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How to be a Good Academic Citizen: The Role and Importance of Service in Academia

Heather L. Pfeifer

Although graduate students and new faculty members are told that service is an important and necessary part of academe, many are warned not to take on too many service commitments because doing so will interfere with their scholarship and teaching. Consequently, many graduate students and junior faculty members come to perceive service as both less meaningful and less important to their careers. Unfortunately, this attitude is detrimental because many service activities can help enhance professional development, facilitate professional connections, and strengthen one's scholarship and teaching. This essay provides a framework for graduate students and junior faculty to use to help develop a strategic service agenda early in their career that will help advance their professional goals.

Introduction

Everyone who pursues a career in academia knows there are three domains on which they will be evaluated: their research, their teaching, and their service. The amount of weight assigned to each category will vary, and will depend on the type of institution at which they choose to work (e.g. Research I, comprehensive, teaching, etc.). Typically, most universities and colleges will expect the majority of a faculty member's time to be devoted to his or her research and teaching, with a lesser amount of time devoted to service. In fact, many new faculty members are cautioned that "no one ever gets tenure for doing service." In addition, although new faculty members are told that service is an important and necessary part of their jobs, they are warned not to take on too many service commitments because doing so will interfere with their scholarship and teaching (Ward, 2003). Consequently, they come to perceive service as both less meaningful and less important to their careers (Finkelstein et al., 1998; Holland, 1997, 1999; Ward, 2003).

As a result of this perception, most graduate students and new faculty members receive advice from their mentors and senior faculty about how to build

their research and teaching portfolios, but are given very little guidance on how to develop a service portfolio (Bensimon, Ward, & Sanders, 2000; Boice, 2000). Consequently, most graduate students and new faculty members have a general understanding of what it means to be a "good scholar" or a "good teacher," but do not understand what it means to be a "good academic citizen." This lack of understanding is reinforced by the fact that there is no uniform definition for service within academe, and its role in higher education has not been clearly defined (Boice, 2000; Ward, 2003). Moreover, most universities do not provide clear guidelines regarding the expectations for service for faculty, nor do they clearly articulate how it will be evaluated (Lynton, 1995; Ward, 2003).

This lack of clarity about the expectations of service has led many graduate students and new faculty members to undervalue its importance and perceive it as a "necessary evil" that one has to endure (Ward, 2003). Similarly, they hesitate to engage in any meaningful service early in their careers because they believe it will impede their progress toward tenure and promotion (Ward, 2003). Unfortunately, this approach is detrimental to graduate students and new faculty members because building an intentional and strategic service agenda can, in fact, lead to opportunities that will enhance professional development. Moreover, many types of service activities can greatly enhance one's scholarship and teaching, as well as facilitate one's professional connections. Thus, contrary to the advice they have received, graduate students and new faculty members should not put service on the back burner at the beginning of their academic careers. Instead, they should formulate a service agenda that will lend coherence to their teaching and research agendas and that will help them establish their standing within the professional field.

This essay provides an overview of the different types of service activities graduate students and new faculty members may participate in within their academic institution, their professional field, and the community at large. It also addresses how service may complement and enhance one's teaching and scholarship. Finally, it provides a framework for graduate students and new faculty members to use to help develop a strategic service portfolio that will help them advance their career goals.

What is Service?

In the broadest terms, academic service is defined as:

> applying one's knowledge, skills, and expertise as an educator, a member of a discipline or profession, or a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the missions of the university and the campus. (University of Miami of Ohio, 2010, p. 1)

In simpler terms, it means engaging in activities that allow you to share your expertise and skills with others that will result in the betterment of your university, your profession, or the community at large. Given the breadth of this definition, there are a multitude of roles and activities faculty can choose from to help build their service portfolio.

Types of Service

There are three primary categories in academic service: (a) service to the institution; (b) service to the discipline or profession; and (c) community engagement (aka outreach) (Ward, 2003). Each type offers different opportunities to expand and enhance one's knowledge and skills, as well as to share one's expertise with others. A brief description of each category is provided below, along with a few examples of specific activities or roles in which one might choose to participate.

Service to the institution involves "activities associated with generating, transmitting, applying, and/or preserving knowledge for the benefit of audiences internal to the university" (Fear & Sandman, 1995; p. 117). As we all know, academic communities are comprised of many programs, departments, schools, colleges, and administrative units. To function properly, the institution and each of its individual units must rely upon help from its members. Such help may include the sharing of a member's expertise on governance, or his or her assistance with activities that help to sustain or strengthen the institution's academic endeavors (University of Miami of Ohio, 2010). In other words, the university is reliant upon its faculty to be good "institutional citizens" (Fear & Sandman, 1995). Institutional service can be completed at the program (or department) level, the college level, or the university level. A few examples of the different activities one might participate in within each level are provided in Table 1.

Institutional service affords a junior faculty member several opportunities. These include the opportunity to gain more knowledge about institutional and disciplinary affairs, and the opportunity to get to know his or her colleagues within the division and within other units on campus (Ward, 2003). Both of these experiences are beneficial to a junior faculty member on two levels. First, many of these activities can help broaden their professional skills related to academic oversight (e.g. program review, accreditation, academic appeals, and faculty evaluation) and to institutional governance (e.g. budgeting, strategic planning, and administrative hiring) (Finsen, 2002). Both of these are required skill sets for any individual who aspires to transition into an administrative role (e.g. chair of department, dean, etc.) later in his or her academic career.

The second benefit of participating in institutional service is that many of the activities will involve a cross section of the faculty from across the university. This allows a new faculty member to introduce him or herself to the academic

Table 1 Types of service activities by institutional level

Program/Department	College	University
• Participating on (or chairing) a search committee • Advising students • Assisting in program-level assessment activities • Serving as an appointed or elected administrator of an academic unit (e.g. program director) • Serving as faculty advisor to a student organization • Participating in pre-and post-tenure reviews of faculty • Serving as member (or chair) of a thesis or comprehensive exam committee • Coordinating professional development activities for students	• Serving on (or chairing) a college-level governance committee • Participating as an elected member of faculty governance (e.g. College Senate) • Participating in curriculum review and development • Participating in academic appeals • Participating on (or chairing) a search committee • Assisting in college-level assessment activities • Participating on a promotion and tenure committee • Assisting in college-level strategic planning • Coordinating professional development activities for junior faculty	• Participating as an elected member of faculty governance (e.g. University Senate) • Assisting in the development or assessment of general education requirements • Serving on (or chairing) a university-level governance committee • Assisting with student disciplinary hearings • Participating on search committee for administrative hire • Representing the university at a special event hosted on campus or in the community • Developing or assisting with new campus initiatives • Serving on (or chairing) a taskforce or workgroup to address an issue facing the campus community • Serving as the university's representative on a civic organization board

community, and to begin to develop relationships with their colleagues, particularly with senior faculty. This is important because some of these relationships may evolve into mentor/mentee relationships. As such, the senior faculty can help the new faculty member navigate campus politics, and provide him or her counsel on how to strengthen his or her portfolio for promotion and tenure.

Service to the discipline involves activities that support or enhance the quality of the disciplinary or professional organizations to which one belongs (University of Miami of Ohio, 2010). Within the discipline of criminal justice, there is a wide range of professional organizations that graduate students and faculty members may join. Some attract a broad international or national

audience, while others focus on smaller and more discipline-focused audiences. Many of them offer free or discounted memberships to graduate students. Similarly, many offer free access to select academic journals to all of its members. A sample list of the different criminal justice professional organizations is provided in Table 2.[1]

In this day and age of "it's not just what you know, but who you know," networking is an invaluable asset to career advancement. Membership in a professional organization affords one the opportunity to interact and connect with colleagues from other institutions who share similar research interests (Boice, 2000; Ward, 2003). Thus, when deciding which professional organization to join, one should look for those that align with one's research agenda.

Most associations rely on members to assist with their administrative workloads. As a result, there are many opportunities for graduate students and junior faculty members to participate. Some examples of the different types of disciplinary service opportunities are provided in Table 3. Obviously, some of these activities will require significantly more time than others. Therefore, graduate students and junior faculty members should look for opportunities that are time-limited, such as chairing a panel at one of the annual meetings, serving on an ad hoc committee, or reviewing manuscripts for one of the professional journals. As one becomes more established in the professional field, one should then begin to pursue some of the larger service roles within these organizations (e.g. serve as an appointed or elected officer, serve on the editorial board of a professional journal, etc.). The important thing to remember is being actively engaged in service within one's discipline will afford one the opportunity to demonstrate one's professional knowledge and expertise, as well as one's leadership skills. Those experiences may help open doors to new collaborative partnerships, as well as to future job opportunities (Boice, 2000; Ward, 2003).

Community engagement (i.e. outreach) refers to activities that are designed to contribute to the public welfare beyond the university community (Ward, 2003). More specifically, it "describes [the] collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (New England Resource Center for Higher Education, [NERCHE], n.d.; para. 3). Thus, community engagement focuses on how one can utilize one's knowledge and expertise to resolve "real world" problems in the community (Boyer, 1996; Fear & Sandman, 1995; Kellogg Commission on the Future State & Land-Grant Universities, 1999). Some of the different types of service activities that embody community engagement are highlighted in Table 3.

1. For a more inclusive list of professional organizations associated with criminal justice, please go to the ACJS website at http://www.acjs.org/pubs/167_2105_13933.cfm

Table 2 Sample list of criminal justice professional organizations

International	National	Regional (affiliates of ACJS)	Discipline-specific
• Australian and New Zealand Society of Criminology • South Asian Society of Criminology and Victimology • European Institute for Crime Prevention and Control (affiliated with United Nations) • European Society of Criminology • Canadian Criminal Justice Association • World Society of Victimology • Alliance of NGOs on Crime Prevention and Criminal Justice	• Academy of Criminal Justice Sciences • American Society of Criminology • National Criminal Justice Association • Justice Research Statistics Association • Law and Society Organization	• Midwestern Criminal Justice Association • Northeastern Association of Criminal Justice Sciences • Southern Criminal Justice Association • Southwestern Association of Criminal Justice • Western Association of Criminal Justice	• International Association of Chiefs of Police • International Association of Women Police • National Association for Court Management • American Correctional Association • American Probation and Parole Association • National Institute of Corrections Information Center • International Corrections and Prisons Associations • American Academy of Forensic Sciences • National Organization for Victim Assistance • National Partnership for Juvenile Services

(*Continued*)

Table 2 (*Continued*)

International	National	Regional (affiliates of ACJS)	Discipline-specific
			• National Association of Youth Courts • The Center for Research on Organized Crime

Table 3 Types of external service activities

Service in a professional organization	Community engagement (Lynton, 1995)
• Serving as an appointed or elected officer • Serving on a standing or ad hoc committee • Organizing a panel or workshop for the annual meeting • Chairing a panel or workshop at the annual meeting • Serving as the editor of a professional journal or newsletter • Reviewing manuscripts for a professional journal • Assisting in the development of professional or academic standards	• Consulting with a private, public, or non-profit organization to help identify ways to enhance their efficiency or effectiveness • Participating in collaborative initiatives involving schools, civic agencies, and organizations • Assisting agencies in evaluating a specific policy or program • Giving a presentation to the public to educate them on a specific topic or issue • Facilitating trainings or coordinating non-credit instructions to help meet continuing education needs of an agency • Serving as an expert witness or testifying before legislative committees • Serving as a subject matter expert for the media

Community-engaged service has become increasingly important over the past three decades as the level of public support for higher education in general has diminished, and the level of public funding for state institutions has similarly declined (Boyer, 1990, 1996; Hiltzik, 2015; Hirsch & Weber, 1999; Kellogg Commission on the Future State & Land-Grant Universities, 1999; Mortenson, 2012). In particular, many people perceive universities and colleges as insular institutions that are "out of touch" and disconnected from community concerns (Cantor & Englot, 2014; Harkavy, 1999; Kellogg Commission on the Future State & Land-Grant Universities, 1999; Weisbuch, 2015). Even more disconcerting, some in the public sector have begun to openly question the value and role of higher education in today's society (Cantor & Englot, 2014; Hiltzik, 2015). Specifically, critics of higher education assert that academics continue to live in an "ivory tower" and fail to make their research useable and understandable to the broader community, thereby fail in their public mission (Cantor & Englot, 2014; Weisbuch, 2015).

Consequently, more colleges and universities are striving to reinvent themselves into "community-engaged" institutions, whereby they become an intellectual resource and an anchor institution for their community (Cantor & Englot, 2014; Lynton, 1995; Weisbuch, 2015). This movement has gained such momentum in higher education that the Carnegie Foundation added community engagement to their classification scheme (NERCHE, n.d). Similarly, an increasing number of colleges and universities have subsequently made it an integral component of their collective mission (Lynton, 1995).

Community engagement is equally important to a faculty member's individual professional development (Cantor & Englot, 2014; Lynton, 1995). In particular, engaging in professional service activities in the community allows one to stay in touch with developments in the field. This helps to keep one's teaching and research up to date and relevant (Lynton, 1995). In particular, it provides the opportunity to incorporate more "real world" problems and best practices in the classroom and in one's curriculum. These experiences can also help uncover new research questions to pursue in one's scholarship, and facilitate partnerships that may lead to future research. Ultimately, these experiences help broaden one's knowledge and expertise in the field, and develop into a more well-rounded scholar (Lynton, 1995).

Developing a Service Agenda

When starting one's academic career, it is easy to get overwhelmed with all of the demands that are placed on one's time. Trying to find a way to balance one's research and teaching, as well as one's personal life, can be a daunting task for even the most savvy of new academics. Although many graduate students and new faculty are routinely advised to avoid engaging in too many service activities during the first few years of their career, service should not be treated as an "add-on" to one's workload or be perceived as disconnected from one's scholarship or teaching (Ward, 2003). Rather, by developing a strategic service agenda in the early stages of one's career, one can more quickly integrate into the institution and profession, as well as help create opportunities for professional development (Boice, 2000).

Graduate Students

Unfortunately, many graduate programs fail to educate students about the realities of faculty life (Ward, 2003). While most students understand the triumvirate on which they will be evaluated (i.e. teaching, research, and service), most will enter the job market inadequately prepared to successfully balance the three. Currently, most graduate programs have their students prioritize developing their scholarship portfolio (and to some degree, a teaching portfolio), but discourage them from engaging in any outside service activities (Richlin, 1993; Ward, 2003). This approach conveys the message that service commitments will compromise their ability to succeed in academe, and are not as important as either their scholarship or teaching (Ward, 2003). Many graduate students carry that attitude with them when they transition into the role of a junior faculty member (Ward, 2003).

When you sit down and talk with any doctoral student and ask him or her what their immediate goals are, the majority will tell you they want to successfully complete their degree and get a job. Given the demands of today's

graduate programs, I am not surprised that many students feel they do not have enough time to take on anything outside of their coursework and their research. Moreover, they feel it is not beneficial at this juncture of their academic career to engage in any service-related activities. I would argue, however, that engaging in a few select disciplinary service activities can help position them more competitively in the job market by enabling them to connect with academics from other institutions.

Students should be strategic when selecting which service activities to get involved in. To do this, I would advise students to base their decision on two factors: (a) their research focus and (b) the amount of time required by the activity. First, I would advise students to identify a section or chapter within one of the national or regional professional organizations that is aligned with their personal research agenda. For example, if a student is interested in re-entry programs for female offenders, he or she could join the Corrections or the Minorities and Women sections (or both) in ACJS. This connection will afford the student the opportunity to network with other scholars in the field, and may help them develop future opportunities for collaborative partnerships.

I would further advise the students that after joining the organization, they should attend the general membership meeting at the ACJS annual conference to learn about the different service opportunities within the section. Some sections will solicit volunteers to serve on one of their standing committees (e.g. awards, membership, etc.), while others may have an ad hoc project for which they need help (e.g. creating a portfolio of syllabi for discipline-specific courses, creating a social media profile for the section, etc.).

When deciding which of these activities to participate in, the student should take into consideration how much time and effort will be required to meaningfully complete the task. I use the word meaningful because you never want to commit to something and then not follow through, nor do you want to put in only a minimal amount of effort. Keep in mind that when building a professional network "it's not [just] who you know, but who knows you" (Sundheim, 2011, p. 1). Thus, you always want others to have a positive impression after working with you on a committee or a project. So, before committing to any activity, ask one of the section leaders what the expectations are for the committee members (e.g. how often do they meet, what is the charge of the committee, etc.) and what is the expected length of service? Based on the feedback you receive, you can then decide whether this is something that you will be able to meaningfully contribute to.

Similarly, disciplinary service for graduate students is very valuable. It facilitates connections with other scholars within the field, and it provides students with the opportunity to demonstrate their knowledge, expertise, and leadership skills. In addition, participating in such service activities can help the student establish a rapport with other members in the section who may then be willing to provide him or her with a letter of recommendation when he or she enters the job market. Moreover, if the student garners a positive reputation

as a result of his or her attitude and performance, he or she will be more likely to be asked to participate in other activities in the future.

Junior Faculty

Many junior faculty struggle during the first few years to find a way in which to integrate themselves meaningfully within their institution, as well as within their profession. Given the pressure to establish their scholarship record, as well as manage their teaching responsibilities, many avoid engaging in too many service commitments for fear that it will impede their professional progress (Ward, 2003). While no one wants new faculty to overextend themselves, there are strategic ways that they can integrate service into their workload so that it complements and enhances their teaching and scholarship, and so that it facilitates rapport building with their colleagues (Boice, 2000; Ward, 2003).

During the first year, most departmental chairpersons shield a junior faculty member from being assigned too many institutional service obligations. While this adjustment period is needed, it is important to help them find ways to integrate themselves into their academic unit as well as into the broader university community (Boice, 2000). To do this, I would recommend that a junior faculty member ask their department chairperson and other senior faculty members for advice about which department-level service activities would align with their workload. Many times, departments will have small, ad hoc projects (e.g. organizing a brown-bag lunch for new faculty to discuss assessment strategies) or events (e.g. hosting an open house for potential students) that the junior faculty member can assist with. By volunteering to help out, the junior faculty member can demonstrate to others that he or she is a "team player," which will help them establish a rapport with their peers (Boice, 2000).

One of the criticisms of having first-year junior faculty members participate in service commitments is that it will impede the time he or she needs to spend on scholarship and teaching. However, the amount of time required to participate in these activities is minimal, and the benefits are great. Specifically, participating in the activities helps these junior faculty members integrate into the university community. In addition, by participating, they demonstrate from the beginning of their careers that they are willing to collaborate with their colleagues to better the department. Finally, their participation helps create the framework for collegial relationships with their peers.

During a junior faculty member's second year, I would recommend he or she begin to attend faculty governance meetings to learn about institutional affairs and culture. Specifically, I would recommend that he or she ask the departmental chairperson to nominate or appoint him or her to one college-level standing committee (e.g. curriculum review, program assessment, work—life, etc.). This will provide the junior faculty member with the opportunity to

learn new professional skills, as well as to establish new connections with other faculty members in the college.

I would also recommend that the junior faculty member become more engaged in the professional community. Professional networks play an important role in the promotion and tenure process (e.g. the requirement of external reviews). Thus, this is a good time for him or her to work on establishing new professional connections as well as strengthening existing relationships. A few ways they can do this is to volunteer to serve on ACJS' program committee or offer to organize a panel or roundtable for its annual meeting.

The third year is the most critical year for a junior faculty member. Specifically, at the conclusion of the year, he or she will be evaluated on his or her progress toward tenure. Therefore, I would recommend that he or she strategically select a few service activities that can help enhance his or her scholarship and teaching. One strategy to accomplish this is to incorporate service into his or her teaching by developing a service learning component to their curriculum. Service learning is a "pedagogical model that intentionally integrates academic learning and relevant community service" (Rhoades & Howard, 1998, p. 1). A few examples of these types of activities might include: partnering with a domestic violence shelter and having students create a public service announcement on interpersonal violence; having students complete a needs-assessment to identify potential housing programs in the community for inmates who are going to be released back into the community; or partnering with a local middle school and having students provide after-school tutoring services.[2] This type of experiential learning provides students with an opportunity to engage in activities that address human and community needs in a meaningful way, while simultaneously providing the faculty member with an opportunity to integrate their teaching and service roles (Lersch, 1997; Mettetal & Bryant, 1996). In addition, such activities can help establish relationships in the community that may result in other community engagement opportunities, as well as potential research partnerships (Ward, 2003).

Another way junior faculty members can integrate service into their teaching and scholarship is through community engagement (Lynton, 1995). As described earlier in this essay, this type of service involves the sharing of a faculty member's expertise and knowledge with individuals, organizations, or governing bodies or agencies to address real-world problems, issues, and concerns (Lynton, 1995). Thus, in this context, the junior faculty member might assist an organization in evaluating one of its programs or help develop a training module for professionals to improve their competency in a specific skill. The value of this type of collaborative work is that it allows faculty to bridge the gap between theory and practice and learn how that knowledge is applied (Lynton, 1995). This in turn may help them formulate new research questions

2. For more examples of service learning projects and resources to help develop activities or courses, go to the National Service Learning Clearinghouse at https://gsn.nylc.org

to explore in their scholarship, and open opportunities for future research collaborations. It also can help them enhance their teaching by incorporating the lessons learned from the field, thereby helping to better prepare their students for the workforce.

In the fourth and fifth years, I would recommend the junior faculty member look for opportunities to expand his or her leadership role within the institution (e.g. chair a college-level governance committee, serve as an elected officer in faculty governance, etc.) as well as in their professional discipline. They should continue to focus on their service learning activities or community engagement initiatives, and solicit feedback from senior faculty within their department and college on how they might strengthen their teaching and research portfolios. As one's workload increases during the last two years before promotion and tenure, the key to balancing one's time will be to continue to find ways in which to integrate one's teaching, scholarship, and service roles.

Creating a Service Portfolio

One of the challenges many faculty face when trying to demonstrate the impact and value of their service is that many universities do not provide clear guidelines on how to document such activities, or specify the criteria that will be used to evaluate its impact (Ward, 2003). Unfortunately, most service activities cannot be measured in standardized units in the same manner as teaching (e.g. how many classes did they teach, how did the students evaluate them, etc.) or scholarship (e.g. how many publications do they have) (Lynton, 1995). This is because the majority of these activities "takes the form of ad hoc projects and ongoing relationships, where the beginnings and endings and intended beneficiaries of the service being provided are often much harder to define" (Lynton, 1995, p. v). Consequently, many faculty are unsure of the best way to document their service when preparing their materials for promotion and tenure. To help create a service portfolio, the following discussion outlines a framework for faculty to use. This framework will help them document their internal and external services in a manner that clearly articulates both the scope and impact of their work.

Internal Service

To document your internal service, create a running log of all committees, work groups, or projects in which you participate. For each activity, list the dates of service, specify the role you played (e.g. member, chair, supervisor, etc.), summarize the stated goal(s) or charge(s) of the committee, and describe what you specifically contributed. To supplement this report, solicit letters from other faculty who served with you on each committee, work

group, or project, and ask them to assess you on your expertise and knowledge, leadership skills, and the overall contribution you made.

External Service

To document your professional service, create a dossier. Lynton (1995) provides a general framework that you should follow to create it. According to Lynton, it should articulate the scope of your work, and the impact it has had on both your personal professional development and on the designated client. If you have engaged in multiple projects, you should compile a separate dossier for each.

The Personal Statement

The first part of the dossier should include a personal narrative that addresses the following: (a) the context of the activity (e.g. summarize the nature and needs of the client, identify available resources, and describe the environment in which the activity took place); (b) what scholarly expertise you brought to the project; (c) the goals of the activity; (d) the choice of methods and resources used to carry out the project, to track its progress, and to evaluate its outcomes; (e) an ongoing reflection statement that summarizes any unexpected or unique experiences encountered during the project, what adjustments were made, and lessons learned; (f) the impact of the work on your subsequent professional service, teaching, and research activities; and (g) a critical self-evaluation of the perceived outcomes and their implications, including any mistakes or shortcomings, and what was learned from them (Lynton, 1995, p.29).

Work Samples and Products

The second part of the service dossier should include work samples and products completed throughout the project to illustrate what type of activities you engaged in, and evidence of its impact (Lynton, 1995). For example, if you conducted focus groups as part of your service project, you could include the survey instrument you developed as well as a list of all the individuals you interviewed. Or, if you completed a training seminar for agency personnel, you could provide a copy of the training agenda and any materials you distributed to the participants. Other work samples might include diagrams of collaborative processes, a chronological chart or table that illustrates the process, a copy of meeting minutes with stakeholders, or recommendations from community partners (Driscoll & Lynton, 1999).

To demonstrate the impact of your work, you could include a copy of a final report or a summary of any data collected that illustrate any noted improvements that were made to the client's processes or performance (Lynton, 1999). Other products you could include are award letters for funding of a related project (or a follow-up project), invitations received from other agencies requesting similar services, media requests or invitations to testify as an expert witness, or policy changes or developments that occurred after the work was completed (Driscoll & Lynton,1999).

External Evaluations

The third part of the service dossier should include external evaluations that address the quality and significance of the project (Lynton,1999). One set of evaluations could come from feedback provided by the individuals who were the primary target of the project (e.g. those whose skills or knowledge were directly enhanced) (Lynton, 1999). This could be a survey that had them evaluate the quality of your preparation and presentation, as well as the impact the project had on them (Lynton, 1999). Another evaluation could be solicited from the project sponsor to address how well the work you completed met the stated goals and the needs of the organization (Lynton, 1999).

Two other sets of evaluations you should solicit for your dossier are letters of support from your academic supervisor (e.g. Department Chair, Dean of College) and at least one subject matter expert in your field (Lynton, 1999). The academic administrator should evaluate your work in terms of how it supports the academic mission of the university. The subject matter expert should address the originality of the processes that were utilized, the significance of the outcomes, or how the project contributes to the discipline or profession (Lynton, 1999).

Conclusion

Many individuals who pursue a career in academia labor under the assumption that service is something that is disconnected from, and less important than, teaching and scholarship. However, in reality, service can be complementary to the other two endeavors, and I would argue, is actually essential to if one is to ever become a well-rounded scholar. Service not only affords us the opportunity to share our knowledge and expertise with our students and our colleagues; it also encourages us to leave the ivory tower and engage with our community in a meaningful way.

However, in order to change the misconception about the importance of service, universities and colleges must make a concerted effort to do so. Senior faculty must do a better job of educating graduate students and new faculty about the value and importance of service, and provide them with direction on

how to incorporate it into their scholarship and teaching. Similarly, departments and colleges need to articulate and provide clear guidelines and criteria for how service will be evaluated in decisions related to promotion and tenure. And finally, senior faculty must help graduate students and junior faculty develop a strategic service agenda early in their careers, and provide guidance on the type of service activities that will enhance their scholarship and teaching. These steps will ultimately help strengthen the next generation of scholars, and will similarly help reaffirm the value of higher education in our communities.

Disclosure Statement

No potential conflict of interest was reported by the author.

Notes on Contributor

Heather L. Pfeifer is an associate professor in the School of Criminal Justice at the University of Baltimore. She has been involved in community-engaged scholarship throughout her academic career helping educate others on issues related to childhood victimization, and assisting community organizations and criminal justice agencies with implementing trauma-informed policies and practices. She has been an active member of the Academy of Criminal Justice Sciences since 2000, and has served as the program chair, Trustee-at-Large, chair of the Victimology Section, and chair of the Doctoral Student Summit.

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