

Service Responsibilities of Professorial Faculty in the College of Forestry

Service is an important part of the College of Forestry's mission and tradition, and it is an integral component of OSU's Land Grant mission. Service opportunities come in many forms, including department, college and university committees, professional organizations and community agencies. Other examples are noted in the OSU Faculty Handbook.

Professorial faculty in the College of Forestry have traditionally played an important role in governance of their respective departments, the college, and Oregon State University. Furthermore, our record of participation and leadership in community and professional organizations has been outstanding. Faculty leadership has been repeatedly cited as one of the hallmarks of excellence that sets our college apart within the university and at national and international levels.

It is important that this record of service continues. The leadership talent that is contained in our professorial faculty is needed in the college, the university, by Oregon, and by our professional societies.

The types of service rendered by faculty will vary widely, depending on the faculty member's interests, talents, career direction and stage of development, and the opportunities available. Service contributions by senior professors will be different than those by assistant professors. Regardless of rank or seniority, service is a professional and ethical responsibility of all professorial faculty and an implicit part of our appointments, regardless of whether they are in teaching, research or extension.

Service, in the broadest contest, is an important criterion for promotion and tenure and for award of salary increases. But it is also, ethically, part of everyone's professional responsibility. It is, very simply, the "right thing to do."

Service activities at OSU, including committee work, are rarely mandated. Usually, they result from voluntarily accepting responsibility to meet a need or perform an important function. In some cases, service opportunities arise from an unexpected situation or problem. Unless faculty allow for such activities in planning their work schedules, service experiences are likely to interfere with, rather than enhance, professional growth.

The administrators in the College of Forestry do not wish to overly burden faculty with service responsibilities at the departmental or college levels. For those responsibilities that are academically or professionally related, it is our intent that

those be carried “in-load” as much as possible. It is therefore imperative for all faculty to assume service obligations and to allow for them as part of their annual plans of work that are discussed with department heads at PROF reviews. In this way, realistic faculty and administrator expectations can be developed jointly and the service needed at all levels can be achieved in an equitable fashion.