

Features

Barbara Holland,
Editor

Relevant Research

Howard, Jeffrey. *Michigan Journal of Community Service Learning*. Volume 3, Fall 1996. A Publication of the Office of Community Service Learning at the University of Michigan.

Usually this feature section presents a review of one or more individual articles reporting on higher education research that may address topics relevant to urban and metropolitan institutions, the idea being to highlight relevant findings that would not ordinarily come to the attention of the readers of *Metropolitan Universities*. In this issue, I want to draw your attention to an entire series of a unique journal, one that offers an array of information that may be useful to many urban and metropolitan universities.

To take this approach is in keeping with the theme of this issue: Faculty Roles and Rewards. As most of the featured authors discuss, the reformation of faculty work and faculty attention will depend in large part on the ways in which the traditions of re-

search and scholarship open up to new forms, venues, and styles of research that can be evaluated and rewarded. This is especially discussed in those articles that address the scholarly role and potential of service, which is seen to be a distinguishing characteristic of the academic missions of urban and metropolitan universities.

Service learning, when integrated into the curriculum, crosses over two aspects of newer views of faculty roles and rewards: teaching and service. As faculty consider the impact, outcomes, and complexities of service learning, the activity of research has become linked to service learning as well. For many faculty, service learning bridges all their scholarly roles and truly links research, service, and teaching in a most concrete fashion.

Research on service learning has at least two important effects on higher education, and especially on metropolitan universities seeking to reform faculty roles and rewards. First, the research is critically important to improving the conduct and performance of service learning in the curriculum as more is learned about methods of

organizing, implementing, and evaluating service learning. Through this research come ideas for designing courses, inspiring faculty participation, evaluating student and faculty performance, planning for faculty development and institutional support of service learning, and more topics that are essential to implementing and sustaining it.

Second, research on service learning responds to the need for legitimization of the scholarship of service and of service learning as one aspect of service. Faculty can engage in research on service learning that will lead to publications and presentations, thus linking new scholarly roles to traditional scholarly values. But what outlets exist for this kind of research?

The *Michigan Journal of Community Service Learning (MJCSL)* has been published once each year starting in 1994. A peer-reviewed journal, each issue includes articles on research and theory, service learning pedagogy, practice, and occasionally some reflective or exploratory essays. Clearly, this journal is a deliberate and appropriate response to the need to foster the academic importance of scholarly examination of service-learning in the curriculum. How often do we hear on our own campuses and in various national conversations that the service role of any

institution's mission will not be fully realized until the scholarship of service is seen as legitimate by the academy at large? Here is a significant venue for the research of service learning; a place where faculty may hope to publish their scholarly considerations of aspects of service-learning in the curriculum.

The aims of MJCSL are to widen the community of service learning educators, to sustain the intellectual vigor of those in this community, to encourage research and pedagogical scholarship around service learning, and ultimately, to increase the number of students who have a chance to experience the rich learning benefits that accrue to service learning participants (from the MJCSL Web page).

Through this approach, MJCSL has had an impact on the growing legitimacy of the role of service in faculty scholarship. Its three issues form a body of research that is a resource for faculty and administrators at metropolitan universities who seek information on various aspects of implementing and sustaining service learning in the curriculum

Reflecting on the theme of this issue of *Metropolitan Universities*, this review will touch on a few articles that provide a sample of research that focuses on the role of service and/or service learning in faculty work.

Hammond, Chris. "Integrating Service and Academic Study: Faculty Motivation and Satisfaction in Michigan Higher Education," *Michigan Journal of Community Service Learning* 1 (Fall 1994): 21-28.

Many times institutional conversations may focus on "How can we get more faculty to engage in service or service learning?" By surveying faculty already involved in teaching courses with service learning as a component of the course, Hammond has gathered information on the factors that motivated those faculty to adopt service learning and issues related to satisfaction and dissatisfaction. This may prove more revealing than surveys that ask faculty speculative questions of a "what if" nature, especially since the sample was large. More than 163 individuals from 23 colleges and universities responded, and they represented diverse institutional characteristics, including public, private, and community college, law schools, and a seminary.

When asked to rank factors related to personal, co curricular and curricular motivations, faculty responded that curricular motivations were most influential. Items emphasized included: "brings greater relevance to materials," "improves student satisfaction," and "is an effective form of experiential education" (p. 24). Hammond

says this response may be understood in part when one considers that more than 80% of the respondents reported teaching was their most important professional responsibility.

Regarding satisfaction, factors considered most relevant were the voluntary or free choice to do service learning, the opportunity to address a community need, and feedback from students regarding the value of the experience. An important observation by Hammond is that while most faculty reported that service learning was relevant to their discipline, far fewer could say that the service learning had any reflection in their scholarly output. Dissatisfaction was centered on issues of the extra effort required to manage the logistics connected with service learning. Hammond sees a potential for linking the role of service more strongly to the role of teaching than to the role of research.

Bringle, Robert G., and Julie A. Hatcher. "A Service-Learning Curriculum for Faculty," *Michigan Journal of Community Service Learning* 2 (Fall 1995): 112-122.

Faculty development is fundamental to expanding and sustaining involvement in service and service learning. Bringle and Hatcher recognize that while some faculty come to

service learning on their own, others will be intrigued and motivated by a faculty development program that will help faculty prepare to revise their courses. The authors believe that such a program is essential to ensure a common vocabulary, academic integrity, support and confidence, and institutionalization.

The faculty development programs were designed in four stages for learning that mirrored the desired framework for student service learning: faculty workshops addressed abstract conceptualization, active experimentation, concrete experience, and reflective observation. Abstract conceptualization involved readings, presentations, and "how to" conversations. Active experimentation included the design of a revised course, and concrete experience involved implementation of the course. Reflective observation would evolve through student and course evaluation and reflections with other faculty.

For each workshop, the authors suggest topics and activities, and a list of recommended advance readings for participants. The workshops they describe are Introduction to Service-Learning, Reflection, Community Partnerships, Student Supervision and Assessment, and Course Assessment and Research.

The authors also suggest other developmental activities that may

promote implementation and institutionalization of service learning including the involvement of faculty in interdisciplinary or integrated courses, sequences of courses, development of grant proposals, direct engagement in service, and writing for publication and presentation, which can become an act of reflection.

Lots of good, clear, specific information here that would help any institution plan for faculty development related to the role of service.

Ward, Kelly. "Service-Learning and Student Volunteerism: Reflections on Institutional Commitment," *Michigan Journal of Community Service Learning* 3 (Fall 1996): 55-65.

From her perspective at the Montana Campus Compact, Ward has conducted a series of case studies of diverse institutions to capture lessons about how the campuses promote and support the role of service learning.

Her article opens with a valuable and succinct summary of recent discussions on the growing distinctiveness of institutional missions, and the need to specifically interpret the role of service in the context of each institution's mission. She uses the case studies to look at changing definitions of service and the resulting adjustments to campus structures, curricula, rewards, and policies.

The five case studies are based on data from five institutions that made a commitment, through participation in Campus Compact, to institutionalize service learning and volunteerism on their campuses. She looked at institutionalization, organization, support, motivations, goals, and apparent benefits and obstacles.

The three major themes identified as critically important by Ward were: Faculty participation, funding, and leadership for service learning. Faculty participation was found to be influenced by the way in which the desire to integrate service learning was introduced to the campus; success was associated with faculty and administrative cooperation and shared commitment, and with incentives if not rewards. Funding was perceived as a barrier to implementation and sustained effort. Only one of the five was using internal funds; the rest had applied for and/or received external funds. Leadership from the executive level is essential but must be sustained by campus decisions that reflect commitment beyond rhetoric. Support staff with service learning leadership responsibilities were sometimes found to be caught between executive vision and faculty participation.

Ward concludes with five clear commonsense recommendations to create shared campus commitment to

service:

- Involve administration, faculty, and students in decisions and plans
- Develop clear roles for each group involved
- Integrate service into organizational structures
- Know the community as well as the campus—need a person who knows both
- Plan the introduction of service in the context of the organization and its culture

Each of these articles is an illustration of the practical and the theoretical information available through the *Michigan Journal of Community Service Learning*. This is a useful reference guide and handbook for institutions seeking to draw on the experiences of others who have endeavored to raise the importance of service in faculty roles and rewards.

Metropolitan Universities

An International Forum

Subscription Order Form

Name _____ Title _____

Institution _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Date _____

Individual: Individual orders must be paid with your personal check.

1 year, \$30.00 2 years, \$55.00 3 years, \$75.00

Institutional: (Federal ID number for institutional orders: 52-600-2033)

1 year, \$68.00 2 years, \$120.00 3 years, \$156.00

Back Issues: Institutional Rate \$22.00 per issue Vol. _____ Issue _____

Individual Rate \$11.00 per issue Vol. _____ Issue _____

•For subscriptions outside the USA, add \$22.00 for surface mail and \$42.00 for air mail.

•Maryland residents add 5% sales tax.

Payment Options

Payment may be made by charge, check drawn on a U.S. bank, or international money order. Individual orders MUST be paid with your personal check.

A check or money order is enclosed, made payable to Towson State University, *Metropolitan Universities* journal. Maryland residents add 5% sales tax.

Please bill my credit/charge card account: VISA MasterCard

Account Number _____ Expiration Date _____

Signature _____ Today's Date _____

Orders should be mailed to Metropolitan Universities, Towson University, 7800 York Road, Suite 301, Towson, MD 21204.

Published quarterly for the Coalition of Urban and Metropolitan Universities
by Towson University

Business office: 7800 York Road, Towson, MD 21252-7097, USA

Phone (410) 830-3468 Fax (410) 830-3456