Chapter X

Risks and Rewards:
Good Citizenship and Technologically Proficient Faculty

Scott R. Sechrist
Old Dominion University, USA

Dorothy E. Finnegan
College of William and Mary, USA

INTRODUCTION

One of the more often cited objectives found in university and college mission statements is the goal of promoting future good citizenship among students. Indeed, American higher education institutions have been improving society by educating its community leaders since the founding of Harvard in the early 17th century. Beyond the direct training of future leaders, college administrators also have recognized the societal need for volunteers to fill gaps that community resources cannot cover. Volunteers enable organizations to thrive beyond their means and their members to receive otherwise unavailable benefits.

This case study describes the role of good citizenship that is performed by two technologically proficient faculty (techno-profs) who are approaching crucial career evaluations at Suburban State University (SSU), a public institution in the mid-eastern area of the United States. It explores the conundrum that faced the SSU Dean of the College of Arts and Letters as she speculated about the outcome of the evaluation of these two faculty members as a result of the existing promotion and tenure criteria. The case also considers the impact of the incorporation of technology into the contemporary

role of faculty in a situation in which necessary resources are not provided by those who mandate changes in the existing reward structures in higher education. And, finally, this case study illustrates the existing and potential impact of these mandates on the careers of two techno-profs who act as good citizens for their organizations.

CASE QUESTIONS

- To what degree is good citizenship rewarded in higher education institutions?
- How does acting as a good citizen affect the careers and opportunities of faculty?
- Why do technologically proficient faculty volunteer their efforts to others in their institutions?
- How has the diffusion of technology into academia changed the faculty role?

CASE NARRATIVE

Background

Suburban State University (SSU) is a public university that was established 105 years ago and is located on the outskirts of a moderate-sized city of 130,000 inhabitants. A Doctoral II University, SSU serves approximately 10,000 students, half of whom are residential. Five colleges comprise the University: Education, Sciences, Allied Health, Law, and Arts and Letters. The largest unit, the College of Arts and Letters, is headed by Dean Patricia Rogers. The institution maintained a modest regional reputation throughout its history and has been an attractive choice for local commuting students in addition to those wishing to live on campus.

Employee attrition, program curtailment, and spending reductions eased declining enrollments and diminished resources from the mid 1980s to the early 1990s. In 1995, SSU's President together with the new Provost, established an institutional goal of achieving national stature in the field of technology-delivered education. As part of the strategy to ensure the outcome, Provost Tom Savant directed the university to expand its offerings by reaching out to a new niche—students who were unable to attend classes on campus. In particular, Provost Savant guided a recent redefinition of the university mission statement which now includes several new goals:

The university is committed to gaining a leadership role in both synchronous and asynchronous technology-delivered education at both the undergraduate and graduate levels. The university also seeks to incorporate technology into the existing curriculum as well as expanding our offerings to include new, innovative degree lines.

Fleshing out these goals during his monthly meeting with the deans of the University, Provost Savant outlined the strategy:

The incorporation of technology into the existing curriculum provides the groundwork, the backbone upon which the future of this university lies. Technology will make a profound impact upon the mission of the university, the role of the faculty, and

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/risks-rewards-good-citizenship-technologically/6483

Related Content

Online Prevention and Early Intervention in the Field of Psychiatry Using Gamification in Internet Interventions: Practical Experience with a Program Targeting Eating Disorders in Czech Republic

Jana Hanusová, Tereza Štpánková, Jana Tomanová, Simona Dokalováand Hana Papežová (2017). *Gaming and Technology Addiction: Breakthroughs in Research and Practice (pp. 230-263).*

www.irma-international.org/chapter/online-prevention-and-early-intervention-in-the-field-of-psychiatry-using-gamification-in-internet-interventions/162521

A Study on User Preferential Choices about Rating Scales

Federica Cenaand Fabiana Vernero (2015). *International Journal of Technology and Human Interaction (pp. 33-54).*

www.irma-international.org/article/a-study-on-user-preferential-choices-about-rating-scales/121636

Business Transformation Projects Based on a Holistic Enterprise Architecture Pattern (HEAP): The Basic Construction

Antoine Trad (2023). *Handbook of Research on Digitalization Solutions for Social and Economic Needs (pp. 45-82).*

www.irma-international.org/chapter/business-transformation-projects-based-on-a-holistic-enterprise-architecture-pattern-heap/319597

Digital Mobile Games in Education

Xiaoming Liuand Qing Li (2015). *Encyclopedia of Mobile Phone Behavior (pp. 454-465).*

www.irma-international.org/chapter/digital-mobile-games-in-education/130164

Constructing a Flexible Distance Learning Environment Through a Socio-Technical Perspective

Tülay Görü Doanand Gülsün Eby (2014). *International Journal of Information Communication Technologies and Human Development (pp. 47-66).*

www.irma-international.org/article/constructing-a-flexible-distance-learning-environment-through-a-socio-technical-perspective/119067