

Report from the Summit on Transforming the Culture of Faculty Service Engagement

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Can higher education create systems that support excellent and equitable faculty service and engagement? This was the overarching question for the November 6-8, 2018 summit convened by Lehigh University. A keynote address by Dr. Freeman Hrabowski, President of University of Maryland, Baltimore County, challenged 80 participants from the arts and humanities, business, education and STEM representing 37 different higher education institutions to think about how service and engagement fit into an organization's overall culture. Emphasis was placed on aligning service and engagement with the institutional mission.

The balance of speakers, workshops, and break-out sessions (visit facultyservice.lehigh.edu), permitted participants to explore the existing service-engagement landscape and brainstorm ways to foster excellent and sustainable mutual benefits of this type

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Important Recommendations From The Summit

Individual Actions:

- **Share what was learned** at the summit with five people on your campus, including senior academic officer.
- **Participate in future activities** related to transforming systems of service-engagement.

of work within academe and across professional societies, museums, and other partners.

From AWIS, Dr. Rochelle L. Williams, project director for the ADVANCE Resource Coordination (ARC) Network and Cynthia Simpson, chief business development officer, were among the guest speakers. “Lehigh’s commitment to identify workable solutions

to improve equitable engagement opportunities in academia align with our mission at AWIS. At AWIS we challenge institutions and other professional societies to think about the role they play in supporting systems that impede the full participation and equitable advancement of all faculty at institutions,” said Dr. Williams who spoke about Equitable Solutions for All Faculty: Beyond Best Practices. AWIS is a collaborating partner of the summit.

Through a review of current research, attendees learned about causes and consequences of gender and racial inequities in typical service assignments. The summit considered both formal and informal types of service and difficult-to-measure impacts of faculty service and engagement. The workshops inspired attendees to rethink service-engagement by implementing specific tools for investigating their local faculty work-load practices. Discussions highlighted the subjective perceptions of equity, and the need to make service workloads transparent. Participants also examined how faculty evaluation criteria related to engagement as well as resources to foster successful scholars of engagement might be reframed. Attendees shared where their institution might be on the continuum of equitable, transparent and robust service and engagement-related policies and how their individual roles at their institutions may be leveraged to create changes.

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By combining theory and practice, participants converged on a common understanding of the difficulty with fostering a shift in the culture of service and engagement. While service and engagement were seen as pathways to faculty retention, the existing difficulties with valuing service were noted as a metaphor for the challenges our society is having with the value of higher education overall. Despite these challenges, the summit culminated in some important recommendations:

Individual Actions:

- Share what was learned at the summit with five people on your campus, including senior academic officer.
- Participate in future activities related to transforming systems of service-engagement.

Systemic Actions:

- Establish locally relevant, operationalized definitions (taxonomy) of service and engagement with clear standards and criteria.
- Make service and engagement visible and aligned with organizational goals.
- Reduce unnecessary committees and committee memberships to the level necessary to complete the task.
- Implement credit systems (incentives) to support broader distribution of faculty service work tied to policies or practices to facilitate equity.
- Try pilot programs and audit practices (leveraging current research and summit resources) to create incremental change.
- Develop case studies of integrated scholarship/engagement and integrated teaching/scholarship for faculty development.
- Develop a service 'impact factor' for faculty reappointment/promotion

similar to what is used in research and teaching evaluation.

- Harness professional societies to create disciplinary norms, guidelines, and expectations for valuing service and engagement.
- Broadly disseminate best practices and recommendations through publications and convenings of higher education leaders. ✪

Throughout the convening, the Executive Team used examples and circumstances that apply to both research and practice to bridge the gap between the two. The "Experience Mapping" structured activity engaged participants to reflect on value creation as a function of different phases of the ARC Network and distinguished between practitioners and researchers.

Over the next four years, the charts will help identify the ARC Network's most important collaborators, like organizations and individuals as well as groups requiring additional incentives and engagement.

Theme 3: Curating access to research and resources

Participants engaged in a live demonstration of the Mendeley platform, which will host the ARC Network online community and resource library. Stakeholders compiled a list of desired features and tools for cultivating useful social networks and resources, like full accessi-

bility, audience tailoring, wide scope of resources, and seamless incorporation with existing databases.

Stakeholder feedback will guide the ARC Network's future objectives and will be incorporated into the online platform. In preparation of its 2019 launch, training materials specific to researchers and practitioners will be developed. Stakeholders produced a detailed list of additional individuals and organizations to invite into the ARC Network, not only as members but also as decision-makers and community leaders. Finally, based on stakeholder feedback, the ARC Network Ambassadors training modules have been developed to expand outreach with audiences who have not been a part of the traditional community. ✪

Read the "Positioning the ARC Network as the Driver for STEM Equity" report at EquityInSTEM.org/report.

Rochelle L. Williams, PhD, is the Project Director for the ADVANCE Resource Coordination (ARC) Network

for AWIS. The ARC Network has a primary focus on organizational and institutional systemic change from both the research and practical perspectives and aims to share and translate tools needed for change, remove barriers to resources, reduce duplication of equity and systemic change efforts, and curate, recover, and synthesize the body of knowledge on systemic change. Before joining AWIS, Rochelle served as Research Scientist in the Office for Academic Affairs at Prairie View A&M University. Since 2012, Rochelle has worked as a subject-matter expert for the National Science Foundation on issues about cultures of inclusion, broadening participation, and university education programs. Rochelle received a Bachelor of Science in Physics from Spelman College and both a Master of Engineering in Mechanical Engineering and Doctorate in Science and Mathematics Education from Southern University and A&M College.