

# Service Expectations

Early Career Faculty Workshop  
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## References

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# What is service?



- Activities in which faculty members offer professional knowledge, skills, organization, and advice to their communities
  - Department
  - University
  - Profession
  - Public
- Service requirements of faculty are often vaguely defined

# What is the right balance between service, teaching, and research?

- Discuss at your table what the expectations are for you at your institution.
- % service?
- % teaching?
- % research?



# **What are some examples of service activities?**

- Write down some examples of service activities.
- Share your ideas with your table. Compile a list of service activities for your table.



# Examples of Service: Department

- Member of departmental committee

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- Admissions
- Search

- Seminar or colloquium coordinator

- Writing letters of recommendation for students

- Mentoring students and student organizations

- Department Chair

- Chair of departmental committee

- Graduate or undergraduate director

- Others?

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## Examples of Service: University

- Member of University committee or Senate
- Chair of University committee
- Involvement in Administration
- Others?

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# Examples of Service: Professional

- Reviewer for journal
- Reviewer for funding agency
- Convenor of sessions at conferences
- Editorial board for journal
- Serve on panel for funding agency
- Organize community scientific endeavours
- Contribute to educational infrastructure
- Others?

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# Examples of Service: Community

- Career Fairs
- Alumni Panels
- Demonstration at school/community event
- Non-profit/community group board member

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A YOUNG POSITIVIST.

Parson. "WHAT'S A MIRACLE?"—Boy. "DUNNO."—Parson. "WELL, IF THE SUN WERE TO SHINE IN THE MIDDLE OF THE NIGHT, WHAT SHOULD YOU SAY IT WAS?"—Boy. "THE MOON."—Parson. "BUT IF YOU WERE TOLD IT WAS THE SUN, WHAT SHOULD YOU SAY IT WAS?"—Boy. "A LIE."—Parson. "I DON'T TELL LIES. SUPPOSE I TOLD YOU IT WAS THE SUN; WHAT WOULD YOU SAY THEN?"—Boy. "THAT YER WASN'T SOBER!"

# Reasons to perform service

- Required by Institution
  - Learn what is expected by your institution for promotion/tenure
    - Faculty handbook
    - Senior faculty or mentor
- Visibility in the professional community
  - Consider future letter writers
  - May lead to opportunities in the future
- Develop a professional network
  - Meet people who may be future research or teaching collaborators
  - Maintain relationships and develop sense of collegiality
- Learn the “ropes”
  - Become familiar with grant-funding processes
  - Become familiar with processes involved in publication
- Desire to learn and/or improve how organizations operate
  - Desire to “give back” to community

# **Reasons NOT to perform service**

- Time restrictions
- Not aligned with your professional goals or personal interests
- Not something you are well-suited for

# How do you get involved in service?



## Questions to consider

- What are the responsibilities?
- How long is the commitment? How much time per week/month?
- Does it fit your professional goals or personal interests?
- Might it expand your opportunities in research/teaching/the community?
- What are the implications if you say yes?
- What are the implications if you say no?

# Advice

- Identify organizations or activities that are important to you
- Service will not get you tenure, but the absence of service can be a detriment to promotion. Plan your commitments as you do your research and teaching
  - 33% research 33% teaching 33% service?
  - 50% research 25% teaching 25% service?
  - 70% research 20% teaching 10% service?
  - 50% teaching 35% research 15% service?
- It is likely that service commitments will change as you advance through your career
- It is okay to say “No.” Try to avoid becoming overcommitted.

# How to say “No”



- Consider the request seriously
  - Who is asking you? Why?
  - What are the implications of saying “No”?
- If time is a major factor in your decision, then include a brief explanation of other time commitments.
  - “I am currently committed to X through the end of the semester.”
  - “I am currently reviewing 2 other manuscripts and will not have the time to devote to a thorough review of this manuscript in the timeframe required by the journal.”
- Provide context. If you are being asked to do something similar to existing commitments, then say so.
  - “I currently serve on another University committee.”
  - “I am already on the editorial board for Journal Y.”

# How to say “No”



- Be respectful and polite in your “No”.
  - You may be asked to participate in an activity or group with a political, religious, etc. lean that you may feel uncomfortable aligning with
- Help the requestor find an alternative
  - Recommend other reviewers with a brief explanation of their expertise
  - Suggest early (earlier?) career individuals who might be looking for service activities
- Stand firm. It is your time they are asking for and you have a choice.
  - If you feel uncomfortable, ask a mentor or third party individual for assistance.

# Questions to Ask Yourself When Deciding How to Allocate Your Time to Service Commitments

What do I value?

What are my professional goals?

What am I good at?

Spend a few minutes writing in your notes answers to these questions.

Write down some service commitments that meet these criteria.

What will I do to seek out these opportunities?

