

# Integrating Research and Other Scholarly Activities into Service Learning Opportunities

Fran Hagstrom, Ph.D.  
Assistant Dean for Health Professions  
College of Education and Health Professions  
GRAD 303  
fhagstr@uark.edu

# Framing Service Learning Value

- To the University
- To your college
- To communities, organizations, and partners
- To your department/program
- To our students
- To you as a faculty member

# Value to the University

- Engagement through service learning
  - prepares student in different ways
  - adds experiential value to courses and degrees
  - fosters civic and personal responsibility
- Peer and aspirational peer universities
  - recognize added value for ranking
  - formalized service learning recognition
- UAF Metrics
  - part of top fifty planning
  - included in annual reports
  - included in recent campus talks of chancellor candidates

# Value to Your College

- College as shared academic home
  - Administrators from deans to staff
  - Faculty at all ranks and designations
  - Students at all levels and across majors
- College as part of community
  - Seeks to add value to 'community' local and beyond
  - Reaches out to community seeking support
  - Receives service of community on board, committees, etc.
  - Provides service via faculty expertise and student assistance
- Value of service learning
  - Provides a mechanism for mutual accomplishment
  - College can illustrate the value of education
    - for the community
    - for student advancement

# Value to Departments/Programs

- Groups of faculty in majors, minors, centers and offices
- Organizing unit for student education
- Organizing unit for faculty teaching, research, service
- Knows the standards within academic fields
- Knows quality and expectations
- Understands consistency, innovation, mobility
- Strategic for advancement of the university
- Value of service learning
  - builds community bonds
  - heightens awareness of faculty and student contributions

# Value to Faculty

- Goal oriented agendas
  - Teaching
  - Research
  - Service
- Where does service learning fit and does it add/change/contribute value?

# Integrating Research: Kinds of Data Collection

- Begin with the thought that all kinds of data collection are good.
  - Qualitative (narrative, themes, key words)
  - Quantitative (statistics...probably not experimental)
  - Mixed (both)
- Search the literature in your field to see what kinds of data are being published where.
- Think about the data possibilities and time commitment that will be involved in a service learning data collection and the trade offs for that time.
- Seek partners; there is data they need
- Value of service learning
  - Real data obtained in conjunction with course teaching
  - Students understand differently and are part of the research team
  - Community partners become part of the research team

# Service Learning Opportunities

- Possibilities are there and exciting.
- Select and develop your ideas so they add to the information vital to your academic field.
- Don't be afraid to expand.
- Think international and seek co-publication.
- Look for a need in the community
  - meaningful learning opportunity
  - leads to a mutual service.



# Bibliography of Examples

- Franz, N. K. (2011). Tips for constructing a promotion and tenure dossier that documents engaged scholarship endeavors. *Journal of Higher Education Outreach and Engagement*, 15(3), 15-29.
- Hutchinson, M. (2011). Outside the margins: Promotion and tenure with a public scholarship platform. *Journal of Public Scholarship in Higher Education*, 1, 113-151.
- Moore, T. L. & Ward, K. (2008). Documenting engagement: Faculty perceptions on self-representations for promotion and tenure. *Journal of Higher Education Outreach and Engagement*, 12(4), 5-27.