

QATAR UNIVERSITY

Outstanding Faculty Service Award (OFSA)

Purpose, Eligibility, Procedures, and Criteria

2013 - 2014

Rationale

Faculty Service is a cornerstone of faculty duties at Qatar University; it also represents one of the pillars of the Qatar University Strategic Plans 2010-2013 and 2013-16. The type and scope of University services is clearly defined in QU mission and Key Performance areas, where the University has pledged to address relevant local and regional challenges, advance knowledge, and contribute actively to the needs and aspirations of society. Recognizing the importance of outstanding faculty services and its significance in meeting the University's mission, the Office of the Vice President and Chief Academic Officer instituted Qatar University Outstanding Faculty Service Award. The award is established to honor and recognize faculty members who have demonstrated excellence in service to Qatar University and the community at large.

By honoring such individuals, Qatar University:

- Demonstrates its commitment to recognizing service as an activity essential to its mission and Qatar University's Strategic Plan.
- Emphasizes the importance of outstanding service and its role in assisting the University to meet the needs and aspiration of the society.
- Provides incentive for faculty members to pursue activities that enhance the quality of the University's services.

Award Criteria:

Satisfaction of the following criteria is essential:

1. The primary criterion should be one of impact. There should be substantial evidence that a nominee's service activities have had a significant positive effect on the community and/or the University.
2. The second criterion is the scope of a faculty member's service activities.
3. Substantial evidence that the nominee's professional life has been characterized by a commitment to service activities as opposed to a one-time major involvement in such activity.
4. Evidence of a pattern of service over time; there should also be evidence of recent and/or current service contributions.
5. Service activities and initiatives being reviewed should be those which occurred while the nominee was employed by Qatar University.
6. Service activities and initiatives being reviewed need not be restricted to those directly allied with a nominee's field of declared professional expertise.

7. Service activities can vary from improving the internal functioning of the University, enhancing the University's image in the eyes of the community it seeks to serve, or serving the nominee's professional community.
8. Service activities and initiatives being reviewed need not be restricted to those for which no remuneration was accepted by the nominee. Both "paid" and "unpaid" services should be reviewed. However, the most desirable nominee would not be a person whose primary motivation for involvement in service activities appears to be a monetary one. Service should entail at least some aspect of "giving of one's self."

Award Eligibility:

1. The applicant must be a full time faculty.
2. The applicant must have a minimum of one year of service at Qatar University.
3. Faculty members, who were nominated in previous years but did not receive an award, may re-apply.

Award Amount:

Winner: QAR 35,000;

Runner -up: QAR 25,000

Application Processes:

- Application is open (self-nomination) to all QU Full time faculty with at least one year service at QU.
- Only applications substantiated by documentation and service portfolio will be considered for evaluation and vetting.
- The Vice President and Chief Academic Officer will appoint an *ad hoc* Committee to evaluate nominees and recommend winner(s) based on rubric rating system.
- Winners of this award will be announced by the VP&CAO, and Awards will be received during the President's Convocation Day of the New Academic Year.

Timeline

1.	June 15, 2014	Deadline for submission of applications and all documentation.
2.	September 2014	VPCAO notifies applicants of final decisions in writing.

Faculty Service Portfolio:

The service portfolio should gather and organize materials that document the effectiveness of a faculty member's service. It should describe and contextualize the work, distinguish the faculty member's individual contribution, demonstrate the impact of the service work and describe the manner in which that impact was assessed. The most successful portfolios document both, the process and the product, show a faculty member's professional expertise and experience as important inputs into the process, and display a purposeful approach to service as part of faculty members' academic lives.

Documentation submitted in building the case for a nominee should include:

- Sufficient evidence that the nominee did, in fact, engage in the service activity;
- Sufficient testimony to establish the significance/worth (impact) and scope of the nominee's accomplishments;
- Documentation should be prepared specifically for consideration by this award committee. Portfolios prepared for other purposes will not be persuasive unless revised to address specifically the criteria for this award.
- Award application portfolio must take into consideration the criteria outlined for the Award. It must also be substantiated with evidence and artifacts.
- Documentation must effectively represent the applicant's service philosophy, activities and products, as well as a self-reflection in a way that enables evaluators to apply quality indicators.
- Types of documentation differ based on the kinds of service, the constituencies served, the types of products created during the service, and other factors.
- Faculty members should consider documentation as an ongoing process, rather than a summary of outcomes, making it a continuous process.
- The University reserves the right not to return submitted portfolio and application supportive material to applicants.

Examples of unsatisfactory documentation of service:

- A simple listing of committees or organizational affiliations;
- Assertions of merit, based upon time on task rather than specific results;
- Evidence of outcomes but no evidence of individual role;
- Failure to show how service work is consistent with professional development and goals.

Types of Services:

Below is not an exhaustive list of services characterized under four types of services:

1. Services to the Institution;
2. Services to the Discipline or Profession;

3. Community engagement;
4. Community outreach.

1. Services to the Institution

Service to the institution involves activities that help sustain or lead academic endeavors. Examples of institutional service include but are not limited to:

- Contributing as a member or leader of a task force to address an issue facing the campus or University community.
- Participating as an elected member in faculty governance.
- Leading faculty governance activities.
- Serving as an appointed or elected administrator or head of any academic group at the campus, department, division, or University level.
- Chairing a committee.
- Helping a committee to meet its goals.
- Chairing a search committee.
- Contributing to a search committee.
- Bringing new campus or University initiatives to fruition.
- Representing the University in a public media forum.
- Contributing to student welfare through service on the student-faculty committees or as adviser to student organizations.
- Gain engagement of students in intellectual inquiry, beyond the class-room through training, guiding, and assisting them to participate in discipline-based competitions, and similar activities.
- Fostering team work, by assessing the initial status of their program; anticipating the needs and working with his/her colleagues within the department on worthy assigned tasks.
- Seek possible opportunities for interdepartmental cooperation in the campus.
- Build and sustain colleague-based support in teaching, scholarship, etc. through strengthening scholarship networks, and by critiquing articles of colleagues to make them more tightened and persuasive.
- Improve the advising system within the department.
- Exert all energies to where the department needs to go in the future.
- Participation in community oriented non-credit bearing educational activities such as lectures, radio and television appearances, symposia and colloquia, etc.
- Providing professionally based citizen service to the community, such as serving on boards, commissions, etc., either within or without area of specialized professional expertise.
- Presenting seminar, workshops roundtable discussion on interdisciplinary teaching and learning for Instructional Development.
- Contributing effectively to the Department, College, or University's achievement of their academic objectives.

2. Service to the Discipline or Profession:

Service to the discipline or profession involves activities designed to enhance the quality of disciplinary or professional organizations or activities. Examples of service to a discipline or profession include but are not limited to:

- Serving as an appointed or elected officer of an academic or professional association.
- Serving as an organizer or leader of workshops, panels, or meetings in areas of professional competence.
- Contributing time and expertise to further the work of a professional society or organization.
- Promoting the image, prestige, and perceived value of a discipline or profession.
- Participating in accreditation activities.
- Editing a professional journal.
- Refereeing manuscripts or grant proposals submitted to journals, professional meeting or program committees, and funding organizations.
- Establishing professional or academic standards.

3. Community Engagement

Community engagement involves activities that contribute to the public welfare beyond the University community and call upon the faculty member's expertise as scholar, teacher, or administrator. Community engagement demonstrates the principals of reciprocity and mutuality; it meets a need defined by the community, not merely created out of the interests of the faculty member. Examples of community engagement include but are not limited to:

- Participating in collaborative endeavors with schools, industry, or civic agencies.
- Consulting with private and public, profit and non-profit organizations by applying expertise to enhance the efficiency or effectiveness of the organizations served.
- Assisting the public through a University clinic, hospital, laboratory, or center.
- Providing public policy analysis for local, state, national, or international government agencies.
- Making research understandable and useable in specific professional and applied settings.
- Communicating in popular and non-academic media including newsletters, radio, television and magazines.
- Giving presentations or performances for the public.
- Testing concepts and processes in real-world situations.
- Evaluating programs, policies, or personnel for agencies.

- Engaging in seminars and conferences that address public interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as trade, commodity, practitioner, or occupational groups.
- Participating in governmental or social service review panels.
- Engaging in economic or community development activities.

4. Community Outreach

Community outreach involves fulfilling a role in the wider community as an *active representative of the University*. Volunteerism and acts of good citizenship do not in themselves constitute community outreach unless they are undertaken as part of one's professional responsibilities to the institution. The distinction between engagement and outreach has primarily to do with the extent to which the activity involves disciplinary expertise applied to real-world issues (engagement) versus serving as the institution's representative in a community setting (outreach). Examples of community outreach include but are not limited to:

- Recruiting or informational visits to high schools.
- Civic board memberships where such membership specifically represents University participation in the organization.
- Creation or maintenance of specific and directed community outreach efforts.
- Outreach programs that enhance the image of the University.
- Building strong professional connections beyond the existing ones/or expanding and developing them further, that would lead most importantly in the growth of our students, not in their knowledge, even though it is important, but in the way they look at the world, their values, their aspirations, and how they perceive their role in the society.

Acknowledgments:

*Sections covering type of services, service portfolio and services documentations have drawn heavily in term of ideas and phraseology from:

service@Miami University: *Defining, Documenting, and Evaluating. A Guide for Regional Campus Faculty*, 2008, revised 2010.

http://www.mid.muohio.edu/publications/faculty_service_guide_final.pdf

Other References:

Illinois State University Service Awards:

<http://provost.illinoisstate.edu/awards/service.shtml>