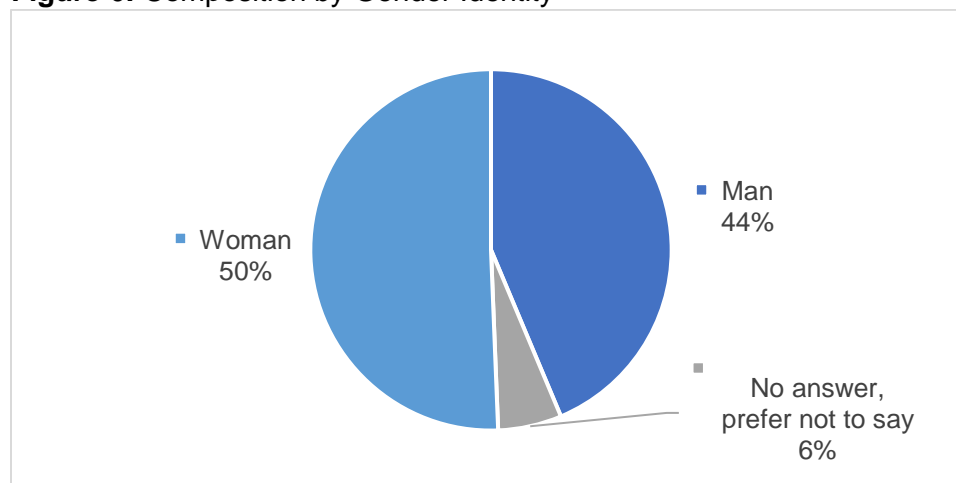
Faculty were also asked to indicate which race/ethnicity best describes them given the options of American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, White, no answer/prefer not to say, and Race or ethnicity not listed here please specify. While 10 faculty members indicated *No answer, Prefer not to say* and 128 faculty members indicate *White*, 20 faculty members described themselves as *Asian* (8

members), *Black or African* American (7 members), *Hispanic or* Latinx (4 members) and one faculty member indicated *multiracial*. Due to the low numbers in each of these categories and to ensure anonymity, the twenty faculty members were aggregated into one category *Faculty of Color.* The composition of the faculty by race/ethnicity is depicted in Figure 7. Utilizing the IPEDS data, we had a 34 percent response rate of those identifying as Faculty of Color and a 50 percent response rate from faculty identifying as white.

Figure 7: Composition by Race/Ethnicity
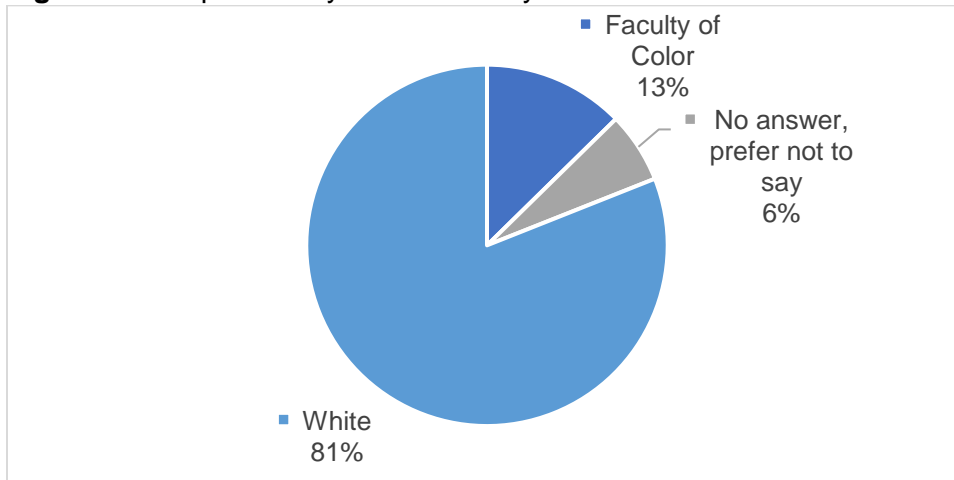
Nine faculty members chose *No answer, prefer not to say* when asked their gender identity while 10 faculty members selected *No answer, prefer not to say* when asked their race/ethnicity. Seven faculty members selected *No answer, prefer not to say* to both questions. While these individuals are included in the aggregate results, they are not included in the demographic breakdown. It is important to note that 77 percent of those not identifying their gender and 70 percent of those not identifying their race do not have continuing appointment.

Faculty Rank

Of the faculty responding, 86 percent were in tenurable ranks, instructor, assistant professor, associate professor, professor as depicted in Figure 9. Note that distinguished professors are included in the professor rank due to a small sample. When examining the breakdown by gender identity, there are comparable percentages at the instructor, lecturer and other ranks. At the assistant and associate ranks there are more faculty identifying as a woman and more faculty identifying as a male at the professor rank. Not surprising given the universities initiative to hire faculty of color, half the faculty responding are at the assistant professor level.

Figure 8: Rank of Faculty in Sample

Professor 19%
Associate Professor 32%
Assistant Professor 28%
Instructor 7%
Lecturer 11%
Other 3%

Gender Identity

Professor — Woman 15%, Man 26%
Associate Professor — Woman 39%, Man 28%
Assistant Professor — Woman 31%, Man 23%
Instructor — Woman 5%, Man 9%
Lecturer — Woman 9%, Man 10%
Other — Woman 1%, Man 1%

■ Woman ■ Man

Race/Ethnicity

Professor — Faculty of Color 10%, White 21%
Associate Professor — Faculty of Color 20%, White 34%
Assistant Professor — Faculty of Color 50%, White 25%
Instructor — Faculty of Color 5%, White 7%
Lecturer — Faculty of Color 5%, White 11%
Other — Faculty of Color 10%, White 2%

■ Faculty of Color ■ White

Other: DFF, Adjunct, Athletic Trainer

Continuing Appointment

To consolidate the ranks, we disaggregated the faculty by whether they had continuing appointment. Nearly three quarters of faculty had continuing appointment in the sample. The oversampling of faculty with continuing appointment is similar when breaking the sample down by gender identity or by race/ethnicity as depicted in Figure 9.

Figure 9: Percent of Faculty with Continuing Appointment
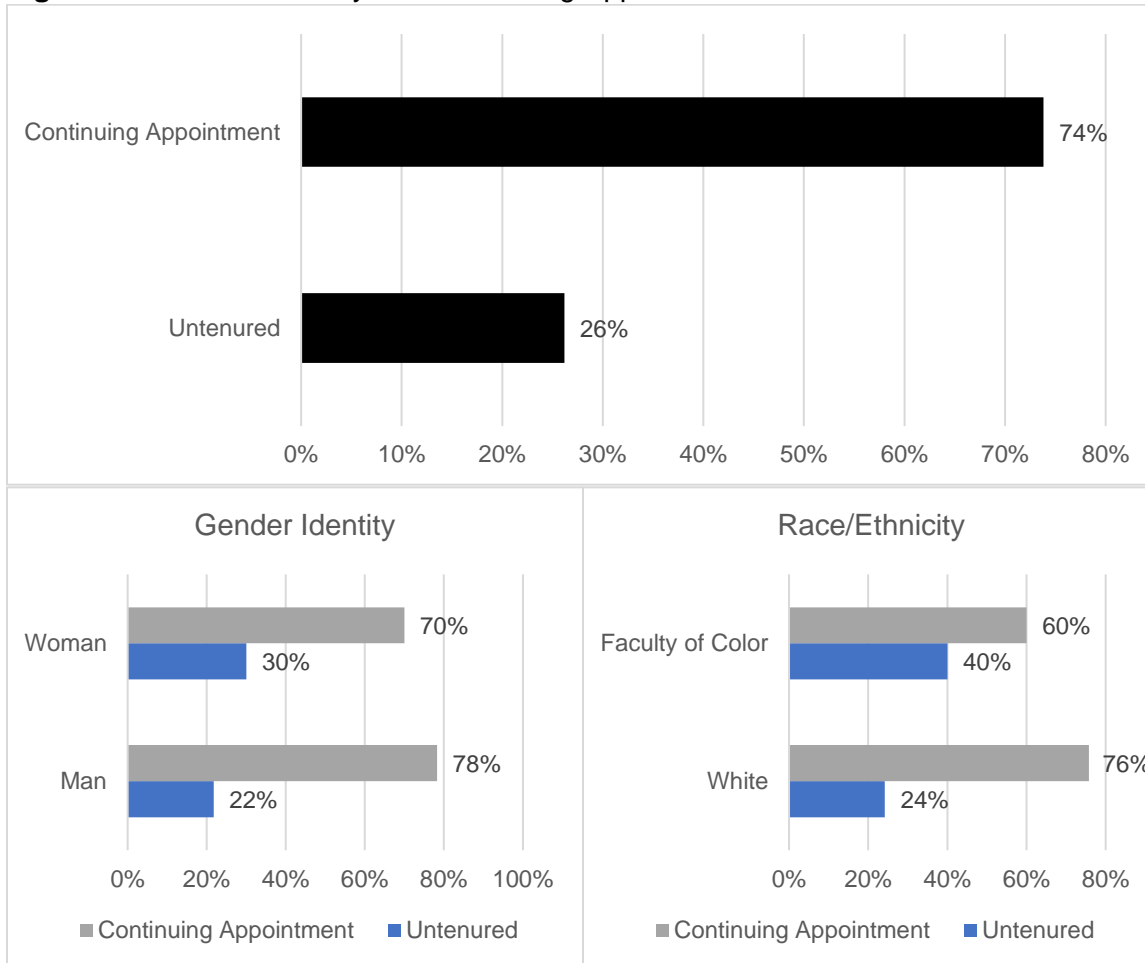
Years at Cortland

Given that three quarters of the faculty had continuing appointment, it is not surprising that the average faculty member has worked at Cortland for 11 years (plus or minus 8.5 years) as listed in Table 2. This average is skewed upwards with some long serving faculty. The median years of service is 8.5 with a mode of 5 years. These averages are similar with respect to gender identity. Faculty identifying as white have two more years of service, on average, than faculty of color.

Table 2: How many years have you worked at Cortland?

	TOTAL	Man	Woman	White	Faculty of Color
Mean	11.40	11.81	11.49	11.87	9.73
Median	8.5	10	8	10	5.5
Mode	5	5	4	5	6
Standard Deviation	8.47	8.66	8.48	8.34	9.89
Minimum	0.5	1	1	1	1
Maximum	38	38	32	38	32
Number of Faculty	158	69	80	128	20

Campus Roles

Only 14 percent of respondents held a campus wide administrative role as displayed in Figure 11. This rate is very consistent across both gender and race/ethnicity.

Figure 10: Do you currently hold a campus-wide administrative role?
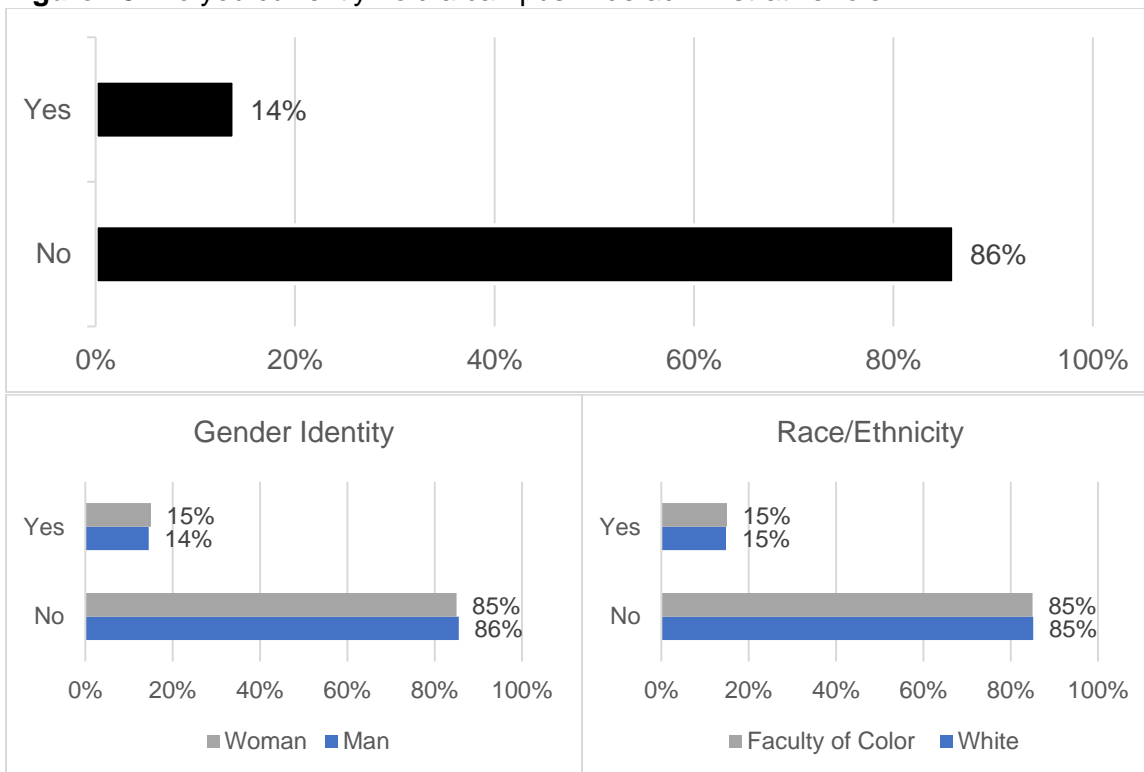
Participation increases at the department level, as depicted in Figure 13, where 36 percent of faculty indicate holding an administrative role. Of the faculty identifying as a woman, 44 percent indicate holding a department-wide role, whereas only 29 percent of faculty identifying as a man. Along race/ethnicity lines, 20 percent of Faculty of Color and 40 percent of faculty identifying as white hold a department-wide role.

Figure 11: Do you currently hold a department administrative role?
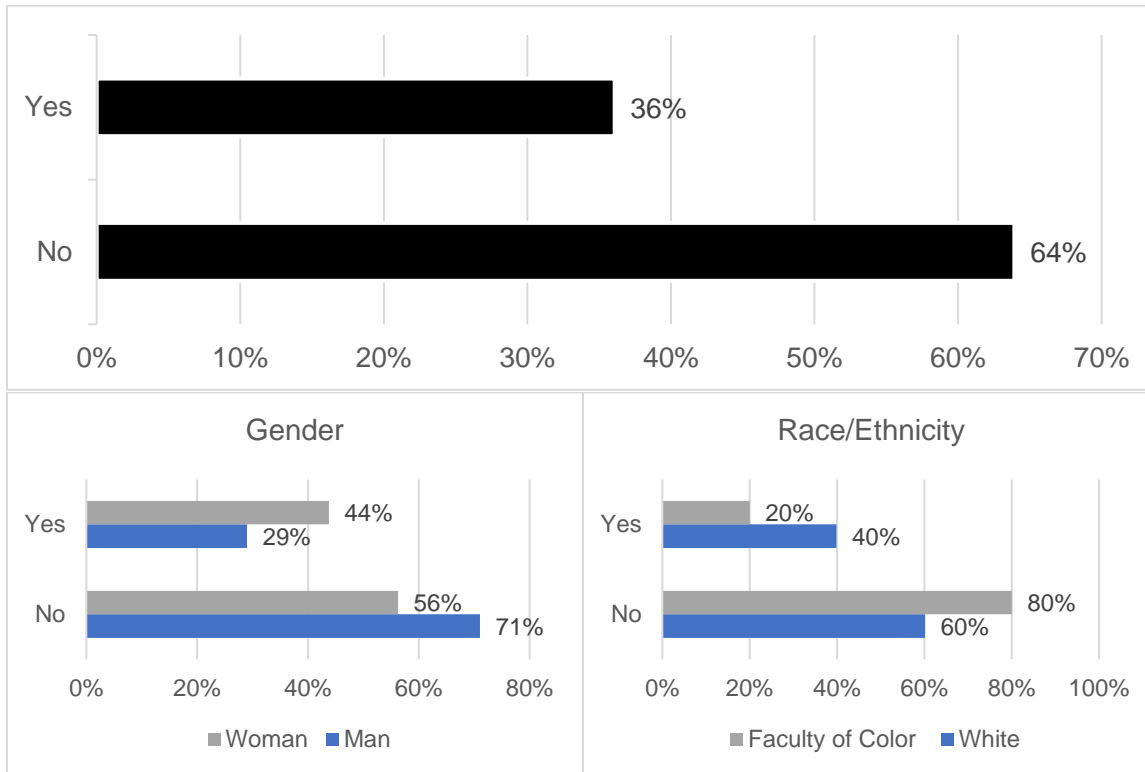
For the faculty serving in a department-wide role, 17 percent were *Graduate Coordinators*, 35 percent were *Program Coordinators* and 28 percent were *Department Chairs* as displayed in Figure 14. The remaining 20 percent of faculty indicated a role other than these three which were described as center administrator, advisor to chair, assistant dean, lab director, director, internship coordinator, chair of department committee (search, curriculum, assessment).

Figure 12: What is the Department Role and composition of that role for those that said yes?

Gender

Role	Woman	Man
Graduate Coordinator	60%	40%
Program Coordinator	52%	48%
Department Chair	71%	29%
Other	75%	25%

Race/Ethnicity

Role	Faculty of Color	White
Graduate Coordinator	0%	100%
Program Coordinator	5%	95%
Department Chair	0%	100%
Other	25%	75%
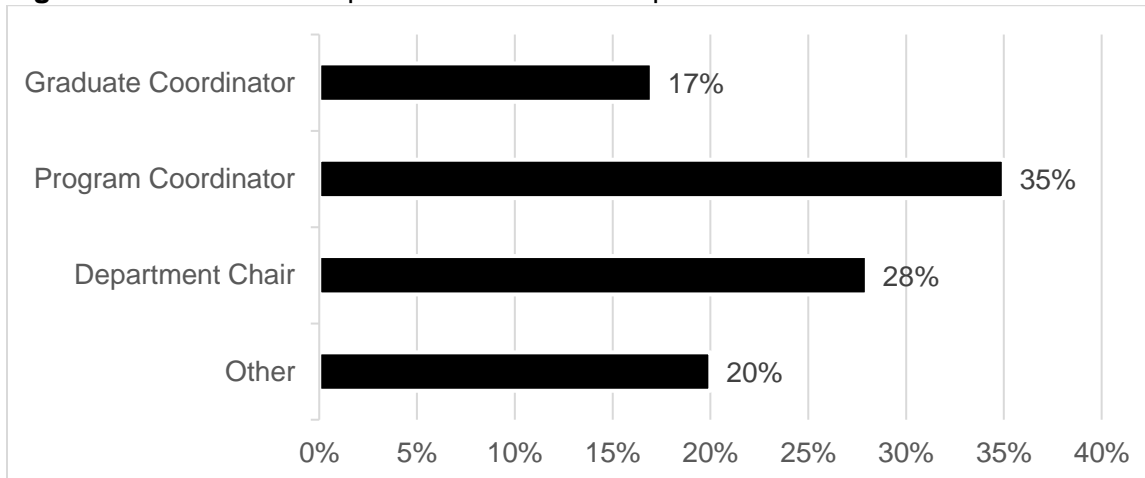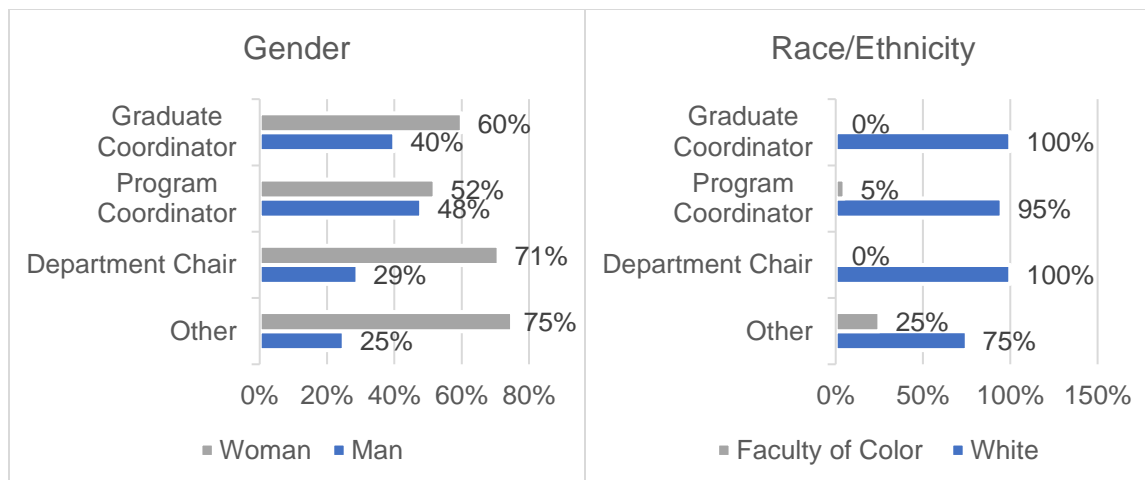
Examining the gender identity of each of the faculty roles indicates that 60 percent of Graduate Coordinators, 52 percent of Program Coordinators, 71 percent of department chairs and 75 percent of faculty doing other department administrative roles identify as a woman. Extending the examination to race/ethnicity we find that 5 percent of Program Coordinators and 25 percent of other administrative roles are being led by faculty of color. Graduate Coordinators and Department Chairs all identified as White within our study.

Means Testing

As delineated in Table 4, respondents were asked a series of questions regarding the number of committees on which they served, their hours of preparation and attendance at the meeting at the department, school, SUNY Cortland, SUNY, profession, and community levels. These levels match the levels within the guidance in the SUNY Cortland Handbook. The average number of committees as well as the average hours of preparation/attendance were examined in the aggregate, by gender identity, by race/ethnicity, and whether the faculty have continuing appointment to test for significant differences between the two groups.

Department

At the department level, faculty are serving on 1 to 3 committees on average and spend approximately 4 hours (plus or minus 6 hours) preparing and attending the meetings. Whereas there are no significant differences in the number of committees served nor hours preparing and attending by race/ethnicity or continuing appointment, faculty identifying as a woman are on significantly more committees and spend significantly more hours per week preparing and attending meetings than faculty who identify as a man.

School

The average faculty member is on one school level committee (plus or minus one) and spends an hour per week preparing and attending the meeting. While there are no significant differences by gender identity or race/ethnicity, faculty with continuing appointment spend significantly more time preparing for meetings per week than faculty without tenure.

SUNY Cortland

At the college level, on average, faculty serve on 2 committees (plus or minus 2) and average 2 hours preparing and attending the meetings (plus or minus 3 hours). Once again, faculty identifying as a woman are on significantly more committees on average and spend significantly more hours on average preparing for and attending those meetings. There are no significant differences by race/ethnicity or tenure status.

SUNY

On average, a faculty member is not serving on a SUNY level committee (plus or minus one) and spends no time preparing and attending (plus or minus 1 hour). There are no significant differences by gender identity nor tenure status. Faculty of color, however, average significantly more committees and hours preparing and attending the meetings than white faculty.

Profession

Faculty are on one professional committee on average (plus or minus one) and spend an hour a week preparing and attending the meeting. While there are no significant differences by race/ethnicity, faculty identifying as a woman average significant more committees served as well as average significantly more hours preparing and attending meetings within the profession. Further, faculty with continuing appointment spend significantly more hours per week preparing and attending meetings.

Community

Faculty serve on zero to two community level committees on average and in an average week spend an hour (plus or minus 2) preparing and attending the meeting. Faculty identifying as a woman average significantly more committees served and spend significantly more hours per week preparing for and attending community meetings. Faculty with continuing appointment average significantly more committees than untenured faculty. There are no significant differences by race/ethnicity.

Overall, faculty identifying as a woman are on significantly more committees at all levels except school and SUNY and spend significantly more hours per week preparing and attending these meetings. Faculty of color are on significantly more SUNY-wide committees and spend significantly more time in preparation for these meetings.

Table 3: Means Testing of Academic Faculty Service Work

Service Questions	TOTAL (n=158)	Man (n=69)	Woman (n=80)	Faculty of Color (n=20)	White (n=128)	Untenured (n=39)	Cont. Appt (n=110)
During this academic year, on how many committees did you serve at the Department level?	2.87 (1.83)	2.67	**3.21***	2.85	2.94	2.61	2.98
In an average week, how many hours do you spend preparing and attending for a typical Department level	4.33 (5.68)	3.48	**5.33***	3.48	4.63	3.46	4.68
During this academic year, on how many committees did you serve at the School level?	0.68 (0.97)	0.57	0.76	0.75	0.65	0.61	0.71
In an average week, how many hours do you spend preparing and attending for a typical School level committee	0.85 (1.17)	0.79	0.96	0.68	0.90	0.59	**0.96***
During this academic year, on how many committees did you serve at the SUNY Cortland level?	1.99 (2.41)	1.33	**2.64***	1.80	2.05	1.85	2.04
In an average week, how many hours do you spend preparing and attending for a typical SUNY Cortland level committee meeting?	2.33 (2.99)	1.76	**3.00***	2.55	2.40	2.10	2.43
During this academic year, on how many committees did you serve at the SUNY level?	0.28 (1.23)	0.32	0.28	**0.85***	0.21	0.09	0.37
In an average week, how many hours do you spend preparing and attending for a typical SUNY level committee meeting?	0.31 (1.37)	0.28	0.35	**0.87***	0.24	0.13	0.38
During this academic year, on how many committees did you serve at the Profession level?	1.04 (1.33)	0.72	**1.35***	1.25	1.02	0.74	1.16
In an average week, how many hours do you spend preparing and attending for a typical Profession level meeting?	1.37 (2.36)	0.87	**1.72***	1.37	1.30	1.20	**1.44***
During this academic year, on how many committees did you serve at the Community level?	0.80 (1.16)	0.52	**1.09***	1.20	0.77	0.48	**0.94***
In an average week, how many hours do you spend preparing and attending for a typical Community level meeting?	1.19 (2.29)	0.68	**1.70***	1.39	1.21	0.82	1.33

*Average significantly greater at the 5 percent level

Perceptions of What Constitutes Service?

To determine if faculty understand what constitutes service, the survey posed the following question:

> *The College Handbook defines service to the Department, University, SUNY, Profession and Community as:*
> - *administrative work*
> - *contribution to institutional change*
> - *external reviews*
> - *faculty governance*
> - *institutional research*
> - *integration of service with scholarship and/or teaching*
> - *service to off-campus populations*
> - *union service*
> - *work with the community, including community-based research*
>
> *(SUNY Cortland Handbook, 220.07 E2).*
> *Does the definition above capture all service in which you engage? If not, please explain.*

To analyze faculty responses, the definitions for Teaching, Scholarship, and Service provided in the SUNY Cortland Handbook were broken down into categories. Then, the answers faculty provided, which they believed not to fit in the definition of service, were classified into the handbook categories. The handbook categories and the number of responses in each category are delineated in Table 9.

To analyze faculty responses, a content/document analysis approach was used to evaluate the textual data objectively and systemically in order to make inferences and reveal themes (Weber, 1985; Krippendorff, 2004), as well as allow for conversion to numerical data and allow to quantitative analysis (Carney, 1971; Krippendorff, 1980). Faculty responses were coded using both the SUNY Cortland Handbook and the SUNY Board of Trustees (BoT) Policies Article XII, Title A, sec. 4(d), which states: *Effectiveness of University service — as demonstrated by such things as college and University public service, committee work, administrative work, and work with students or community in addition to formal teacher-student relationships.* Each comment was first examined for the activities mentioned and then aligned with where that activity most appropriately fell under either SUNY Cortland Handbook (the service section or another), under the BoT Policies, or under both, or under neither. Many comments mentioned multiple activities and thus, each activity was coded on its own, so one faculty response may have had multiple codes.

The various activities listed in the comments that respondents believed was service not covered by the *SUNY Cortland Handbook* definition are delineated in Table 9. Forty-seven (47) respondents provided comments. Of those, 12 comments did not answer the question asked, but instead commented on the survey, the broader idea of service, etc. Those comments were coded as NA and not included in the results presented. In addition, there were 4 responses that were too vague to classify, and 8 responses that were unclear where to classify as they were specific to certain committees and/or activities.

Table 4: Items faculty claim are not counted in Service and their location in the Handbook

HANDBOOK CATEGORY	Count
TEACHING	
Academic advisement and counseling	7
Civic education	0
Colleague observations	0
Contribution to institutional change	0
Course development	2
Course outlines	0
Curriculum development	1
Development of SUNY-approved applied learning courses, and in the integration of teaching with service	0
Developing instructional materials	0
Honors and awards for teaching	0
Independent student scholarship	1
Integration of undergraduate research, including community-based research	1
Interdisciplinary instruction	0
Internationalization and globalization	1
Multiculturalism, diversity and inclusion	2
Off-campus recognition	0
Outdoor and environmental education	1
Participation in learning communities	0
Postgraduate student performance	0
Recognition by colleagues	0
Student evaluations of courses and field work	0
Student recommendations	0
Sustainability	0
Work with student organizations	3
SCHOLARLY, INTELLECTUAL AND CREATIVE ACHIEVEMENTS	
Artistic achievements as demonstrated by recitals, shows, performances and exhibitions	0
Books, monographs, edited books	1
Community-based research	1
Completion of unpublished work	0
Consultative work or institutional research enhancing one's scholarship	0
Editorial service for scholarly journals	2
Encyclopedia entries	0
Grant awards and fellowships	1
Participation in proceedings or learned societies	0
Presentations of papers and research reports	0
Publication in peer-reviewed journals	1
Reputation among colleagues as demonstrated by letters, citations, reviews, and other honors	0
Research and publications on pedagogy	0
Research and publications pertaining to curricular development	0
Reviews of manuscripts and books in the discipline	2
Scholarly work that involves developing students as scholars	1
Scholarship that integrates teaching and/or service	0
Service to professional and learned societies	4
Speeches, workshops, presentations	2
SERVICE TO THE DEPARTMENT, UNIVERSITY, SUNY, PROFESSION AND COMMUNITY	
Administrative work	2
Contribution to institutional change	0
External reviews	1
Faculty governance	0

Institutional research	0
Integration of service with scholarship and/or teaching	2
Service to off-campus populations	5
Union service	0
Work with the community, including community-based research	0

Clearly, many of the items faculty believe to be service are not covered in the SUNY Cortland Handbook's definition of service. Similarly, many of the items considered service by faculty are not included under the service section, rather are included in other sections. Misalignment of what faculty are considering service and where these activities are included in the SUNY Cortland Handbook from Table 11 include:

- *Academic Advisement and Counseling* is included under Teaching (7 responses).
- *Service to Professional and Learned Societies* is included in Scholarship (4 responses)
- *Work with student organizations* is included in the definition of Teaching (3 responses)

Further, *Service to Off-Campus Populations* is included in the definition of Service (5 responses) although faculty thought it was not represented. Interestingly, *committee work* is not a category in the definition of service in the SUNY Cortland Handbook.

Similarly, the Board of Trustees Policies were categorized, and faculty responses were tallied. As delineated in Table 12, 16 faculty responses were classified as *Work with students or the community in addition to the formal teacher-student relationships* which is under Service in the Board of Trustees Policies. *Academic Advisement and Counseling* as well as *Work with Student Organization*, which were categorized as Teaching in the SUNY Cortland Handbook, are categorized as Service under the Board of Trustees Policies.

Table 5: Items faculty claim are not counted in Service and their location in the Board of Trustees Policy

BOARD OF TRUSTEES POLICIES CATEGORY	Count
TEACHING	
Judgement of colleagues	0
Development of teaching materials or new courses	1
Student reaction, as determined from surveys, interviews, and classroom observation	0
SCHOLARLY ABILITY	
Success in developing and carrying out significant research	0
Contribution to the arts	0
Publications	1
Reputation among colleagues	0
SERVICE	
College and university public service	1
Committee work	4
Administrative work	1
Work with students or the community is addition to the formal teacher-student relationships	16
Unclear location	8

The analysis of the comments revealed several important points. The first is that activities many academic faculty consider service are not listed in the Handbook as such, although they may be

listed in the Handbook elsewhere, which people may not be aware of or feel should be categorized as such. Secondly, there are activities under Teaching and Scholarship that appear to be more appropriate under Service, for example "service to professional and learned societies." This could mean being on the board of a professional organization, the editorial board of a journal, or a conference abstract reviewer, among many other things. The concern this raises is how this activity is being considered in the promotion and tenure process if it does not appear under service, but many consider it service. It may be that academic faculty are not receiving appropriate or complete credit for all the various work they are doing. Third, it became clear that the SUNY Cortland definition of what constitutes service does not align entirely with the BoT Policies definition of service. For example, committee work is not mentioned in the Handbook definition at all.

Recommendations

Based on this analysis, the Working Group has the following recommendations:
- When complete publish the University-Wide Committee website.
    - Current draft: https://www2.cortland.edu/committees/index.dot
- Ensure this website remains current.
    - Create a form to obtain information annually and update the website
    - Must determine who will be charged with keeping this website up to date (recommend that the Chief of Staff be in charge—ask all committees to submit).
- Charge AFAC to review, and revise as needed, 220.07 of the SUNY Cortland Handbook, with a particular focus on the Service part to align SUNY Cortland definition of service and service activities with the SUNY Board of Trustees Policies and update the Teaching, Scholarship, and Service criteria to better reflect how activities are treated in the tenure and promotion process. Further, update 220.06 d to ensure that these updates are stated in Department Personnel Policies
- Investigate a better way to collect and track service activity at a more granular level that would provide more accurate service workload data.
- Create campus-wide standards for service endorsed by President's Cabinet and documented in department personnel policies.
- The provost reviews and potentially create campus awards for faculty service, similar to what has been established for teaching and research. We suggest working with faculty governance, the Faculty Development Center or other groups as appropriate to develop the awards.
- A similar investigation of service workload should be conducted for professional staff.

References
Academic Faculty Affairs Committee, (February 2021) *Lip Service? White Paper on Service in the Personnel Review Process.* https://www2.cortland.edu/faculty-staff/faculty-senate/pdfs/AFAC%20White%20Paper%20on%20Service%20Final%20Edit.pdf

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