

Being Strategic About Service

Why is it important to engage in service?

- Career capital; “currency” in academia
 - built through both your research and service
 - leads to collaborations, leadership, and other opportunities
- Promotion and tenure
- Being a good colleague offering support to fellow colleagues related to service
- Personally and professionally enriching

How to engage in service:

- Proactively find service roles that you are interested in
 - align service with your priorities and interests
- A solid portfolio of service that you select makes it easier to avoid service that you have no interest in
- Think a few steps ahead
 - what type of service will benefit you in the future (i.e. - serving on the curriculum committee is a lot of work, but gives you exposure to every program in your college; prepares you to be an administrator related to undergraduate education)
- Service becoming research
 - example: local partnerships can turn into service-based articles (most fields have venues for publishing about teaching and service)

Stagger your service engagement

With a staggered approach it should minimize feeling overwhelmed and help you chart out what you will say “yes” to and what you will decline.

Year 1

Decline most service because you’re “new” and need to focus on research. Most departments will support this and even “protect” faculty from heavy service obligations.

Year 3

You will be reviewed on your progress toward promotion. At this point someone might point out that you don’t have professional service obligations, so this is an opportune time to start this process. This might also be a good time to engage in community service that can support your research (writing or grant work) or teaching; be mindful that community service can be time limited and formal or informal.

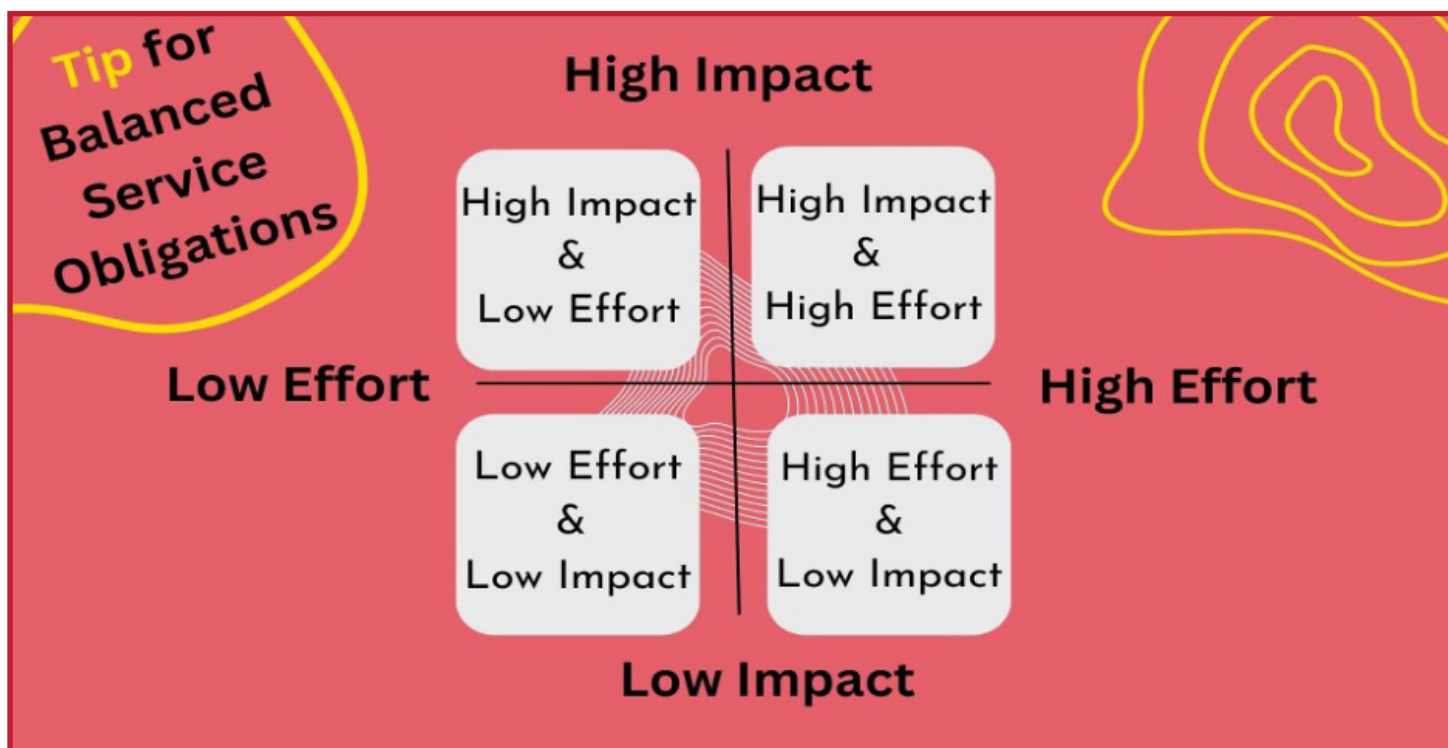
Year 2

Choose a college level and university service that you are interested in. This is also strategic because you want to have a good review for Year 3.

Year 4-5

Add a leadership position that can be reviewed as a part of your promotion and tenure portfolio. Positions can include an elected position with your national organization (secretary, parliamentarian, etc.) or a leadership position in the department or college (chair or co-chair co-chair of a committee).

Balance Service Obligations



- Impact may include things such as opportunities to work with interdisciplinary colleagues, opportunities to report directly to higher administrators or leaders in your profession or at your university; working on a task that can lead to policy change. It can also mean opportunities that can lead to research, funding, support your teaching. Ultimately, the meaning of impact is left up to you and you will need to decide what will be considered low impact or high impact.
- To determine the effort of a service activity, ask the chair of the committee or someone who has been on the committee previously. A low effort task are those things that do not take much time while high effort are obligations that require more time and energy.
- Example:
 - High effort - weekly standing meetings, five or more hours of out-of-committee work, several outside meetings, and several deliverables
 - Low effort - no standing meetings, outside work at your own pace, one deliverable at the conclusion of the service obligation



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