

Service

I believe that service reflects the obligation that faculty have to share their disciplinary expertise, professional experience, time and energy in activities at the community, University and national levels in ways that meet needs and contribute to the University's mission. In this essay I address service to my discipline including clinical and professional service, service to University committees, and my community, University and national service related to public engagement. My service effort has ranged from 10-50% based on my involvement in clinical activities. In my administrative role, I do not see patients, but I am asked to participate in an increasing number of initiatives in the community, at the University and nationally (40%).

Service to my discipline: I am a pediatric neuropsychologist with expertise in the neuropsychological effects of toxic exposures. Attorneys in three states have recognized the quality of my clinical work and hired me in dozens of toxic exposure litigation cases. I also have expertise in the evaluation of learning and behavioral disorders and have been hired by several law firms to participate in education law cases. I am proud of the quality of my clinical care and have been recognized by trainees, colleagues and patients as a skilled and compassionate clinician (see Teaching section, former trainee letters). Developing two school-based clinical services was one of the more exciting aspects of my clinical work (see Teaching statement). I have provided leadership to the Medical School Clinical Psychology Internship by serving on the training committee and coordinating the Neuropsychology rotation. My expertise in neuropsychology, environmental health, and community partnerships has been recognized by journal editors and I've been asked to review several manuscripts.

Service to University committees: I have served on many committees in the AHC and across campus, from the Office of University Women to the College of Agriculture. These are documented in my vita. As my reputation for rational thinking, conscientiousness, and expertise in children, family and community issues has grown, I've been asked to assume more responsibility. I served on my first faculty search committee in 1997 in the Neurology Department. Most recently, I served on the search committee for the Director of the Consortium on Post-secondary Academic Success in the Office of Senior Vice President Robert Jones. I serve on the Faculty Senate Social Concerns Committee and on the interim steering committee for the Metropolitan Studies Consortium, charged by Robert Jones.

In service to Public Engagement: I invest my time, energy and expertise in community, university, and national efforts that support the University goal to be engaged in activities that serve the public good. My service reflects and enhances my research, clinical and teaching interests in community-university partnerships and public engagement. I will focus on four of my efforts at the University, followed by national and community service.

- From 2002-04 my community research partner and I served, in our capacity as co-organizers of GRASS Routes (an informal organization aimed at facilitating community-University partnerships), on an advisory committee to Barbara Brandt, Assistant Vice President, AHC Office of Education. Based on information gathered from site visits to Medical College of Wisconsin's Center for Healthy Communities and Loyola University Chicago's Center for Urban Research and Learning, we offered Vice President Brandt strategies for enhancing community engagement in the AHC.
- I have been a member of the core faculty of the Center for Neurobehavioral Development

(CNBD), a joint effort of the Departments of Pediatrics and Psychology and the Institute of Child Development, since its inception. I have worked with CNBD faculty to create a brochure for the public and am currently helping to develop a partnership with the Research Outreach Center at Lamberton to bring CNBD knowledge to southwest Minnesota.

- I have been involved with the Council on Public Engagement (COPE) since its inception. COPE, housed in the office of Vic Bloomfield, Vice President for Public Engagement, aims to strengthen our public mission across the full range of University activities. I serve on the Community Partnership subcommittee, which developed a 2005-06 lecture series on place-based education. I collaborated with Vice President Bloomfield to develop the fall 2005 forum “Collaboration on a Vision: How Public Engagement can Build a Better University.” This forum, featuring prominent administrators and strategic positioning task force leaders, explored public engagement as a path to top three public research university status.
- In 2002, President Bruininks created the President’s Initiative on Children, Youth and Families (PICYF), one of eight interdisciplinary initiatives representing investment in key areas of comparative advantage. PICYF’s goal is to increase awareness of issues facing the state’s children, youth and families and to establish new and enhance existing community-University partnerships so these efforts have a greater sense of purpose, and have the full force of both public and University commitment behind them. I serve on PICYF’s steering committee, my organization– the Children, Youth and Family Consortium- serves as its organizational hub, and I was primarily responsible for conceptualizing its 2005 flagship event, “Children’s Summit 2005: Smart Policies, Strong Families.”

At the national level, I am actively involved in Campus Community Partnerships for Health (CCPH), a national organization housed at University of Washington that promotes health through partnerships between communities and higher education institutions. I served on the 2006 national conference local and national planning committees. I participate in CCPH’s Community-Engaged Scholarship for Health Collaborative and chair the Collaborative’s Peer Review Work Group, charged with developing criteria for evaluation of community-engaged scholars in the promotion and tenure process (see Research and Scholarship statement).

My community service contributes to my research and scholarship and I utilize my research and expertise to advance community goals. For ten years I was a key member of the Phillips Neighborhood Healthy Housing Collaborative (see Susan Gust’s letter, Research Section), the organization that oversaw my two CBPR projects. I served on several committees, wrote grants, and co-wrote articles with resident members for the community newspaper. I have published several papers based on this community experience. I serve on the Board of Directors of Sustainable Resources Center, one of the early Collaborative members.

For me, service is not an “add on.” I integrate public engagement with my other activities to enrich my research, teaching and clinical work. I create scholarship out of service by publishing and presenting about my community collaborations¹⁻⁴ and national work on promotion and tenure.⁵⁻⁹ I have provided additional documentation of my service in my vita and have suggested that Susan Gust, CCPH Director Sarena Seifer, and former Saint Paul School’s Superintendent Patricia Harvey write letters to further document the impact of my service.

1. Jordan, Lee & Shapiro (2000). Measuring developmental outcomes of lead in an urban neighborhood: The challenges of community-based research. *J Expo Anal Environ Epidemiol*, 10, 1-11.
2. Jordan, Gust & Scheman (2005). The trustworthiness of research: The paradigm of community-based

- research. *Metropolitan Universities J* 16(1). 39-57
3. Jordan & Gust (March 2002). Designing research for effective change within communities: The power of roles and relationships. Workshop presented at the "Best Practices in Undergraduate Community-Based Research: Challenges and Opportunities for the Research University" workshop, Ann Arbor
 4. Gust & Jordan (May 2006). A community impact statement: A prenuptial agreement for community-campus partnerships. Community Campus Partnerships for Health annual conference, Minneapolis
 5. Calleson, Jordan & Seifer (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Acad Med*, 80(4).
 6. Calleson, Gelmon, Jordan & Narsavage (May 2006). Making your best case for promotion and/or tenure: A toolkit for community-engaged faculty members. Full day workshop for the Preconference Institute of the Community Campus Partnerships for Health annual conference, Minneapolis
 7. Jordan (May 2006). Rewarding the community-engaged scholar: Proposed review, promotion and tenure guidelines for evaluating the community-engaged scholar. Brown-bag session at Community Campus Partnerships for Health annual conference, Minneapolis
 8. Jordan (October 2006). Rewarding the community engaged scholar: Proposed guidelines for evaluating community-engaged scholarship in the promotion and tenure process. International Service Learning Research Conference, Portland, OR
 9. Heitman, Jordan & Kahn (October 2006). Promotion and tenure in academic medical centers: Defining standards of scholarship in biomedical ethics and medical humanities. American Society for Bioethics and Humanities conference, Denver