



Office of Institutional Research and Academic Planning
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New Jersey Service Survey

For the purposes of this survey, "service" is defined as:

*activities on peer review panels or study sections, technical assistance, evaluation of documents, in-service training of personnel, staffing or membership of 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).

Section I: Participation in New Jersey Service

1. According to the definition of service given in the previous window, did you perform any New Jersey service activities during the recent year?

- Yes
 No

If No, please skip to Section II below

2. Did your service activities occur through . . . (Please check all that apply)

- Service learning (students linking experience to coursework/(CASE)?
 Clinical supervision of students?
 A center, bureau, or institute (CBI)?
 Individual efforts?

For the remainder of the survey, we are only interested in service activities that occurred outside of service learning or clinical supervision where students provide direct service to the community. These activities may have occurred through a CBI or some other way.

Please answer the following questions about how you share your expertise with the New Jersey public.

3. Please indicate which of the following venues you have used in the recent year to inform the public of your research results or expertise. (Please check all that apply)

- Newsletter
 Policy brief
 Newspaper (local or regional)
 Local or cable television
 Web page
 Other Local/Regional publication
 Press release
 Local or regional radio
 Work with K-12 education
 Presented at a NJ conference (not professional meeting)
 Presented at a Rutgers conference (not professional meeting)
 Presented at another New Jersey college/university
 Presented to NJ state legislature
 Presented to NJ state executive agency
 Presented to regional agency (e.g. Port Authority)
 Presented to local government body
 Presented to local/regional business or industry
 Presented to local/regional non-profit organization
 Lecture to general audience
 None

Other (Please specify)

4. In the recent year (July 2002 through June 2003), how often did you present your research or expertise to the public in such venues?

- Never
- Once or twice a year
- 3-6 times a year
- Almost monthly
- Monthly or more often

5. In the recent year, please indicate approximately how many times you have responded to public requests for information (including media) received through . . .

Email	Phone	Letter	In person
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

Section II: New Jersey Service Environment at Rutgers

1. Questions in this section ask you about your opinions and perceptions of the environment for New Jersey service at Rutgers.

- | | Strongly committed | Somewhat committed | Weakly committed | Uncommitted |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. In your opinion, how committed has Rutgers University been to New Jersey service? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. In your opinion, how committed has your department or unit been to New Jersey service? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. In your opinion, how committed have your faculty colleagues been to New Jersey service? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. How committed have you, personally, been to New Jersey service? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Please register your level of agreement or disagreement with the following statements:

- | | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Rutgers faculty should make a greater effort to inform potential recipients about their areas of expertise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Potential recipients of Rutgers expertise can easily access that expertise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | None | A little | Moderately | Substantially |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 3. To what extent do you believe service (not just New Jersey service) plays a role in promotion and tenure decisions in your department or unit? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | Much less | Somewhat less | The same | More | Much more |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. In your opinion, should the role that service (not just New Jersey) plays in promotion and tenure in your department or unit be: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Please register your level of satisfaction or dissatisfaction with the following types of assistance available in support of service activities in your department or unit; or check the button if not available.

- | | Not Available | Very Satisfied | Satisfied | Dissatisfied | Very Dissatisfied |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Clerical/secretarial assistance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Release time from teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Reimbursement for expenses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Encouragement from faculty colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Other type of assistance or support.
<input style="width: 100%;" type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Other type of assistance or support.
<input style="width: 100%;" type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Other type of assistance or support.
<input style="width: 100%;" type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section III: Proposals to Increase New Jersey Service Activities

1. Rutgers might consider a variety of proposals to increase New Jersey service by faculty. This section asks you to say how such proposals might increase your service activities.

	A lot	Some	Not very much	Not at all
a. Creating a separate process, similar to University Research Council funds, to provide financial support to faculty service activities, would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Increasing the contribution of service activities to promotion and tenure decisions would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sponsoring university-wide, annual Public Service Awards for faculty would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Publicizing faculty service activities widely would increase my service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Identifying service opportunities, e.g., by establishing a clearinghouse, would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing a campus forum for discussion of linking service activities to research and teaching would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Providing additional mailing and photocopying assistance for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Providing additional computer support for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Providing additional multi-media support for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing additional travel and scheduling assistance (not funding) would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Providing re-writing and editorial assistance for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Providing grant writing assistance for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Providing budgeting/accounting assistance for service activities would increase my service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Providing other clerical support for service activities would increase my service activities. Please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input style="width: 100%; height: 20px;" type="text"/>				

2. Please list any other proposals that might increase your service activities.

My proposal 1:	<input style="width: 100%; height: 20px;" type="text"/>
My proposal 2:	<input style="width: 100%; height: 20px;" type="text"/>
My proposal 3:	<input style="width: 100%; height: 20px;" type="text"/>

3. Please choose the three proposals from above which you would most favor to increase service activities.

Choice 1

Choice 2

Choice 3

Section IV: Service you have performed

1. Thinking of all the New Jersey service you have performed (regardless of when), are there any ways this service has benefited your research? (Please check all that apply)

- By changing your research agenda, methods, problem selection, or definition.
- By enabling different, more, or better collaborations.
- By opening up additional funding opportunities.
- In other ways (please list).
- No benefits to research.

2. Are there ways this service has benefited your teaching? (Please check all that apply)

- By enhancing student opportunities.
- By enhancing class content.
- By enhancing teaching methods.
- In other ways (please list).
- No benefits to teaching.

3. Are there ways this service has benefited your professional or personal development? (Please check all that apply)

- By building or extending personal or professional networks.
- By enhancing your reputation.
- By making your work more fulfilling or rewarding.
- In other ways (please list).
- No benefits to professional or personal development.

4. Thinking of all the New Jersey service that you perform, are there ways this service has imposed costs . . .

- on your research? If Yes, please list:
- on your teaching? If Yes, please list:
- on your professional or personal development? If Yes, please list:

5. Please provide us with one exemplary instance of New Jersey service from your experience in the recent year (July 1, 2002 to June 30, 2003). Be as detailed as you like.

6. In the following table, please list any other instances of New Jersey Service in the recent year and up to two years prior i.e., 02-03, 01-02, 00-01, you would like to share. Please indicate in which academic year (July to June) the instance occurred, the location of the activity (Rutgers or specific town or county) and approximately how many hours of your time you devoted to each instance during that year.

Service Role	Year	Location	Time
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. Please tell us anything else we should know about your experience or perceptions of service at Rutgers.

Section V: Follow up

1. Your responses to this survey are confidential. However, it may be helpful to follow up these questions for a variety of purposes.

- | | Yes | No |
|--|-----------------------|-----------------------|
| a. May we contact you to clarify your replies? | <input type="radio"/> | <input type="radio"/> |
| b. May we contact you to ask you to elaborate your remarks? | <input type="radio"/> | <input type="radio"/> |
| c. May we contact you to ask you to participate in follow-up focus groups or interviews? | <input type="radio"/> | <input type="radio"/> |
| d. May we contact you to discuss publicity for your service activities? | <input type="radio"/> | <input type="radio"/> |