

Serve at Your Own Risk?: The Intersection of Community Engagement and Faculty Reward Systems

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Background

- Direct work with over 50 engaged faculty from all imaginable institutional types;
- Continued conversations and work with noted scholars;
- Own research – “Serve at Your Own Risk?”

But your experience and examples are important as well – so please share! We learn best from each other.



Serve at Your Own Risk?

Study

- Collected data from administrators at 5 institutions.
- Found service-learning was highly valued but not rewarded.
- Informed the work that needed to be done in Indiana to –
 - Re-educate administrators;
 - Train faculty.



Sent/Completed/ Response Rate

Ball State University	57	22	39%
Indiana State University	41	13	32%
Manchester College	22	9	41%
Purdue University	40	20	50%
University of Indianapolis --			
	unknown*	11	Unknown

Majority = Department Chairs (61%)



Findings

- 83% agreed that service-learning was a valuable teaching strategy;
- 89% said that valuable products could come from SL that could be recognized during p&t under teaching;
- Only 39% have incorporated service-learning into their teaching. . . .

BUT



Findings

- **Only 37% have encouraged faculty to consider service-learning. And why?--**

Most qualitative responses were different than what we found in the quantitative data --

“I feel that experienced-based education is key to developing tomorrow’s professionals. However, because of what I have encountered here (at my institution), I would tell a faculty member they [sic] needed to wait until after their [sic] tenure to consider it if they [sic] were interested in staying at this institution. And I think this is very unfortunate. This ‘all important step for the students’ is academic suicide for pre-tenure faculty. The support structures are not in place and the activities are not valued in the P&T process. At least not in my college.”

“They [junior faculty] should make sure it doesn’t interfere with their discipline-based, peer-reviewed scholarship. I have nothing against service-learning, but it is a part of teaching methodology and nothing more.”

“Why would any pre-tenure faculty take the time to develop service-learning courses when they could serve on a university-wide committee as part of their dossier.”



What it's changed in Indiana

- Our language;
- Continued review of research, resources, and informing our research;
- More professional development for Deans/Chairs;
- Direct work with faculty on understanding their systems AND CSDs on how to work with faculty.



**Begin thinking like a faculty
member. . .**



Faculty Ranks

- Instructor
- Assistant Professor
- Associate Professor
- Full Professor



Traditional Three Legs

- Teaching
- Research
- Service

Must have eggs in each basket, but one area must show excellence. . .



Through the Lens of an Engaged Scholar

- Can take place through teaching, research or service roles and often is integrated across more than one.
- Is not “everything service-related.” Rather as scholarship, is informed by disciplinary and community knowledge, involves appropriate methods, presentation of results/dissemination & peer review.
- Involves a reciprocal, engaged and collaborative partnership with individuals outside the academy where knowledge flows both ways and practice and theory enrich each other.
- Assumes the products created in partnerships are shared, not proprietary and they are mutually beneficial to all partners.
- Works toward the public good; it contributes toward our democracy.



The Braid Approach

- Intertwine into all three with focus on one area. Ex:

Service Learning Teaching can inform research that can inform potential for a needed service.

- Focus on teaching here, but it has led to research and service that may or may not be “service” related.



Examples



Nathan Schaumleffel, Ph.D.
Associate Professor, Recreation & Sports Management
Indiana State University



Nancy Marthakis, D.O.
Associate Professor, Biological Sciences
Purdue University North Central



Chin-Sook Pak, Ph.D.
Associate Professor, Spanish
Ball State University



Faculty Should Become Familiar with –

- Campus Strategic Plan and Vision
- Departmental guidelines for p & t – metrics, portfolio guidelines
- Culture of the department
- What is valued?



Engaged Faculty Especially –

- Pay attention to key terms & concepts in these documents.
 - Use connective language.
 - Be concrete and direct.
- Use the system that has been given to you and follow the documents.
- Idea is not *if* your work connects to these documents but *how*.



Learn Perspectives of –

- Deans
 - Department Heads
 - Promotion and Tenure committees
- Who are key people you should be winning over with your work?—what are their views and values?
- P&T decisions often rest on values and judgments, not on measurements or clear expectations.



Find a Mentor –

- Who has done service learning and done it well (rewarded)?
- Review portfolios/documents of like-minded faculty (they don't have to be from your department—OR campus!)



Watch Your Language –

- Knowing your culture – will the term “service learning” hurt or help you?
- Community Engagement as an alternative term especially when braiding.



Resources –

- Campus Compact (www.compact.org)
- Campus Community Partnerships for Health (www.ccph.info/)
- Community Engaged Scholarship for Health (<http://ces4health.info/>)



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Reflection Questions



You as a Resource –

- How have you navigated your own systems?
- How have you helped other faculty?
- Fears/Concerns/Accomplishments?



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