



## Reviewing Supporting Materials: Service

### **Workshop Outcomes**

- Participants will understand the purpose of reviewing service materials, will gain confidence in their ability to show how their service is integrally related to their teaching and research, and will develop skills to craft a reflective and goal-oriented service statement.

### **Resources for the Facilitator (may also be assigned to participants)**

- [Why I love academic service, Cliff Lampe \(2016\)](#)
- [How to be a good academic citizen: The role and importance of service in academia](#), Heather Pfifer (2016)
- [Secret service: Revealing gender biases in the visibility and value of faculty service](#), Lisa Hanasono, Ellen Broido, Margaret Yacobucci, Karen Root, Susana Peña, and Deborah O'Neil (2019)

### **Product**

Reflective service statement (draft)

### **Before The Session**

Ask participants to gather evidence of their service work, including public scholarship and community activism, in advance of this session. Ask participants to assign the service they have performed to one of the three “bins” below:

1. To your institution, including your academic department or program
2. To your discipline
3. To the broader community, which is not necessarily academic

### **Pre-Session Assessment Questions**

Have you written a service statement before?  
[yes/no]

How well do you understand the purpose of the service statement?  
[Not at all; Slightly; Moderately; Very; Extremely]

How prepared do you feel to write a service statement?  
[Not at all; Slightly; Moderately; Very; Extremely]

### **Workshop Outline**

0:00 (30 m.)

#### How service is evaluated

Ask a former or current member of the tenure and promotion committee or an experienced department chair to

- review the guidelines in the institutional handbook for service at the institution,

- describe what information about service should and should not be included in a letter of self-evaluation, and
- encourage participants to think about how to intentionally create opportunities for service that takes advantage of their talents and abilities, helps them further develop other talents and abilities, and that will be satisfying.

Allow time for questions from participants.

0:30 (30 m.)

**Group discussion: Value of service**

Facilitate a group discussion of these questions, ensuring that participants have a chance to think before being asked to respond.

- What is the importance, value, and role of service at our institution? What are the overarching goals of the service you have performed?
- What is the distinction between short-term and long-term service activities? How do you balance them?
- How has your service to the institution and your academic department or program, your discipline, and the broader community benefitted you? For example, has meeting other colleagues through service to your discipline helped you build a support network or provided you with mentors? Have you developed skills that make you a more valuable colleague? How might you frame these benefits in a letter of self-evaluation?

1:00 (25 m.)

**Contributions and goals**

Ask participants to take 25 minutes to reflect on and respond in writing to these questions:

How has *your* service – the fact that *you* were the one engaged in the service – benefitted your institution and your academic department or program, your discipline, and the broader community?

In thinking about your future, what continuing or new opportunities for service would you like to pursue, and why? What do you need to do to set these plans in motion? How will you make the service meaningful to you as well as to your institution, to your discipline, and to the broader community?

How do you balance volunteer, invited, and elected service activities now, and how you would like that balance to continue or shift in future? Is one of these an area where you would like to engage in more service? Why?

1:25 (5 m.)

**Conclusion**

Assign any “homework” for the next module.

Assign Post-Session Assessment Questions.

***Post-Session Assessment Questions***

How well do you understand the purpose of the service statement?

[Not at all; Slightly; Moderately; Very; Extremely]

How prepared do you feel to write a service statement?  
[Not at all; Slightly; Moderately; Very; Extremely]