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Recognizing Engaged Scholarship in Faculty Reward Structures: Challenges and Progress

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Recognizing Engaged Scholarship in Faculty Reward Structures: Challenges and Progress

Claire C. Cavallaro

> *Today, on campuses across the nation, there is a recognition that the faculty reward system does not match the full range of academic functions and that professors are often caught between competing obligations. In response, there is a lively and growing discussion about how faculty should, in fact, spend their time.* – Boyer (1990, p. 1)

It has been a quarter century since Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990) challenged higher education institutions to redefine scholarship and better align the faculty reward system with institutional mission. In that seminal report, Boyer proposed broadening the definition of scholarship in order to better align faculty reward structures with the teaching and service mission of higher education. He proposed that faculty reward structures should recognize not just research (which he termed the "scholarship of discovery") and publication, but also the scholarship of integration, application, and teaching. A few years later, he expanded this to include the "the scholarship of engagement," meaning "connecting the rich resources of the university to our most pressing social, civic, and ethical problems…." (Boyer, 1996, p. 21).

Boyer was not alone in promoting community engagement as a primary function of higher education, and the roots of this movement can be traced back to the 1980s with the founding of the Campus Compact in 1985 (Glass & Fitzgerald, 2010). The concept has been endorsed by several higher education organizations, including the American Association of State Colleges and Universities (AASCU), the Association of Public and Land Grant Universities (APLU), and the Coalition of Urban Metropolitan Universities (CUMU).

A modest body of literature has examined various aspects of community-engaged scholarship (e.g., see Fitzgerald, Burack, & Seifer, 2010) and resources have been developed to support institutional change. For example, Imagining America was founded in 1999 as a consortium of colleges and universities devoted to creating "democratic spaces to foster and advance publicly engaged scholarship that draws on arts, humanities, and design" (http://imaginingamerica.org/about/our-mission/). In 2008, Imagining America published a guide providing concrete advice to assist faculty whose work focused on engaged scholarship in the retention, promotion and tenure (RPT) process (Ellison & Eatman, 2008).

Despite widespread consensus regarding the value of community engagement, progress toward aligning faculty reward structures to support community-community-engaged scholarship has been slow, even among institutions that have attained the Carnegie voluntary community engagement classification (Giles, Sandmann, & Saltmarsh, 2010, pp. 161-176). The topic is especially timely as the baby-boom generation of faculty retires in increasing numbers, opening opportunities for a new, young generation that views scholarship and the faculty role in academe very differently. This generation is more likely to value new forms of scholarship, including digital and web-based publications, which traditionally have not been valued in retention, tenure and promotion policies. Furthermore, women and faculty of color are more likely than others to be to community-engaged scholars, and as institutions seek to diversify the faculty, the need to recognize and reward this type of work has become more urgent.

This special issue of *Metropolitan Universities* aims to examine institutional approaches to the recognition of community-engaged scholarship in faculty RPT policies and processes. The call for papers requested papers that would describe evidence-based approaches to defining and evaluating the quality of engaged scholarship, as well as analyses of the processes and outcomes associated with adoption and

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implementation of engaged scholarship in RPT policies. We sought to identify: ways that institutions define engaged scholarship and differentiate it from (or integrate it into) the review of teaching, service, and conventional forms of scholarship; how engaged scholarship is presented and evaluated, including the extent to which it results in "traditional" outputs and who is defined as "peers" in peer review; challenges encountered and strategies that have been successful in achieving institutional change; and the outcomes and consequences, in terms of impact on institutional performance, academic culture, or impacts on faculty, students, and communities.

The papers that comprise this volume provide a snapshot of policies, practices, and strategies for achieving change across a range of institutions. In the first three papers, we see efforts focused at a different organizational levels and institutional types: college (within a large comprehensive university), university (within a doctoral granting, research-intensive university), and the system (within a large state university system). In each of these cases, authors address both the need to change and align policies, and the need for culture change to support implementation.

Few higher education institutions have well-articulated personnel policies that would enable or support the recognition of community-engaged scholarship in the tenure and promotion process. Changing personnel policies—as well as institutional culture—can be a challenging process that requires multiple years of sustained effort. Kirtman, Bowers, and Hoffman describe a change-process that was initiated by faculty in a College of Education at a large comprehensive university, California State University, Fullerton (CSUF), where I serve as Dean. The case provides an example of how faculty can successfully initiate and drive an effort to change policies and institutional culture. Consultation and negotiation, particularly with senior faculty who valued traditional forms of scholarly productivity, was a critical element, as was the collaboration and support from administration. The effort's alignment with the larger institutional mission and strategic goals related to community engagement and diversifying the faculty were also supportive factors.

Pelco and Howard describe the process of incorporating community engaged scholarship into faculty personnel standards in a research intensive university, Virginia Commonwealth University, where community engagement was well-established as part of the institutional mission. Several champions, including the provost, vice provost for community engagement, and external consultant, were key to the success of this effort, which resulted in the revised RPT standards at the school and university levels. The authors note that a range of supports are needed and that policy revision is "just one step along the road to developing the campus climate that supports faculty for undertaking community engaged teaching scholarship and service." This article provides illustrations of the kinds of myths surrounding engaged scholarship, and ways that such myths can be addressed within the context of a centralized change process that is aligned with the institution's mission and strategic plan.

Policies that support community-engaged scholarship are essential but insufficient alone for institutional change. Janke, Holland and Medlin discuss the change process in the context of a four-year, doctoral granting, research-intensive university with high research activity, University of North Carolina at Greensboro (UNCG). Similar to the CSUF and VCU cases, the effort to revise personnel standards at UNGC was tightly linked to a strategic plan (at the university level, in this case) and it employed both faculty and administrative leadership over a period of years to modify, align and implement policies that support community-engaged scholarship in the faculty personnel process. To address concerns with implementation of new university policy, a week-long dialogue process was launched with participation by faculty at all ranks, deans, and executive leadership of the university. The dialogues resulted in the identification of "hotspots" or issues that needed to be addressed in implementation, including: lack of consensus on the definition and value of community-engaged scholarship; honoring the spectrum of scholarship (traditional/nontraditional); stewarding the rigor of community-engaged scholarship; and the "three-bucket problem" of how to disaggregate academic work that is increasingly integrated into three

traditional categories of teaching, scholarship and service. This paper illustrates the need to create a space for dialogue among faculty at all ranks and administration, and identifies a range of concrete recommendations for addressing each of the "hotspots."

While the first three papers in this volume describe change initiatives at the college and university levels, Saltmarsh and Wooding explore strategies for change at the university system level, emphasizing the critical importance of senior leadership in creating and supporting substantive change in reward structures. This case example examines the current policies, challenges and possible solutions for the five campuses in this unionized public university system of the University of Massachusetts. To reflect on current reward structures and consider ways to effect cultural change, the system held a one-day seminar that provided an opportunity for campuses to share practices and consider on a range of rewards that could serve as incentives and recognition for community-engaged scholarship. The paper identifies concrete recommendations for the executive leadership at the systems and campus levels to actively and publicly promote community-engaged scholarship by supporting changes in personnel policies, professional development, grants, awards, and other public recognition. Notably, even while emphasizing the role and responsibility of senior leadership, Saltmarsh and Wooding reiterate the importance of collaboration with faculty leadership in both the faculty governance process (i.e., typically an academic senate) and the faculty union.

The final papers in this volume include case studies illustrating institutional contexts that can support faculty as engaged scholars in the RPT process. Lambert-Pennington describes how three faculty members navigated the tenure and promotion process at the University of Memphis, where university policy recognizes engaged scholarship, but alignment of department policies is inconsistent, on a continuum from "explicit to minimal to no mention of engaged scholarship." The paper identifies several themes that were common across the three cases, including alignment of the faculty members' departmental mission with the values of engaged scholarship; narratives that weave engaged scholarship across the three areas of teaching, scholarship and service; scholarly productivity in a range of traditional and nontraditional formats; and support from department and/or college leadership. Lambert-Pennington concludes by noting that although "it is possible to be awarded tenure and promotion as an engaged scholar under a range of departmental policies, going up for tenure in a department without clear criteria for evaluating engaged scholarship remains a risky proposition."

Boehm and Larrivee describe an institutional context where engaged scholarship is not explicitly defined in RPT policies that are specified in the collective bargaining agreement and not open to modification at the department or campus level. However, as described by the authors, at Worcester State University, "engaged scholarship is so intrinsic to the mission of WSU and the type of scholars hired by the institution that it is not difficult for the deans to encourage faculty to produce such projects." Rather, the challenge at this comprehensive university lies in mentoring faculty in selecting and presenting their engaged scholarship, as well as in balancing the demands of a four-four (12 unit) teaching load with expectations for scholarly productivity. The paper describes two interdisciplinary projects that provide a rich context for community-engaged scholarship, as well as the benefits to community, students, and faculty, and the deans' roles in mentoring faculty in using this type of engagement as part of their RPT portfolios.

Faculty who are committed to working as engaged scholars are likely be more successful in a context where the departmental or program mission is aligned with the values of engaged scholarship. Peterson, Perry, Dostilio, and Zambo describe how the Carnegie Project on the Education Doctorate (CPED), a consortium of more than 80 schools and colleges of education that are working to improve the design of the professional practice doctorate in education, promotes this type of context. CPED-influenced programs aim to prepare scholarly practitioners who "blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice…by collaborating with key stakeholders,

including the university, the educational institution, the community, and individuals" (CPED, 2010). These programs attract faculty who are committed to community-engaged scholarship, yet institutional expectations for scholarly work in these (doctoral granting) institutions typically emphasize traditional epistemologies and forms of dissemination. The paper includes one faculty member's description of her own journey as a scholar-practitioner after she accepted a tenure line position and subsequently navigated the tenure and promotion expectations at Portland State University, an institution in the process of transforming its expectations to embrace a more inclusive definition of scholarship. The case illustrates the passionate commitment that many new faculty bring to their work as engaged scholars, and their potential as change agents within their own institutions and in the broader landscape of higher education.

As a whole, this set of papers illustrates progress that some institutions have made over the past several years to support, recognize, and reward faculty work in community-engaged scholarship. Most of the universities described in these papers have modified personnel policies to recognize community-engaged scholarship in the RPT process, and several cases illustrate how individual faculty have been able to navigate the process under varying RPT policies and conditions.

Several recurring themes appeared in the stories of successful institutional change as well as individual faculty cases: (1) alignment of community-engaged scholarship with the institutional mission and strategic goals; (2) a top-down and bottom-up collaborative approach to institutional change; (3) space and time for conversation about the difficult issues related to evaluation and recognition of community engaged scholarship; and (4) leadership and support from deans, provosts and presidents, both for institutional change and for individual faculty using engaged scholarship to make their case for promotion and tenure. Challenges remain, however, in each of the institutions described in this volume, as well as in the field of higher education as a whole.

As a new generation of faculty is recruited—a generation of faculty who deeply value community engagement and who are interested in new ways to disseminate their work—the importance of answering Boyer's call (1990, 1996) to redefine scholarship is critical. The rich detail and insights gleaned from these papers can provide valuable lessons for institutions that are working to answer this call, to align their faculty reward structures with their values and mission as metropolitan universities.

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Author Information

Claire C. Cavallaro has served as the first sitting dean of the College of Education at California State University, Fullerton since 2006. Previously, she was as professor and chair of the Department of Special Education, and chief of staff to the president at California State University, Northridge. Cavallaro founded the CHIME Institute, a national leader in inclusive education and was lead petitioner for the CHIME Charter Schools. She currently serves as a member of the CSU Deans of Education Executive Committee and the Board of Directors of the Carnegie Project on the Education Doctorate (CPED).

Claire C. Cavallaro, Ph.D.
Professor and Dean
College of Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
657-278-3411
ccavallaro@Exchange.FULLERTON.EDU

Promoting a Culture of Engaged Scholarship and Mentoring Junior Faculty in the Reappointment, Tenure, and Promotion Process at a 'Teaching First' University

Lisa Krissoff Boehm and Linda S. Larrivee

Abstract

This paper analyzes the processes and outcomes involved with mentoring junior faculty in the reappointment, promotion, and tenure (RPT) process at a comprehensive state university and creating a culture supportive of engaged research. Although the university in this case study is governed by a collective bargaining agreement that prohibits the development of new written policies on RPT, the deans and other academic leaders can promote significant change through cultural means. The article will examine: the place of engaged scholarship within the reappointment, tenure, and promotion processes of the university; the university's commitment to a cross-institutional research approach; the mentoring of faculty conducting innovative community projects; the university's recent strategic plan initiative funding of collaborative cross-college and community projects; partnership with the city of Worcester's Department of Public Health on applied scholarship related to five domains of public health currently established as the focus of efforts by the city and the region; and the innovative CitySpeak devised theater project. At this state university, strong leadership helped support a deepening culture of engaged teaching and scholarship and helped faculty negotiate the road of RPT.

Introduction

Mentoring junior faculty in scholarship and research and its place in the reappointment, promotion, and tenure (RPT) process at a comprehensive state university with a tightly-held and long-term focus on teaching can be a challenge, especially when faculty members must also teach twelve credits each semester, advise students, and provide service to their departments and to the university. Worcester State University's (WSU) faculty is governed by a faculty union and a Collective Bargaining Agreement (CBA) that provides a basis for calculating workload as well as an outline of tenure and promotion review requirements. This CBA governs all nine of the institutions within the state university system in Massachusetts and is periodically updated. Because WSU relies on this CBA, and local faculty and administrators cannot alter the language of RPT, local deans who support engaged scholarship and teaching must assert leadership in fostering this culture and must continually mentor faculty who take on this type of work. The deans must mindfully mentor within the bounds of the CBA, which would even preclude direct education of the promotion and tenure committees on best practices for engaged scholarship, or guidelines on how such work can be assessed. WSU has a strong history of local, urban leadership and now seeks to be a model for other institutions and a champion of local and regional partnerships. But it must make strides to promote engaged scholarship culturally rather than via direct policy change. Cultural change, as other assert, is the most important aspect of the move of institutional support of engaged scholarship (Eckel, 1998).

WSU, established in 1874, has a lengthy history of interaction with its urban community, having begun as a normal school educating teachers for the area's public school system in 1874. The Commonwealth of Massachusetts first established the institution as the Worcester Normal School in 1874, with the express purpose of preparing educators for public schools within the community. As the city's population grew rapidly following the Civil War, the institution faced climbing enrollments. During the depths of the Great Depression, the normal school became Worcester State Teacher's College and moved to its current location in the leafy, residential western corner of the city. The residential setting can be challenging in

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that transportation is now more vital for continued engagement within the city's central business district. New commitments to a college consortium bus system (WSU is a member of HECCMA, the twelve member Higher Education Consortium of Central Massachusetts), will help ease this problem. In 1963, the teacher's college adopted a liberal arts and sciences focus, and the word "teachers" was removed from the college's official name. Due to its many graduate programs and offerings, Worcester State College became Worcester State University in 2010 (http://www.worcester.edu/Our-History/).

Changes in institutional perception stemming from the 2010 adoption of university status came rather rapidly. Long-term faculty worried that added pressures to publish would follow. Would the RPT process be drastically changed via administrative fiat? Because the CBA governed all aspects of the process, no drastic, one-way change could occur. However, the real impetus for greater focus on research came from the faculty members themselves. With regular retirements and a growth in the faculty numbers, the majority of faculty members were recent hires. Given the current reduction of the size of Ph.D. classes in many fields, highly qualified candidates with strong teaching and research portfolios applied for teaching positions at the university. The faculty wanted to work on their scholarship in addition to teaching, and to have their research count strongly in the RPT process. The CBA structure entails that faculty going up for RPT be assessed on teaching, advising, research, and university/community service. Faculty members who may have some unevenness in their portfolio assert that the strength of one area counters some weakness in another. Engaged research, as it can testify to strengths in multiple categories—with research being the most obvious category, but also including teaching, advising and university/community service—can notably improve an RPT dossier.

Much of this research had an urban bent, which coincided with the university's location. In 2014, the city of Worcester was the second largest city in New England, after Boston, with a population of 181, 045 (Suburbanstats, 2015). The university's largest group of students hails from Worcester County. The university's Fall 2013 student profile stated that the institution had 4,115 full time undergraduates, 1,441 part-time undergraduates, 153 full-time graduate students, and 738 part-time graduate students, for a total headcount of 6,447 (WSU, WSU Fact Book, 11).

WSU is categorized as a "Master's M: Master's Colleges and Universities (medium programs)" institution by the Carnegie Classifications. The university's mission statement reads as follows: "Worcester State University champions academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. A Worcester State education equips students with knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth." The 2015-2020 strategic plan, approved by the university's Board of Trustees in October 2015, asserts that "engaged citizenship" is a core value of the institution. The plan's architects, drawn from throughout the campus community, established the second overarching goal of the strategic plan as the quest to "leverage our distinctive strengths, both to enhance our reputation and to prepare our students to lead, serve, and make a difference in the world" (WSU Strategic Plan). Given the community-based focus of the institution, academic leaders understand that many faculty members will take part in engaged scholarship, and that this form of scholarship is likely to constitute a significant portion of the research presented within their reappointment, tenure, and promotion portfolios. Presently, engaged scholarship is not explicitly defined at WSU within the CBA.

Because academics currently use a number of terms and definitions to describe the concept of community engaged scholarship (e.g., Ahmed & Palermo, 2010), confusion abounds regarding what counts toward tenure and promotion in this area. Given institutional history, engaged scholarship is so intrinsic to the mission of WSU and the type of scholars hired by the institution that it is not difficult for the deans to encourage faculty to produce such projects. However, faculty often need guidance with (1) What counts as engaged scholarship, (2) How to present this work within the context of their other scholarship for

reappointment, tenure, and promotion, and (3) How to write and present their engaged scholarship at a wide variety of academic conferences.

WSU's Academic Affairs Division is divided into two schools. The School of Education, Health, and Natural Sciences (EHNS) is comprised of ten academic departments and the School of Humanities and Social Sciences (HSS) is comprised of eleven departments. Both schools embrace WSU's commitment to a cross-institutional approach. Examples of the cross-institutional approach include a partnership with the city of Worcester's Department of Public Health on applied scholarship related to five domains of public health currently established as the focus of efforts by the city and the region, as well as the interdisciplinary CitySpeak project, a joint effort by the Department of Visual and Performing Arts and the Urban Studies Department.

Academic administrators have encountered some problems in building a culture which values engaged scholarship. These problem areas have included cross-divisional clashes and a lingering culture in which research agendas were somewhat suspect. Both these sources of conflict have abated in recent years. These themes are explored in more depth below. By working closely together, the deans of both schools have proactively sought to assuage these issues by working closely with individual faculty members and in group meetings devoted to discussions of ways in which faculty can think about what it means to be a community engaged scholar (Blanchard, et. al., 2009).

Creating a Culture Devoted to Engaged Scholarship

Almost all faculty members at WSU receive their doctorate degrees at R1 institutions. Therefore, acclimating new faculty members to the particular demands of a career at a teaching-first, comprehensive state university presents challenges. This kind of institution may be an unknown quantity for many new faculty members. Thus, the deans and other academic affairs personnel developed a series of events to assist newer faculty with the transition to this institutional culture type. The fall semester begins with an open house to welcome new faculty members, at which the school deans outline the demands placed upon them and provide information on where new faculty members can go to ask questions. After this event, the school deans meet with new faculty members individually and in small groups to extend the mentorship in ways particularly fitted to individual disciplines. In a partnership with WSU's Center for Teaching and Learning, small, interdisciplinary research groups provide additional support.

The mentorship process regarding the junior faculty's scholarship expectations is complex, due to the university's origins as a teaching institution and its continued commitment to offering the highest quality classroom experience to students. In all faculty evaluations, teaching will always rank highly. However, students also expect that classroom experiences are informed by the professor's continued research portfolio. Undergraduate and graduate students desire the opportunity to conduct research with faculty members, thus expect mentorship from experienced professors. Indeed, in many undergraduate fields of study, students who do not engage in research as undergraduates have little chance of entering into graduate programs, particularly doctoral ones. WSU supports these research efforts with competitive grants funded by the university's advancement office. Similar to other institutions across the country, WSU's academic administration faces a complex dance with the faculty union as to what scholarship expectations can reasonably be made of faculty at an institution with a four-four (twelve credits per semester) teaching load. The deans' explanation that strong research and strong teaching go hand in hand—particularly when the research is community-based and can involve the students—is an attempt to ease worries about managing competing demands.

Despite the excellent preparation of the tenure-track professors, newly minted doctoral-level scholars have difficulty with the balancing act necessary to keep an active research agenda afloat while teaching four classes per semester. Worries abound. Anxieties are eased by focus on practicalities and the

emphasis of positive role models. The deans of both schools themselves shouldered heavy teaching loads while making strides in scholarship; it is important that deans have shared in this experience. In their leadership, the deans are able to draw on examples from their own personal background of balancing researching and teaching, and tying the two together by involving undergraduates and graduate students in research projects. Academic leaders must lead by example and previous experience; without such experience, the exhortations to produce research can ring hollow.

The deans seek to create a climate that recognizes the importance of civic engagement and the sharing of process and completion of research projects with campus peers. A renewed project of "Shared Scholarship," co-sponsored with the active campus Center for Teaching and Learning, highlights scholarship produced on campus, as do small, on-campus conferences such as the Women's Studies Mini-Conference. Full-time faculty members from all fields are welcomed, as are adjuncts. Deans share scholarship achievements via weekly or semi-weekly "Dean's Notes." Campus marketing is included on its emailed Dean's Notes distribution so that recent community scholarship, and indeed scholarship of all types, can be highlighted on the university's website. The deans serve on the Communications Working Group, and thus are able to stress the importance of engaged scholarship to a broad cross-section of staff working on campus communications. Some achievements are posted within the area of the outward facing website titled "Noteworthy", while others, most often those that involve community or globally engaged scholarship, are featured on the front pages of the university website. For example, one faculty member has worked as a leader of the Armenian Genocide Study Group, producing engaged scholarship that has ramifications for Worcester's large Armenian immigrant population as well as global impact. His work was featured on the front page of one of the university's publications.

At present, Worcester State does not set strict guidelines on the types or numbers of publications that would constitute a minimum standard for tenure. However, according to the faculty union contract, all professors are expected to have an active research agenda and to provide evidence that their scholarship has, in the words of the CBA, "quality, significance, and relevance" as judged by peers in their field. Research cannot be "desk drawer" research, but must be accepted by peer-reviewed conferences, organizations, and publishers who are known to be highly respected in the scholarly realm. Because of the CBA's strong institutional importance, like many institutions with a union contract, WSU cannot develop more articulated documents that strictly define assessment measures for engaged scholarship as other institutions have done. Nor are figures like journal impact scores used in the RPT process. (Boyer, 1990; Saltmarsh, 2009; Gelmon, 2013, Holland, 2012). In addition to assisting professors looking to maximize engaged scholarship for publications and conference publications, the deans encouraged professors at the university to blend engaged scholarship with their teaching. In a teaching first institution, preparing for class, teaching courses, and grading constitute the majority of a professor's time.

Deans' efforts are well-spent mentoring faculty in engaged scholarship and teaching. This is especially true when the institutional mission relies on the continued connection with the local and regional community. At WSU, through provost support, the creation of centers as vehicles for entrepreneurial efforts and vehicles for funding has helped support this commitment to mission. For example, the Center for STEM Research and Practice supports faculty scholarship related both to individual science faculty members who work with graduate and undergraduate students in laboratories and/or the field, as well as for scientific projects that address the needs of the community such as examining the microbes in the soil in local playgrounds.

Efforts to link engaged scholarship with the university's mission broadens opportunity for funding. Taking time to establish institutional clarity on mission, and the place of engaged scholarship within the RTP process, maximizes funding opportunities. Outside funders appreciate the clarity of mission that established centers bring to a university. Deans can help solidify the scope of engaged scholarship projects by supporting the articulation of new centers and the establishment of well-articulated yearly

goals. At WSU, many centers report directly to the appropriate dean. Center directors receive course releases to run centers and can use this work as part of their reappointment, promotion, or tenure materials.

The CitySpeak Project

CitySpeak is Worcester State University's project to work with the city of Worcester and address urban issues through the arts. The project derived from conversations with urban residents from a wide variety of backgrounds. Many of these urban residents do not have a traditional place at the table. Due to their youth, poverty, immigration status, ethnicity, advanced age, and other factors, their viewpoints are not routinely sought in policy setting. Worcester has recently entered a quite tumultuous period, as residents of the city confront racial discrimination. The events in Ferguson, Missouri in the late summer of 2014 resonated with many urban dwellers inside the central Massachusetts city.

The CitySpeak begins with dialogue and culminates in devised theater pieces that allow for further dialogue and deeper reflection. The act of the dialogue is in itself therapeutic and produces new knowledge. But by inviting policy makers to the theatrical events, and sharing with them the fruits of the events—research, films, scripts, photographs—theater can influence policy decisions. In this way, art acts as a megaphone, increasing the impact of community voices. Art brings community awareness to urban issues and creates a forum for producing solutions that many can support.

The Department of Urban Studies and the Department of Visual and Performing Arts (VPA) are engaged in a collaboration to research, prepare, and produce a piece of devised theater, also tentatively titled "CitySpeak" (i.e., the name of the entire collaborative project as well as the name of the theatrical production) that engages the local community to help identify urgent city-wide issues and provide a forum for their discussion and resolution. Money from the Strategic Plan Implementation Fund (SPIF)—the project was awarded key seed monies ($9,970) from the SPIF fund and is seeking additional funding from outside sources—is assisting the program in developing a collaboratively taught series of three courses in order to enable WSU students to engage multiple community partners in authentic ways, collaborate in focus groups, interviews, and discussions, analyze responses, and ultimately create a fully-realized theatrical production capable of traveling to audiences outside WSU. A key portion of the project includes a photographic exhibit documenting the themes reflected by the voices collected from the city. Additionally, funds will be used to document the process for use in conference presentations that will reach multi-disciplinary audiences to gauge the impact of this project as a model for community planning through artistic engagement.

In terms of the strategic plan, this proposal fulfills the following goals: 1) the project channels scholarly creativity in new, exciting, and potentially important directions; 2) the team will serve as a dynamic, valued partner with and resource to Worcester, the region, and the world. Partnering with the university's sister institution, the University of Worcester, England, will give the project a global component. As an interdisciplinary project developed collaboratively in the Departments of Urban Studies and VPA, CitySpeak represents an innovative approach to collaborative teaching. Through this project, students will be able to develop creative scholarship by fusing interdisciplinary approaches to urban issues and devised theatre in order to affect local policy and civic change. As with creative, community-based work like the Tectonic Theatre Company's *Laramie Project* or Sojourn Theatre's work on arts-based civic dialogue, the play(s) can have resonance outside the community as well. It can provide a model for other communities to conduct similar projects (Kaufman, 2001).

The work builds on Northwestern University professor and founding director of the Sojourn Theater, Michael Rohd and the Center for Performance and Civic Practice, which "aims to make visible the power

of the arts to demonstrably increase civic capacity." (www.thecpco.org.) The center works on behalf of the non-arts partner and thus advocates and capacity builds for the community (Rohs, 1988).

This project brings together two HSS departments in an interdisciplinary collaboration. This partnership is made even more interesting due to the fact that these departments are already interdisciplinary, in and of themselves. The VPA department combines visual, performing, and musical artists and theorists, while the Urban Studies department features public policy professors, anthropologists, social workers, city planners, and historians. "CitySpeak: A New, Interdisciplinary Model To Address Urban Issues Through The Arts" will use theater to help identify urgent city-wide issues and assist in resolving these problems. As we attempt to situate our university at the heart of the city of Worcester, creative projects such as these will be essential. This work will also help to bring us closer to our sister institution, the University of Worcester, England, as they may launch similar initiatives, drawn from our model. The use of theater as a method for exploring urban issues is a unique idea, and one that has rarely been tried in such a self-conscious way. CitySpeak is well positioned to establish the university as a leader in such results-oriented, community-based theater, and arts-based community planning.

Such an approach is inherently innovative for both VPA students/practitioners and Urban Studies students/practitioners because it combines the different approaches to ask new questions of new audiences, in the hopes that the answers are more comprehensive than either could get on their own. The public nature of the stakes of both a fully-realized theatrical production derived from real-world civic issues with the potential to impact public policy will inherently motivate students to strive for academic excellence.

The unique natures of the individual departments (Urban Studies and VPA) make such a collaboration possible and fruitful. With no other department like it in the Mass Higher Ed System, Urban Studies necessarily combines rigorous research with field work to understand the complexity of our increasingly urban world. Similarly, VPA, with its interdisciplinary core, creates an academic environment that focuses on the connections between scholarly pursuits and applied creative work in order to bridge the scholar/practitioner divide in the arts in higher education. In conversations with the faculty members and the dean, the dean was able to highlight ways in which the project was a community engagement initiative and a scholarly endeavor for the faculty members, as well as an innovative teaching methodology. In other words, in this particular case, a professor of history and a professor of theatre were able to combine forces to produce a highly complex and innovative community engagement project that they also were able to present at scholarly conferences in their respective fields. Bringing the two approaches together in this project leveraged the resources of both faculty members, while helping students develop fundamental twenty-first century skills, including interdisciplinarity, critical thinking, empathy, real-world problem solving, and how to be an actively engaged citizens of their local and global communities. In the end, CitySpeak will contribute to WSU's reputation as a valued and vital community resource, while also cultivating a sense of community and cultural life on campus for our faculty, staff, students, and community partners. CitySpeak projects provide excellent teaching opportunities which can be documented for RPT. It also serves as a living laboratory, and provides fodder for scholarly publication the faculty can use in their RPT applications. It did take direct mentorship for the faculty involved in the project to see the work as engaged scholarship, and to consider the myriad ways the work of community engagement can be translated into assessable products suitable for RPT. The dean's intervention however, not only established a pipeline for further grant funding, but also a slew of publication opportunities that could take a career to take advantage of.

WSU and the Worcester Department of Public Health: CHIP in Action. In the university's School of EHNS, a multifaceted project was launched by the dean that led to nearly endless opportunities for engaged scholarship for professors throughout the institution. The dean brought her knowledge and connections of city plans to bear in building these opportunities. In 2007, officials from the Massachusetts

Department of Public Health set five strategic priorities that they determined best reflected the underlying challenges facing 21st century public health. This report became known as the Community Health Assessment (CHA). (Massachusetts Department of Public Health, 2010). Individual urban communities within Massachusetts (note that all communities in Massachusetts are legally within towns) established goals in line with the CHA. The communities sought to provide important information of the health of Massachusetts' residents. The City of Worcester's Department of Public Health (WDPH) developed its Community Health Improvement Plan (CHIP) to both improve the health of Central Massachusetts' residents and to provide data to support the improvement. Table 1 displays the program's five domains:

Table 1

WDPH Community health improvement plan: Domains

	NAME	GOAL
Domain 1	Healthy Eating and Active Living	Create and environment and community that supports people's ability to make health eating and active living choices that promote health and well-being
Domain 2	Primary Care and Wellness	Create a respectful and culturally responsive environment the encourages prevention of chronic disease, reduction of infant mortality, and access to quality comprehensive care
Domain 3	Behavioral Health	Foster an accepting community that supports positive mental health and reduce substance abuse in a comprehensive and holistic way
Domain 4	Violence and Injury Prevention	Improve safety, reduce violence and injury, and inform public perceptions by educating and mobilizing the community around effective, targeted prevention and intervention
Domain 5	Health Equity and Disparities	Improve population health by systematically eliminating institutional racism and the pathology of oppression and discrimination by promoting resources in the community, and significantly reducing the structural and environmental factors that contribute to health disparities

(Greater Worcester CHIP Annual Report, December 2014)

The Council on Linkages between Academia and Public Health Practice, a coalition of twenty national organizations, sought to further academic practice and collaboration in order to assure a well-trained, competent workforce and a strong, evidence-based public health infrastructure. The Council accomplished this by strengthening existing links and establishing new connections between academia, public health and the healthcare community; developing and advancing innovative strategies to build and strengthen public health infrastructure; and supporting workforce strategies for continuing public health education. The WDPH is replicating evidence-based best practices from this national model through unique partnerships in the Worcester community, such as the one with WSU. National research shows that creation of an "Academic Health Department" provides benefits for partnering institutions and the communities they serve as a result of these affiliations. Examples of these outcomes include: increased

capacity for performing core public health functions and meeting community health needs; an ability to maximize and target the use of scarce resources; additional and better qualified professionals providing public health services; public health graduates better prepared to enter the workforce with a solid foundation and skills in public health theory and practice; and improved public health for community residents.

The work at WSU came to fruition with the financial support of a number of organizations, including the Greater Worcester Fairlawn Foundation and Health Foundation of Central Massachusetts both of which funded the WSU project known as *CHIP in Action*. The collaboration between WSU and the WDPH addressed the need for expertise and manpower to conduct research, manage community surveys, implement evidence based strategies, and create collaborative community-based projects that ultimately advance the goals of the five domains within the WDPH CHIP plan. WSU faculty and students examined the needs outlined by the WDPH to create a systematic approach for creating programs and solutions that support the health and wellness of the Greater Worcester area.

The mission of the WSU-CHIP partnership was to develop urban leaders who focus on health and wellness through service. The innovative project was built on an interdisciplinary approach, with oversight by the Dean of the School of Education, Health, and Natural Sciences (EHNS). A WSU-CHIP Fellow provided year-round support to further the WSU-CHIP mission. During its first semester, twelve faculty leaders (representing ten academic departments) worked with individual students, small teams of students, and entire classes of students. The faculty leader and students focused on one of the five domains as described in the WDPH CHIP plan. Working with the WDPH, the faculty leaders identified areas of research to develop work plans and activities in the community. The structure included: Domain I-Healthy Eating and Active Living: Health Sciences, Public Health, Urban Studies, World Languages, and Psychology; Domain II-Primary Care and Wellness: Nursing, Community Health, World Languages and Biology; Domain III-Behavioral Health: Health Sciences, Psychology; Domain IV-Violence and Injury Prevention-Public Health; and Domain V-Health Equity and Disparities: Nursing and Public Health. To date, this partnership has created a variety of projects. These included:

Table 2

Departmental partnership projects

Department 1	**Department 2**	**Domain**	**Student Involvement**
Health Sciences	Psychology	1, 2, & 3	Group
Nursing	Urban Studies	1	Group and Individual
Biology	Nursing	3	Group and Individual
World Language	Psychology	4	Group
Urban Studies*	Health Sciences	4	Group
Health Sciences	Communication	4	Group
Business	Health Sciences	2 & 5	Group and Individual
Urban Studies	Health Sciences	1 & 2	Individual

Psychology	Health Sciences and World Languages	1	Group
Psychology		2	Group
Health Sciences	Urban Studies	5	Group

To highlight one example, after a university-wide open meeting hosted by the deans to explain the concept of community based research related to the five domains of the CHIP, two professors in the biology department developed a project for a microbiology class, whose students were all from the nursing department. The class project "adopt a microbe" required that each student select a microbe that caused a disease in humans, specifically one that is often a problem for college-aged students such as meningitis. Each student researched the microbe and the class developed brochures to inform their peers about signs of the resulting disease, prevention of the disease, and when to see a doctor. This project fit well with the "primary care and wellness" domain listed in the chart above. The brochures were shared with the WSU community through its health department as well as with the WPHD. However, some of the students became so interested in their subject that, together with their professors, went a step further. In studying their selected microbes, ones that caused sexually transmitted diseases, they realized that many of their peers were not well informed about the issues. Together with their professors, the students collected data about such issues as students' knowledge and use of safe sex practices. The data was used to develop an educational program, which again was shared with the WPHD. The dean was able to support the students and faculty members by providing summer stipends, materials for the projects, and money to travel to conferences to present their work. Thus, the project benefitted the community at large, the students (by developing research and presentation skills necessary for either graduate school or careers), and the faculty members who could add these presentations (and hopefully publications) to their curriculum vitae and RPT applications.

Conclusion

With devoted leadership from the university president, a clear understanding that the university wishes to promote partnerships between the university community and the public sphere, and long hours, focus, and encouragement by university deans, faculty can share vital knowledge with the broader community while at the same time deepening their scholarship. Although the WSU projects remain in their early stages, faculty are beginning to see how they can use the data collected through community-based research projects to author pieces for traditional journals. Not only, then, do community-based projects offer innovative teaching opportunities, they also foster opportunities to publish. Community-based research is time intensive, but can yield great rewards. Faculty who invest the time can garner high teaching evaluations alongside data for peer-reviewed publications and presentations. Faculty members are now using community based research projects in their dossiers for personnel actions.

Publications resulting from community based projects may venture away from traditional manuscripts. The deans have worked closely with faculty members to challenge their ideas of scholarly output. The deans encourage faculty members to think about the needs of the community as well as the needs of the students and the traditional requirements for tenure and promotion. For example, one of the deans spoke to an untenured faculty member about a request from the WDPH for information on childhood obesity. The faculty member was able to design a classroom based research exercise, which in turn was presented at two scholarly conferences both on the topic or childhood obesity as well as on the topic of innovative teaching. The community benefitted when the research projects were presented to the community in a format available to teachers and parents of young children. In addition, materials developed by students during the project were translated by other students into Spanish, making the materials that much more accessible to the community at large.

Overall, the deans actively seek ideas about community needs and help faculty members understand the relevance of those needs to their teaching and scholarly work. Many faculty members had thought in narrow terms of scholarship, but with support from deans, now think about how their engaged scholarship and innovative teaching methods themselves are relevant to share with peers in conferences and publications. Indeed, many scholarly professional journals now include sections on pedagogy, which in this university's case is viewed favorably within an RPT application. The deans also encourage faculty members to write about and present innovative teaching methodologies. Faculty members now seek to present their experiences at conferences, write manuscripts on their community engaged teaching methodologies, and write guides on the nuanced processes developed during their work to inspire other academics employing similar methodologies. Therefore, where once scholarship was viewed as an esoteric enterprise, faculty members can think about the relevance of their work to the greater community.

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Author Information

Lisa Krissoff Boehm is the Dean of the School of Arts and Sciences and Professor of History at Manhattanville College in Purchase, New York. The author of urban histories, including the latest, *America's Urban History*, Boehm previously served as Interim Dean of Humanities and Social Sciences at Worcester State University, Professor and Chair of Urban Studies at Worcester State University, and Senior Associate Dean of Academic Affairs and Professor of History at Emmanuel College.

Lisa Krissoff Boehm, PhD
Dean of the School of Arts and Sciences
Manhattanville College
2900 Purchase Street #316
Purchase, NY 10577
Lisa.Boehm@mville.edu

Linda S. Larrivee is the Dean of the School of Education, Health and Natural Sciences at Worcester State University in Worcester, Massachusetts. She previously served a Professor and Chair in the Worcester State University Department of Communication Disorders. Larrivee has published articles in refereed journals and edited texts and has spoken both nationally and internationally on the subjects of psychometric considerations in assessment as well as the relation between language development and reading development. She also is active in the scholarship of teaching and learning.

Linda S. Larrivee, PhD
Dean, School of Education, Health, and Natural Sciences
Worcester State University
Worcester State University
486 Chandler Street
Worcester, MA 01602
508-929-8257
linda.larrivee@worcester.edu

Intense, Pervasive and Shared Faculty Dialogue: Generating Understanding and Identifying "Hotspots" in Five Days

Emily Janke, Barbara Holland and Kristin Medlin, MPA

Abstract

Once an institution has chosen to recognize and reward community-engaged scholarship in its university-wide promotion and tenure policy, what are some strategies for aligning unit and department policies as well? This chapter describes the path followed at The University of North Carolina at Greensboro to align policies across all units and departments. Discussed are core strategies used to generate faculty support for community-engaged scholarship in promotion and tenure policy and practice, the themes revealed as a result of a weeklong dialogue initiative, and recommendations for continued improvement.

Introduction

Embedding community engagement in promotion and tenure policies is a key indicator of institutional support for community-engaged scholarship (e.g., Holland, 2001; Furco & Holland, 2004; Hollander, Saltmarsh, & Zlotkowski, 2001). Such policies codify and perpetuate institutional culture. The interpretation of scholarship, particularly within the context of the promotion and tenure process, "defines the fundamental character of higher education institutions" (Holland, 1997, p. 38). The presence (or absence) of promotion and tenure policies that recognize and reward community-engaged teaching, research, and service activities is a major factor by which faculty determine whether their work is compatible and consistent with institutional expectations for involvement and achievements in community-university partnerships (Holland, 1995, 1997). O'Meara's (2002) study of community-engaged faculty found that faculty exemplars report increased satisfaction with work and their university. Faculty whose universities had adopted policies that supported community-engaged scholarship found that they: (1) experienced greater congruence between stated rhetoric institutional service mission and reward systems; (2) viewed their service as a potential form of scholarship; (3) felt elevated importance of service as scholarship in reward systems; (4) perceived greater proportionality of faculty workload; and (5) believed their community-engaged work was legitimized.

Community engagement and organizational change scholars have argued that if institutional policies are to affect individual and collective practice, then they must become aligned with and embedded into the culture of academic departments (e.g., Battistoni, Gelmon, Saltmarsh, Wergin & Zlotkowski, 2003; Kecskes, Gelmon & Spring, 2006; Furco & Holland, 2004; Holland, 1997; Kecskes, 2006). It is possible to have policy change without cultural change. Departmental culture change is essential, particularly as colleagues evaluate the dossiers of their peers for promotion and tenure. It is where the "rubber meets the road."

The review and revision of promotion and tenure policies in ways that facilitate fair and equitable treatment of community-engaged scholarship, among other forms of emerging scholarship, is particularly relevant and significant given demographic trends in higher education. Higher education is in the midst of rapid faculty turn over as the baby boomer generation exits the academy over the next decade (Sugar, Pruitt, Anstee & Harris, 2005). If institutions are to attract and retain diverse faculty populations, they must reflect the expectations for legitimate and valued academic work of the diverse incoming faculty. Many studies report the overrepresentation of faculty of color and women in the group of faculty involved in community engagement (e.g., Aguirre, 2000; Antonio et al., 2000; Baez 2000; Vogelgesang, Jensen & Jayakumar, 2010).

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Despite the increased calls for recognizing community-engaged scholarship and the faculty, student, and community benefits such an approach to scholarly work may bring, significant challenges remain, even on campuses that have expressed initial support for newer forms of scholarship. This article describes the efforts of faculty and administrative leaders at The University of North Carolina at Greensboro (UNCG) to create a faculty culture in which community-engaged scholarship is seen as legitimate faculty work, and the quality of which can be assessed according to revised and aligned faculty promotion and tenure policies and practices. This required, among other accomplishments, the ability to establish common language and views of what constitutes high quality, community-engaged scholarship.

In this article, we illustrate UNCG's institutional context and processes through which community-engaged scholarship was embedded across faculty roles (teaching, research/creative activity, and service) in the university's promotion and tenure guidelines. This context is important for understanding the existing groundwork that was laid, and which likely maximized the success of the ensuing dialogues. Next, we describe the development and implementation of a weeklong intensive dialogue process that knitted together existing language and conversations internal to UNCG with information and legitimacy conferred through the external perspectives of a nationally-esteemed guest facilitator. We present several suggestions, based on UNCG's experience, to guide the work of other institutions to maintain systematic and informed efforts to move support for community-engaged scholarship from institutional rhetoric to collective practice and core academic culture.

UNCG Case Example

An urban metropolitan campus located centrally in the state and embedded within the most racially and ethnically heterogeneous city of North Carolina, The University of North Carolina at Greensboro (UNCG) is diverse in many ways. Over a quarter of its more than 19,000 students are non-White making it a minority serving institution, and over a quarter of undergraduates are older than 25 years of age. Students come from 48 states and over 80 countries enrolling in programs offered by more than 50 academic departments within 7 academic units. Grounded in a liberal arts educational approach, UNCG is home to professional schools including health and human sciences, nursing, education, and business, as well as a large and well-respected college of arts and sciences and a school of music, theatre, and dance, and a recently established school of nanoscience and nanotechnology (jointly shared with North Carolina Agricultural and Technical State University).

UNCG has long held the tradition of public service, first as the State Normal and Industrial School, second as Women's College, and now as UNCG. This history influences the conversations today about the transitioning identity of the university. In the past two decades, in particular, the balance of teaching and research has shifted to the point that UNCG is now categorized by the Carnegie foundation as a four-year, doctoral granting, research university with high research activity. Faculty who have served at UNCG for decades comment on how the identity of the university has shifted from one in which it was teaching centered, to now having considerably more emphasis on traditional prestige indicators such as grants received and scholarship published as books or in peer-reviewed journals. Beyond the changes in the proportion of teaching compared to research in the tenure, review, and rewards systems and overall culture, they speak to the increased requirements for accountability, reporting, and other forms of university and professional service.

UNCG has also gained local, regional, and national recognition for its commitment as a community-engaged university, particularly in the past decade. The Carnegie Foundation recognized UNCG as a community-engaged institution in 2008 and 2015, and many faculty, staff, and administrators have received individual leadership positions and awards. The support of faculty and administrative

"champions," many who called for the establishment of a service-learning center on campus over a decade ago, have more recently led significant efforts to integrate community-engaged faculty work into the core of faculty culture through the university's 2009-2014 strategic plan, as well as its promotion and tenure policies and practices.

Catalysts for Promotion and Tenure Policy Revisions

A combination of forces served to catalyze faculty members' efforts to revise the university, and ultimately unit and department promotion and tenure guidelines at UNCG starting in 2008. At this time many strategic initiatives were underway on the campus and beyond. The General Education Curriculum was under revision, including discussions to include civic learning goals. The 2009-2014 UNCG Strategic Plan was being written, in which Engaged Scholarship became a major goal with actionable plans. UNCG applied for the first time to the Carnegie Foundation for the elective Community Engagement classification, hence undertaking a large institutional study of engagement. Lastly, the UNC system's strategic visioning and planning process "UNC-Tomorrow" was underway, which asked universities to be responsive to the needs of the state in very direct ways.

Faculty Champions. It is important to note that in tandem with this institutional momentum, several longtime faculty champions of community-engaged scholarship held consecutive and aligned leadership positions in the Faculty Senate and the General Faculty, putting community-engaged scholarship and promotion and tenure on the agenda. Rebecca Adams, the chair of the Faculty Senate and the Strategic Planning Committee, appointed an ad hoc Committee on Nontraditional Scholarship to address the question of engagement. As an engaged scholar herself, Adams knew the challenges engaged faculty faced with regards to not getting adequate "credit" for their scholarship. As the chair of the strategic planning committee, Adams was also intimately aware of the UNC Tomorrow Response Planning document that asked universities to: (1) encourage faculty to address important societal issues, and reward them for doing that work well; (2) create incentives for faculty to engage in applied research, scholarship, and public service; (3) continue to support and reward basic research, theoretical scholarship, and creative activities; (4) make appropriate University faculty more accessible to small business owners, nonprofit organizations, K-12 schools, and community groups; and (5) continue to support the use of the tenure process as a way to validate that faculty candidates are highly qualified experts in their fields (UNC Tomorrow, 2008).

The ad hoc committee worked systematically and thoughtfully to propose revisions to the promotion and tenure guidelines, considering the many perspectives that constitute the UNCG scholarly community. They were also mindful that they wanted neither to convey that one form of scholarly activity was inherently more valuable than others nor that any individual faculty member would be required to engage in specific kinds of scholarship. Ultimately their aim was to revise the guidelines to be inclusive.

The Chair of the Nontraditional Scholarship Committee presented the process it would undertake to revise the guidelines to the Faculty Senate in November 2009. The committee was committed to addressing the issue of community-engaged scholarship in university policy, seeking input from informed engaged scholars, and reviewing the current guidelines to propose recommendations. The Chair also provided some guiding definitions, as at that time there was no single or commonly shared definition of community engagement or community-engaged scholarship. However, having just recently received designation as a community-engaged institution by Carnegie, the Committee quickly moved to use Carnegie's terminology (i.e., "community engagement") as its guide, and ultimately, definition (Carnegie, 2015). Over the period of the academic year, the Committee consulted with many groups across campus, including chairs of the promotion and tenure committees, faculty senate, deans' council, and executive staff, and held a well-attended faculty forum to describe the proposed changes.

The following year, the incoming Faculty Senate Chair, Laurie Kennedy-Malone, chose "Promoting and Sustaining Scholarly Engagement" as her leadership theme. She wanted to see the hard work of the nontraditional scholarship and promotion and tenure committees continued. As chair of the senate, she co-funded a qualitative study that was conducted by the lead author and a service-learning faculty fellow to examine the experiences of 14 community-engaged scholars at UNCG (Janke & Hayes, 2010). The purpose was to understand their experiences at UNCG, and specifically, (a) how they defined community-engaged scholarship; (b) their developmental journeys and scholarly products; and (c) their experiences with annual reviews, reappointment, promotion and tenure as engaged scholars. This study revealed that most of the faculty participants (1) brought their engaged practices to the academy through previous positions and professions; (2) experienced synergies by integrating their work with communities throughout their teaching, research, and service roles; and (3) received largely negative messages from senior faculty about the value of this work in promotion and tenure committees. Some participants shared that they were discouraged from doing this work prior to tenure, and nearly all of them spoke of the need to do "double duty" – the need to have sufficient numbers and eminence within traditional forms of scholarship, such as peer reviewed articles and books, to achieve promotion and tenure, because other forms of nontraditional scholarly products (e.g., reports, programs, websites, etc.) would likely not "count."

Speaker Series. As chair of the faculty senate, Kennedy-Malone also co-sponsored Amy Driscoll's visit to UNCG in 2010 to speak with various faculty and administrative leadership about how to support community engagement in conversations in promotion and tenure policies and practices. Like others national scholars before and following her (for example, Patti Clayton, George Mehaffy, John Saltmarsh, Tim Eatman, Barbara Holland, Judith Romaley, and Nadinne Cruz), Driscoll urged UNCG to take a scholarly praxis approach, iteratively engaging in dialogue and informed study of the process. She, like others, also encouraged the use of one integrated set of standards that cut across multiple forms of scholarship (e.g., Glassick, Huber & Maeroff, 1997); a top-down and bottom-up approach; and the importance of open dialogue to surface underlying assumptions, fears, tensions, and commitments. Throughout all of these conversations leaders were careful to emphasize that the proposed revisions did not in any way mandate that faculty "do engaged scholarship" (e.g., the Provost in his introductions of speakers, faculty senate members in their opening statements in faculty forums and faculty senate meetings, and speakers themselves in their talks). Rather, leaders reasoned, it simply ensures that it is recognized as a viable form of scholarship, alongside others.

Institutional Definitions. In 2011, Janke (lead author) serving as the special assistant for community engagement to the vice chancellor for research and economic development, and Patti Clayton, a visiting scholar working with Janke at UNCG, were asked at a Dean's Council meeting by the Deans and Provost to draft a scholarly terms and definitions document. Janke and Clayton subsequently wrote a letter that was informed by faculty input (Janke & Clayton, 2011). The definitions were widely distributed, shared at Faculty Senate, and posted on the Provost's webpage that hosts promotion and tenure policies and forms. Ultimately, a condensed version was included in the first volume in the Excellence in Community Engagement and Community Engagement series produced by (what is now) the Institute for Community and Economic Engagement (ICEE) (Janke & Clayton, 2012).

The volume provides suggested language that integrates past and current UNCG discussions and policy with scholarly literature and national conversations. The goal of the volume is to address how community engagement may be achieved through the scholarly activities of research, creative activity, teaching, and service – and, how it may be defined within unit- and department-level promotion and tenure evaluation guidelines, non-tenure track faculty guidelines, faculty annual reports, unit mission statements, and other documents and policies. In particular, the volume addresses the question of *"what is community engagement?"*, and *"how are high quality community-engaged research, creative activity, teaching, and service distinct from community service or outreach?"*

Alignment among University, Unit, and Department Policies. Despite this progress, conversations about the alignment of unit and departmental policies and practices to the university-wide policy had not progressed. Nearly every national guest speaker UNCG hosted as part of the Community Engagement Series emphasized that this vertical alignment was "where the rubber meets the road." We believe this inertia was because faculty members make individual judgments and collective decisions about their colleagues in the context of their departmental, and to some extent, unit-level culture. If the department has not internalized and operationalized how to support documentation or evaluation of community engagement in a fair and equitable way, then it will not matter that a university-wide policy was created.

Aligning department to university policies was particularly critical for UNCG in which policy structures and culture were (at the time) largely decentralized; department policies and practices were enacted autonomously with little oversight or intervention from the central administration. Indicative of this decentralized culture, was the policy that a negative vote of a faculty candidate at the department-level promotion and tenure committee meant that the candidate was denied tenure without ever going through further review either by the unit or university committees. The Provost changed this policy in 2009 as an effort to allow for greater coherence and more equitable review. This also helped to ensure that departmental decisions had to align with unit and university policies as well.

Leverage Points. Two important leverage points led to the development of intensive weeklong dialogues university-wide, and ultimately, the alignment of unit and department level policy to the university policy approved by faculty senate. One key leverage point was contained within the university's implementation report for section 4.3 (UNCG will promote an inclusive culture of engaged scholarship, civic responsibility, and community service (Engaged Scholarship)) of its 2009-2014 strategic plan. It was decided by strategic plan implementation committee members (including the lead author) that one piece of evidence for this goal would be the "# (number) of departments that have revised P&T guidelines to recognize and reward community-engaged scholars." This, among other measures, such as number and proportion of faculty, staff and students participating in community-engaged scholarship, supported with internal funds for community-engaged scholarship, and participating in professional development for community-engaged scholarship, would constitute a measure of support for community engaged scholarship.

The second leverage point was the legal necessity of aligning policies. Promotion and tenure policies are documents that might be, and have been, used by faculty members bringing lawsuits against the university to challenge decisions to deny their promotion and/or tenure. Discrepancies among policies at the various levels of faculty review could make the university vulnerable to future lawsuits of faculty who engage in nontraditional scholarly work and produce new forms of scholarship recognized in some policies but not in others. Relevant topics within the policy that required consistent alignment included not only community-engaged scholarship, but also contracted work, directed professional activities (faculty who take on significant administrative appointments), and nonacademic audiences and nontraditional mechanisms to produce and disseminate scholarly work.

Both of these leverage points were raised on a phone call that included Janke and Holland. At the conclusion of the call the Provost agreed to provide financial and political support for two events. First, a meeting with deans and executive leadership in Spring 2012, and second a week-long visit the following Fall (2013) to facilitate faculty dialogues. The Provost asked Janke and Holland to act as the planner, conveners, and facilitators of campus-wide dialogues. Inviting Holland as an external speaker to work alongside with Janke as an internal administrator was an important strategic decision. First, Holland brought with her significant national and international experience and perspective as a full professor and having served in executive administrative positions in similar institutions. Janke was able to interpret and translate UNCG's history and culture in such a way that the dialogues aligned with current conversations

and contexts. Additionally, it was important that the dialogue continued through further documentation and dissemination, as well as through ongoing dialogues and consultation.

Dialogue Design

Three streams of related conversations were developed for the weeklong intensive dialogue process: (1) faculty dialogue on *evaluating* community engaged scholarly activities and products; (2) faculty dialogue on *documenting* community engaged scholarly activities and products; and (3) executive leadership and deans' council dialogue. We designed the dialogues to take place over the course of a week, creating an intensive time in which all participants (over 100 in total) received the same information at approximately the same time. This was intended to help create a sense of shared dialogue and to establish common views of the issues at hand, and possible strategies to address them effectively.

Inviting and Preparing Participants. The dialogue sessions, *Cultivating and Rewarding the Mosaic of Faculty Scholarly Talents and Contributions*, were designed to explore the specific issues across disciplinary areas of the various units and discuss potential ways forward. In his invitation letter to the September dialogues, which went out to all faculty, the Provost asked that all faculty who serve as department chairs or as reviewers of faculty candidates at the department- and unit-levels make room in their schedules to attend one of the sessions. The sessions were customized for particular disciplinary areas, though to accommodate busy faculty schedules, each was made available to any faculty member from any discipline. To ensure that the sessions addressed relevant and immediate questions and concerns of the department and units, several faculty members across the units were recruited to help inform the preparation of the relevant sessions.

In the sessions, *Evaluating Community Engagement Scholarly Activities and Products in Promotion and Tenure,* the participants were primarily individuals who served as reviewers who evaluate candidate dossiers, and department chairs who write letters contextualizing candidate's scope of work and responsibilities. Prior to and following all meetings, participants were asked to read three articles. We chose *Scholarship Assessed: Evaluation of the professoriate,* a special report published by the Carnegie Foundation for the Advancement of Teaching authored by Glassick, Huber and Maeroff (1997) to draw attention to existing standards of high quality scholarship, regardless of discipline, and including community-engaged scholarship. We chose the journal article *Integration: Evaluating Faculty Work as a Whole* by Colbeck (2002) to draw attention to the integration of faculty roles and the joint production of teaching, research, and service. Finally, *Generation X Meets Theory X: What New Scholars Want* authored by Trower (2006) raises awareness about generational differences among scholars with regards to expectations about faculty work and employment policy. Using the scholarly approach of identifying relevant literature from which to inform our collective dialogue served to model the process through which faculty members could build on existing knowledge to create new policies and norms.

Guiding the Dialogue Sessions. Each two-hour session began with brief introductions of names, departments, and titles. Then Holland engaged participants immediately in the questions: *"When did you come to UNCG? How are things different now from that time?"* These two questions were useful in revealing the broad generational differences between colleagues, and surfacing differences in experiences, perceptions, and perhaps, expectations about the *identity of the university* (formerly a much smaller teaching-focused Women's College, now a considerably larger high research activity university), as well as *expectations for faculty work* (e.g., changes in research-teaching-service balance; changes in committee work, reporting, or administrative obligations).

Next, Holland provided a brief discussion and presentation describing why community engagement is a strategy that matters for UNCG in a global and rapidly changing environment as a means to ask participants to think carefully about their P&T environment and future success and reputation of UNCG

(Holland, 2012). Participants explored evidence of community-engaged scholarship's relationship to quality teaching and student learning and satisfaction, as well as research activity. Holland reiterated the current generational shift, and the need to attract and retain faculty who fit the profile of this particular university. Lastly Holland emphasized that executive leadership needed to create a context for academic work, defining pathways of career progression, as UNCG is guiding (intentionally or not) the mosaic of talent of their faculty.

Much of the two-hour session focused on discussing of common and persistent issues related to community engagement, which also echo those in other innovative and high impact practices. Key points addressed were current developments in Academe regarding demographics, funding, accountability, public and political support, interdisciplinary and cross-sector collaboration, and nontraditional forms of scholarly activity and scholarship; changes in faculty view of academic employment policy; and standard definitions and indicators of high quality scholarship, and community-engaged scholarship in particular.

A key aspect of the session was to provide an applied experience wherein faculty participants were presented with a brief case study relevant to their field of a community-engaged scholars' dossier. These included brief descriptions of the fictional faculty member's research activities and products, curricular innovations, presentations on community engagement, local invited presentations, and community service. Activities and products listed were variously traditional, community-engaged, and service-oriented in nature to reflect the diverse and complex scope of faculty work that is likely to include many forms of scholarship. The intention was to create a concrete and shared experience in which persistent issues related to the documentation and/or evaluation of faculty scholarship could be raised and discussed.

At the closing of each session, we discussed resources and next steps, and administered a brief survey to gain a better understanding of faculty perceptions about their ability to define, enact, and support community engagement across their academic roles. We shared the importance of coaching people who are enthusiastic about community engagement as a practice because it brings increased value to their work, but that they would need mentoring on being conscious about the importance of documenting this work throughout their academic careers. Many participants expressed a desire for input on suggestions for reporting community-engaged scholarship in the online format, as the system required faculty to make distinctions among the three traditional categories that may not be truly accurate in portraying the full scope and quality of faculty activity and productivity. We offered the continued opportunity for departments to work with ICEE on these topics and provided some additional facilitation (which a handful did request). We pointed all participants to the ICEE website, where we continued to curate extensive P&T resources for faculty.

Linking Senior Administration to Faculty Dialogues. At the end of the week, Holland and Janke also met with executive leadership (chancellor, provost, vice chancellor for research and economic development) and members of the Dean's Council (convened by the provost) in two separate lunches. These lunches happened at the start and the end of the week, respectively, as a way to inform the delivery of the materials, as well as to provide some initial, high-level reflections about the faculty dialogues. The reflections were general and broad enough that they did not disclose the identities of the faculty members, departments, or units. Faculty members were made aware of the forthcoming luncheon with the deans, and the intention was to help inform them of key messages, as well as offer words of support and encouragement.

Results of the Weeklong, Intensive Dialogue Sessions

Participation in the eight faculty dialogues was broadly representative as it included individuals from 42 departments across seven academic units. Participants (reported across multiple roles) included 7 librarians/catalogers, 11 assistant professors, 22 associate professors, 30 professors, 7 directors, 5

associate deans, and 3 deans. Of these, 21 faculty held department chair positions, and 26 served on a promotion and tenure committee at either the department, unit, or university-level.

Changes in Faculty Work. The opening conversation about the length of time faculty members had been employed at UNCG, and their perceptions of the relative changes over the years surfaced important differences that continue to affect the faculty rewards culture. Specifically, faculty described the increased workloads due to larger classes, an increasing number of students to advise and mentor, technological changes (e.g., personal computers, email, reporting systems), and increased requirements to collect and report student outcomes. Many also discussed the change in pedagogy and enrollment types from entirely residential to online courses, programs, and students. They described changes nationally and institutionally around research strategies and activities, naming changes in funding agencies and sources, increased emphasis on broader impacts of research, diversification of legitimate scholarly approaches and products, as well as venues for dissemination. They witnessed increased abilities (due to technological advances) and expectations to collaborate across departments, institutions, and sectors. Not least of all, the faculty named changes in student, faculty, and staff demographics, and their varied and changing expectations about the role and functions of higher education. Each of these beginning conversations throughout the week foreshadowed much of what Holland presented with regards to the changing nature of the university, and hence, provided a touchstone against which to personalize and make concrete the changes occurring at UNCG.

Evaluating New Forms of Faculty Work. As the conversation turned to the definition, role and value of community-engaged scholarship as one form of scholarship that is changing culture at UNCG, we found that, across all conversations with faculty in the various units, there appeared to be general acceptance of community-engaged scholarship as a legitimate strategy for teaching, research/creative activity, and service—as well as an understanding of the need to recognize, assess, and reward it. In this sense, faculty members stood behind the collective decision to write it into the university policy. Faculty also expressed a desire to better understand how to assess high quality scholarship of all types, including, but not limited to, community-engaged scholarship. The implications for how community-engaged scholarship were operationalized within the policy to become practice were not yet entirely clear to many participants.

While faculty across the dialogues generally supported the concept of community-engaged scholarship and viewed it as a legitimate form of faculty work, and 62 percent (48 total) of attendees reported having practiced a form of community engagement in the past two years, many faculty were still unsure about how to classify specific activities and artifacts related to community-engaged teaching, research/creative activities, and service. The question of "is it service, or is it community-engagement" was asked often, and was deeply explored in the dialogues in a way that has led to some new and shared understandings.

We perceived a general consensus across faculty that community engagement should lead to both traditional and non-traditional scholarly outputs. However, many faculty expressed concern that non-traditional publications and artifacts are less likely to be reviewed positively by department- and/or unit-level peers. Several senior faculty members spoke about their hesitancy to advise and mentor junior colleagues to do this work while yet untenured. Even though the policy has changed, these faculty members felt that mindsets had not yet followed.

Documenting and Sharing the Dialogue Themes

Soon after the dialogues, the lead author wrote and distributed a follow up (Janke, 2012). The intention was to provide an overview of the dialogues while they were still "fresh." We also wanted to facilitate an ongoing dialogue about the perceived opportunities and lingering challenges related to operationalizing UNCG's collective commitment to recognize and reward community-engaged scholarship. The dialogues were also instructive for the Faculty Senate Scholarly Communications Committee – which was to host a

forum on the related topics open-access publishing, technology transfer, and community engagement in promotion, tenure, and post-tenure review processes.

Subsequent to the letter, Janke, Medlin, and Holland authored and published the second volume of the Excellence in Community Engagement and Community-Engaged Scholarship titled, *Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Scholarship* (2014). In it, we presented key ideas presented within Holland's weeklong visit, as well as suggestions for next steps. The Volume also included the voices of other national leaders in the field of community engagement who also visited UNCG during the 2012-2013 academic year as part of the Community Engagement Series. We asked them to share their thoughts on the changing landscape of higher education, and how and why this matters to UNCG as we position ourselves in an economic, political, and social climate that is radically different from previous eras. The following describes four "hotspots" included in the Volume as lessons learned by the UNCG dialogues, and which may inform future efforts at UNCG, and elsewhere, to support community-engaged scholarship.

Dialogue Themes: Four "Hotspots".

Following the meetings, the ICEE director and manager carefully reviewed extensive notes taken at each of the eight faculty dialogues to identify specific and key themes that seemingly functioned as barriers to the greater acceptance of diverse forms of scholarship, and to community-engaged scholarship in particular. Issues raised in at least four of the eight dialogues were labeled as "hotspots." We used the term "hotspots" drawing not on geology, but rather on hiking terminology, to describe those issues or questions that seem to "rub" up against one's values or beliefs in such a way that, if left untended to, can result in blistering disagreements and conflict. An experienced hiker learns to stop and address the irritation (hotspot), before a painful blister occurs.

Similarly, it is wise for faculty and administrators to identify and address directly the concerns, fears or anxieties that can arise from policies that challenge traditional notions by accepting increasingly diverse forms of scholarly approaches and artifacts. While derived from UNCG conversations, these hotspots are not unique to our faculty; they are echoed in national and international dialogues about community-engaged academic work as well. This is not only UNCG's journey, but a national and international one we share with others. These hotspots are important for informing future discussions, professional development, and strategic planning.

Hotspot #1: how to define and value community engagement and outreach/public service. We found that faculty lack of consensus in how to define and value community engagement and outreach/public service in the face of needing to steward the rigor of scholarship and the review process. The question of "is it service or is it community engagement?" continues to persist among faculty according to the dialogues. Therefore, while community-engaged scholarship is codified in policy and many colleagues identify as community-engaged scholars, a common understanding of what it is and why it matters is not universal across faculty.

Community engagement and public service are definitionally distinct from one another, as defined by UNCG and national standards, such as the Carnegie Foundation. Although ICEE had developed, published, and presented the definitions at faculty senate and shared it widely in meetings and online, there was continued need to raise awareness about national conversations and concepts. We used the Carnegie Foundation's (n.d.) definitions: *Community engagement* describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. *Public service/outreach* describes activities and services planned and offered by the institution or its staff

to the community for public consumption (one-way activity) (Kellogg Commission, 2001). In all written and spoken statements, ICEE staff have emphasized that both community engagement and public service are essential to the university mission.

Hotspot #2. Honoring the spectrum of scholarship. General consensus existed across faculty members attending the dialogues that community engagement should lead to both traditional and non-traditional scholarly outputs. Despite this commonly held agreement, several faculty members attending the dialogues expressed concern that non-traditional publications and artifacts are less likely to be reviewed positively by department- and/or unit-level peers. For example, how does one assess the "impact" of 5,000 "hits" on a website, a white paper that influenced a state policy or law, or a curriculum or business plan? How do these "count" relative to an academic, peer-reviewed manuscript or book chapter?

Across dialogues, faculty tended to express individual support, but that when making a collective decision, the support might be overshadowed and overcome by the lack of support from colleagues. Further, faculty worried that agreements made at the time of hire or early on in one's career about a nontraditional or community-engaged agenda might not be honored later on due to changes in personnel, particularly in department chairs and deans, but also faculty peers. One department chair shared, "The scariest thing I've ever done was try to mentor a new faculty member in which we talk this talk (supporting community-engaged scholarship), and the question of 'when I go up for tenure will they walk the walk' – you're dealing with career decisions of someone young and junior."

Part of the challenge expressed above is that some faculty reviewers do not feel fully prepared and skilled to fairly and accurately assess community-engaged scholarship. A series of challenging and persistent issues make it difficult to evaluate the quality, impact, and eminence of nontraditional forms of scholarship and reveal a need for further faculty development. Faculty reiterated the problematic issues raised by Drs. Holland and Janke in their presentation, including: nontraditional dissemination venues (e.g., online journals, blogs); attribution in truly collaborative and/or interdisciplinary work; identifying appropriate and qualified peers to evaluate scholarship; how to define what impact means and to what communities (internal disciplinary community/academic, as well as external community/public); and, how to appropriately include and evaluate contracts and consultations.

These challenges were represented in comments such as these: "Our biggest challenge to awarding and assessing community-engaged scholarship is … how we discern attribution, roles, and reaction of community when we're not used to having non-academic voices giving us feedback on academic activity." Another faculty member said, "What's difficult for me is, which is more important? What the (community) receivers report as impact versus (what) peer (academic) reviewers … say is impact. What is more important in community-based stuff? What are the respective weights?" The dialogues offered opportunities for participants to explore some of these issues, resulting in participants suggesting the need for further opportunities to learn more about how to evaluate the quality, impact, and eminence of nontraditional forms of scholarship.

Paper surveys distributed to faculty members participating in the dialogues supported this finding: approximately 75 percent of all respondents (N=84) felt "not able/prepared" or only "somewhat able/prepared" to assist or mentor a colleague to develop (70%) or document (77%) community-engaged scholarship, or to evaluate and assess the quality of community-engaged scholarship (teaching = 75%; research/creative activity=68%; service=75%). Additional survey findings can be found at the end of this document.

Because there are two communities towards which the engaged scholar is expected contribute, the challenge of traditional ways of "counting" or giving preference to traditional modes and products over nontraditional modes and products is that it requires community-engaged scholars to do more work than

the “traditional” scholar. That is, s/he has to produce the same number of traditional articles, books, book chapters, and disciplinary contributions as her or his “traditional” colleague in addition to the nontraditional products/artifacts (white papers, program evaluations, videos, websites, etc.), expected to fulfill obligations to non-academic community partners. Furco’s (2013) diagram on the measuring the impact of engaged scholarship shows that community-engaged scholars ultimately have two trajectories of impact: academic and community audiences.

Hotspot #3: stewarding the rigor of scholarship. Faculty shared their desire to support engaged scholars through clear and equitable evaluation processes. However, many department chairs and mentors shared their concerns about how to advise on the documentation and evaluation of the quality, impact, and eminence of nontraditional forms of scholarship.

The standards for high quality scholarship (see page 7) also apply to community-engaged scholarship. Numerous scholars drew from the criteria presented in “Scholarship Assessed: A Special Report on Faculty Evaluation,”18 which have been adapted by respected networks and associations, such as the National Review Board for the Scholarship of Engagement and Community-Campus Partnerships for Health (CCPH). These groups have established consensus on the common standards as applied to community-engaged scholarship, and provide concrete review criteria that can be used to clearly evaluate collaborative processes and nontraditional products.

Community-Campus Partnerships for Health provides an especially helpful tool to help scholars evaluate both the process and product of community-engaged scholarship. CCPH created CES4Health.Info, a free online mechanism for peer reviewing, publishing, and disseminating products of health-related community-engaged scholarship that are in forms other than journal articles and that address both process and product. Specifically, to assess the quality of community-engaged scholarship, one must evaluate both the project process through which the product was developed and the product itself to determine whether it is of high quality. Therefore, faculty candidates should present (and evaluators must review, in addition to the product or artifact) a reflective critique of the community-engaged processes that led to the development of the products listed/presented in the dossier to fully assess the quality of community-engaged scholarship. Additionally, peer review should be assigned to community and academic reviewers who have relevant areas of expertise associated with the activity and its outputs. Reviewers assess both submitted products and an accompanying application. By providing information in the application about the work or project that led to the development of the submitted product, as well as about the product itself, reviewers receive additional information on which to base decisions:

> Project Process Evaluation: To evaluate the project process as to whether it meets the standard criteria for high quality, community-engaged scholarship requires the faculty member whose work/dossier is under review to provide a thick description of the goals, preparation, and methodological rigor, as well as the significance and presentation/dissemination of their engaged scholarship.
>
> Project Product Evaluation: To evaluate products as to whether they meet standard criteria for high quality, community-engaged scholarship, a reviewer may examine the product as well as review the candidate’s narrative. In some cases, evidence of the methodological rigor of the product will be embedded within a faculty member’s narrative. For example, in the case of videos, curricula, or policy briefs, choices about the aims, design, approaches used are not likely to be described within the product itself, and therefore, evidence of rigor must be explained/provided in the faculty members’ narrative that describes this work.

Hotspot #4: The three bucket problem. The "three bucket problem," or how to disaggregate academic work roles that are increasingly experienced by faculty as integrated activities - was expressed by some faculty as a frustration and a barrier to the accurate representation of faculty productivity, regardless of whether the work was community-engaged; others felt that the traditional divisions should be maintained. While faculty appeared to reach agreement that faculty roles are often and positively integrated, the format for submitting one's dossier for review requires that faculty candidates make distinctions among the three traditional categories that may not be truly accurate in portraying the full scope and quality of faculty activity and productivity. Community-engaged scholars, among others, may be disadvantaged in reporting and uploading documents into the online documentation system as it appears to force them to disentangle and differentiate integrative academic work which may be intentionally and/or necessarily integrated.

Questions about the relative importance ("weight") of teaching, research/creative activity, and service as indicated by hiring, promotion, and tenure decisions were also raised in four of the seven dialogues. Faculty discussed the changing identity of UNCG and efforts to increase the amount of research, and particularly external funding. According to faculty, successful candidates for hire to a tenure track position, as well as promotion and/or tenure, must have not only an active and successful record of research/creative activity, but also of external funding. The importance of being an active and successful researcher and grant writer appeared to overshadow faculty members' perceived ability to hire or reward faculty members whose scholarly portfolios do not meet that particular standard. A faculty member shared with his/her colleagues: "We're a teaching university with a research identity and Ph.D. programs throughout that give us labels of a Ph.D. institution. It's challenging. Have to be both identities at 100 percent. There's no way to do either teaching OR research half way. Research is important because of pubs, but the teaching is the work that is required." Another faculty member shared, "Now in my department we make it explicit in hiring new faculty that we expect them to be an active seeker/attainer of external funds." Across the participants, there are differing views on the relative importance of attention to research/creative activity and teaching quality, in particular. At the same time, each dialogue ended with the majority of participants indicating a greater understanding of community-engaged scholarship as an integrative form of both teaching and research/creative activity.

Faculty Self-Perceptions about Abilities and Preparation. Overall, our discussions aligned with a faculty survey about community engagement that was administered at each of the sessions. The survey was intended to provide a quick "temperature check" to identify general perceptions about community-engaged scholarship. Our findings based on a 76 percent response rate showed that those who attended ICEE-sponsored events in 2012-13 felt most able/prepared to define service-learning and community-engaged scholarship, but felt relatively less able/prepared to design, document, evaluate, or mentor various aspects of community-engaged scholarship. The dialogues were instrumental to our ability to interpret these findings, and to establish some pathways for increasing faculty members' capacity to do, support, and evaluate community-engaged scholarship.

Conclusion

This article provides a richly descriptive narrative of one metropolitan university's efforts to create deep and sustained cultural change that is embedded and codified in promotion and tenure policies. This is a journey that is increasingly shared with other institutions as they prepare for a future that is very different from the past, in many critically important ways. In the face of decreased public and financial support for public higher education, increased accountability requirements for performance outcomes, fewer student enrollments, and rapid turnover of faculty and staff, how does an institution make itself distinctive so that it becomes the first choice of the students, faculty, and staff that it wants to attract? How do we intentionally prepare for the culture shift that will emerge as the baby boomer "bubble" moves through

the academy and is replaced new generations of faculty? These individuals hold very different ideas of what scholarship is, what it means, how it is expressed, and how it should be evaluated. Situated within the realities of these changing academic demographics, characteristics, and norms, prioritizing the alignment of promotion and tenure policies and practices in ways that support new and emerging forms of high quality scholarship is especially critical. Change is coming, how are our policies and practices prepared to leverage this opportunity in strategically advantageous ways?

As UNCG faculty and staff began writing its recertification application in Fall 2014, two years after the dialogues, UNCG celebrated the alignment of all 54 departments, and all unit guidelines to the university-wide documents. Several faculty members have continued to be tenured and promoted each year who practice community-engaged scholarship. And, formal conversations have led to the implementation of new language in some departments' non-tenure track faculty performance expectations and reviews. UNCG also has its own stories of faculty who were attracted to UNCG because of the university's explicit support for community engagement in promotion tenure policies, as well as within the departments', units', and institution's culture and practices more broadly.

Other examples tell stories of faculty support, and indeed, encouragement for community-engaged scholarship continue as part of the UNCG narrative and its institutional identity. For example, faculty who reviewed internal grants for faculty scholarship, on their own volition, have begun to "give more weight" for those who engage students and community partners in their scholarship. The practice and value of community engagement at UNCG was expressed throughout the more than 40 listening sessions held by the university's new provost in 2014 (UNCG Tomorrow, 2014). Finally, results from the spring 2015 COACHE (The Collaborative on Academic Careers in Higher Education) survey showed that UNCG faculty rated satisfaction with its tenure policies and tenure clarity higher than faculty at selected peer institutions and at most similar sized institutions. These were listed as the institutions highest rated strengths, along with divisional leadership and departmental quality. Although one cannot say that these processes and dialogues are the direct cause for the increased support of community-engaged scholarship and satisfaction with promotion and tenure guidelines and clarity, it is plausible to suggest that the years of informed and facilitated dialogue, documentation, and practice have contributed to the positive and supportive outcomes.

The experience of UNCG's path towards greater institutional and cultural support for community engagement may be instructive to others that are already on a shared journey, as well as those who are yet to embark upon their own. Here we share some suggestions gained through our own lessons learned.

Faculty and administrative leaders are encouraged to celebrate, as well as reinforce, the steps already taken to operationalize commitment to community-engaged scholarship in promotion and tenure policies and practices. Operationalizing community-engagement has an unavoidable learning curve because nontraditional activities and artifacts challenge more familiar ways of documenting and evaluating scholarship. While one's campus may have further to go on its journey to understand and operationalize community engagement as a scholarly method, progress is to be applauded as a way of creating positive forward momentum.

Campuses are encouraged to create open space for informed conversations across faculty ranks, departments, and administrative levels to foster shared understanding about the types of scholarly activities and contributions that are valued, encouraged, and rewarded, as well as the best practices for documenting and evaluating the quality, impact, and eminence of community-engaged and other forms of emerging and nontraditional scholarship of all types. Dialogues are essential to surface latent questions, concerns, and even fears. Without a common and shared understanding among faculty across all ranks and units, faculty tend to act conservatively choosing not to recognize newer forms of scholarship. Questions about differentiated workloads and whether other senior colleagues value the community-engaged scholarship of junior faculty members remain hidden, and lead faculty to provide conservative

advice to candidates, and to be conservative in their own decisions. Left unaddressed, faculty may unconsciously and unwittingly reinforce ideas and decisions that they do not actually hold themselves because of their perceptions of others' views. Additional and sustained rounds of informed dialogues can build further institutional consensus and clarity regarding a way forward.

Related to the second recommendation, it is important to provide informed opportunities to practice addressing known common and persistent issues prior to evaluating candidate's applications. As was apparent in the dialogues, the "devil is in the details." Faculty, particularly those serving on promotion and tenure review committees, are encouraged to collect examples of nontraditional faculty work activities and artifacts -- both community-engaged and other forms -- and to use them for practice and discussion prior to reviewing the actual work of candidates. Advances and evolutions in technology, as well as epistemologies and pedagogies, have greatly affected the ways in which scholarship is generated and expressed, as well as the nature and scope of its dissemination and impact. Just as qualitative researchers take measures to maximize inter-rater reliability to ensure shared interpretations of data, committee members are encouraged to take measures that ensure fairness and equity when evaluating candidates' dossiers.

At a very practical and technical level, campuses are encouraged to evaluate the effectiveness of the online system for submitting candidates' materials for promotion and tenure in light of faculty dialogues about the "three bucket problem." Across the dialogues, faculty discussed the challenge of separating teaching, research/creative activities, and service into separate areas, per the instruction of the guidelines and the structure of the online system. Separation, it was argued, does not allow for an accurate portrayal of faculty work and, in some cases, prevents department chairs from presenting and faculty from documenting the full scope of their work productivity. The growing body of research on effective documentation of faculty work and the challenges of separating this work into different categories should be fully explored.

Finally, as preparations are being made for institutions' desired futures, it is essential to capitalize on all existing assets. This includes the strengths and assets of senior faculty who will continue to hold significant leadership positions amongst the faculty and administration for the next decade. In the midst of the cultural shift, how do we support the engagement of senior faculty? What support might they need if they are to support a future that (like others of any generation) they cannot envision with certainty and which they certainly will not be a part of. Inclusion, support, and development among all faculty is important to avoid cultural clashes that can lead to workplace incivility, resulting in wasted resources, not the least of which is time.

Ultimately, more attention must be paid to the professional development of senior faculty in the art and science of coaching. Higher education models of mentoring, wherein senior faculty provide advice to junior faculty on how to "make it," particularly through the process of reappointment, promotion and tenure, may be outdated and outmoded. New models of academic leadership would benefit from examining more facilitative, asset-based coaching approaches in which senior faculty are not leaders, but guides who practice appreciative inquiry and reflective listening, and who share thoughtful questions in an effort to help more junior faculty to build strategies and confidence to develop their own vision, planning, and prioritization for the future. Asset-based dialogue and coaching approaches are skills that can be developed, and should be developed and practiced by all faculty as a way to facilitate difficult conversations in ways that promote positive interpersonal communication (Stone, Patton & Heen, 2000; Wilmot & Hocker, 2001; Reimer et al., 2015). These are democratic skills to be developed and practiced within the university, and which are core skills for community-university partnerships.

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Author Information

Emily M. Janke, Ph.D. is the founding director of the Institute for Community and Economic Engagement at the University of North Carolina at Greensboro, and an associate professor in the Peace and Conflict Studies Department. Her teaching, scholarship, and administrative roles explore and build upon multiple aspects of community and economic engagement, including community-university relationships and partnerships, institutional culture and change strategies, and the role of reciprocity, communication, and tension in collaborative relationships for public good.

Emily M Janke, Ph.D.
3710 Moore Humanities and Research Administration
PO Box 26170
Greensboro, NC 27402-6170
Phone: 336-256-2578
Email: emjanke@uncg.edu

Barbara A. Holland, Ph.D. is a researcher and consultant focusing on organizational change in higher education with a particular interest in the influence of community engaged scholarship on academic culture and institutional success. She is a Distinguished Professor of Community Engagement at University of Nebraska Omaha, Senior Scholar at Indiana University-Purdue University Indianapolis, and Adjunct Professor at Portland State University.
She resides in Portland, Oregon

Barbara A. Holland
Phone: 503-638-9424
Email: holland.barbaraa@gmail.com

Kristin D. Medlin, MPA served as a graduate assistant and then as the founding manager for partnerships and communications in the Institute for Community Engagement at the University of North Carolina at Greensboro from 2011-2015. During this time, she helped to establish the protocols, practices, and platforms for collecting comprehensive, university-wide information about community engagement and public service. She is now the assistant director for postsecondary initiatives at TreeTop Commons, and is pursuing a graduate degree in Educational Research Methodology at the University of North Carolina at Greensboro.

Kristin D. Medlin, MPA
TreeTop Commons, LLC
3001 Charolais Drive
Greensboro, North Carolina
Telephone: 336.907.6921
Email: kdmedlin@uncg.edu

Engaged Scholarship: (Re) Focusing on Our Mission

Lisa Kirtman, Erica Bowers and John L. Hoffman

Abstract

Although the mission statements of most comprehensive teaching institutions of higher education include serving as a resource for the global and local community, the tenure and promotion process typically does not recognize these community partnerships as research endeavors, even when the nature of the work is firmly grounded in sound empirical practice. This paper shares the process a faculty task force undertook to gain consensus and incorporate language on engaged scholarship within the College's personnel document. The process took four years and included five steps: (a) establish a definition of engaged scholarship grounded in scholarly literature, (b) gather practice-oriented information regarding best practices as well as faculty perceptions of engaged scholarship practice, (c) create policy language for department personnel documents, (d) generate consensus among faculty for the policy language, and (g) submit final documents to the University Personnel committee for approval. The paper concludes with a discussion of implications for policy and practice.

Introduction

Perhaps at no prior time has it been more important for college and university faculty to partner with schools, communities, and other stakeholders in shared efforts to improve the quality of education throughout the educational pipeline from birth through college and beyond. For example, consider the high school dropout rate in the state of California—the context for this paper. Nearly one in five (19.2%) of the high school students who began in the 2009-2010 school year did not graduate in 2013. The corresponding dropout rate was considerably higher for populations such as Latinos (23.6%) and African Americans (31.9%), students from low-income families (24.6%), students from the families of migrant workers (24.2%), and students in special education (37.8%) (California Dropout Research Project, 2015). In order to address these concerns, a variety of educational scholars and practitioners have called for greater attention to educational partnerships (Leonard, 2011; Maurrasse, 2001; Person et al., 2014; Rodríguez & Conchas, 2009) as well as data-informed decision-making (Campbell & Levin, 2009; Mandinach, 2012; Moss, 2007).

Many California universities have missions that would seemingly address these issues. According to the mission statement of California State University Fullerton (CSUF), "We are a comprehensive, regional university with a global outlook . . . Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region." However, similar to most universities, the CSUF tenure and promotion structures at the beginning of this project did not reward community partnership work as a scholarly research endeavor, even when those practices reflected sound empirical practice. Instead, this type of work would have been classified as service. When studying tenure promotion practices, Green (2008) found that service carried equal weight with teaching and scholarship for just 16.2% of a sample of 154 graduate school deans. When discussing this finding in a historical context, Green noted, "the scholarship role has become even more salient in tenure and promotion decisions during the 21st century and teaching and service roles have become less influential" (p. 125). Thus, whereas many college and university faculty members are potential valuable partners to schools that wish to make greater use of data to inform decision-making, the incentive structures for these faculty do not reward this work, even when that work aligns well with the mission of the institution and the needs of the community.

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Beginning in 2010, the College of Education at CSUF began preliminary work on a strategic plan to refocus college efforts on its mission and the mission of the University. Among the outcomes of this process were strategic initiatives aimed at (a) strengthening partnerships with regional schools and community colleges, (b) promoting just, equitable, and inclusive education, (c) extending work related to educational technology, and (d) revising faculty roles and responsibilities to better tenure and promotion structures with the mission of the University and the College. A central component of the latter initiative was adding "engaged scholarship" to the tenure and promotion process. By adding engaged scholarship to the tenure and promotion process, faculty would be able to enact the mission through their work and be a distinctive resource to improve education for California's children.

In this paper, we will delineate the four-year process that culminated in 2015 with the adoption of engaged scholarship by the College as a whole, and its incorporation into each of the sets of department personnel standards within the College of Education at CSUF. The focus of this paper will be on how the engaged scholarship task force, which consisted of faculty representatives from each of the College's five departments (and the authors of this paper), generated consensus among more than 100 faculty members in defining engaged scholarship and recognizing it under the umbrella of scholarship within the tenure and promotion process. We will organize the paper around five steps or phases of the process, followed by a discussion of potential implications for policy and practice. Whereas the beginning of each step was sequential, there was significant overlap in the steps. The five steps are as follows (see also Figure 1 below): (a) establish a definition of engaged scholarship grounded in scholarly literature, (b) gather practice-oriented information regarding best practices as well as faculty perceptions of engaged scholarship practice, (c) create policy language for department personnel documents, (d) generate consensus among faculty for the policy language, and (g) submit final documents to the University Personnel committee for approval.

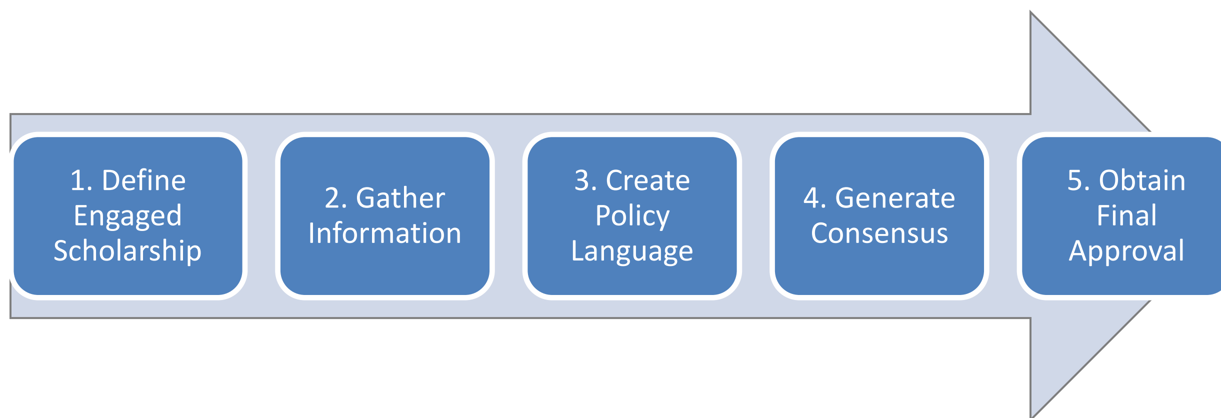

Figure 1. Steps taken to establish engaged scholarship

Overview of the Task Force's Work

In Fall 2011, the College of Education created the "Faculty Roles and Expectations Strategic Planning Task Force" (hereafter, Faculty Roles Committee or Committee). The Committee consisted of five faculty members, one from each of the College's five departments: (a) Elementary and Bilingual Education, (b) Secondary Education, (c) Special Education, (d) Literacy and Reading Education, and (e) Educational Leadership. At the time of formation, two of the five faculty were tenured full professors, one was a tenured associate, and two were non-tenured assistance professors. The Faculty Roles Committee was broadly charged with the task of aligning the college culture and expectations for all faculty, staff, and students to consistently reflect the college vision. More specifically, the committee was asked to develop

guidelines to streamline the content of the portfolios submitted by probationary faculty during periods of review and to identify means of recognizing and rewarding engaged scholarship within the tenure and promotion process.

Step One: Define Engaged Scholarship

As a first step, the Faculty Roles Committee worked to either identify or generate a definition of engaged scholarship for the College. Given the broader context of the College's strategic plan, the Committee also aimed to connect engaged scholarship to the related initiatives of educational partnerships and of just, equitable, and inclusive education. This step served to be one of the most extensive for the entire process, but it also helped to ensure that the work was firmly grounded in scholarly literature. In the end, it also led to a stronger foundation for the definition of engaged scholarship.

Educational partnerships. The theory and practice of community engagement is not a new conversation. In 1996, Boyer proposed that universities broaden the definition of scholarship. He argued that "the academy must become a more vigorous partner in the search for answers to our most pressing, social, civic, economic and moral problems" (p. 19). Additionally, numerous studies (Leonard, 2011; Maurrasse, 2001; Person et al., 2014; Rodríguez & Conchas, 2009) have clearly indicated that university and community partnerships can make a difference in educational improvement and change. This same body of work acknowledges that in many communities, institutions of higher education are important and powerful untapped assets and these partnerships are hard to sustain.

To encourage partnerships that can bring about real change, university faculty must become more involved in their surrounding communities. One way to support these relationships is to create a faculty reward and evaluation system that takes high-quality community based work into account. The creation of such a system would be "a critical step in moving a campus toward engagement" (Campus Compact, 2010). In addition, Boyer (1997) argued that colleges and universities must change how scholarship is recognized and rewarded. He argued that there must be a focus on using research findings and innovations to remedy societal problems.

This work also clearly aligns with current efforts of the American Association of State College and Universities (AASCU) toward becoming "*stewards of place"* (AASCU, 2002). The literature on "stewardship of place" suggests that "The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit" (AASCU, 2002, p. 9). The adoption of an engaged scholarship policy would answer this call to action.

Just, equitable, and inclusive education. The literature related to just, equitable, and inclusive education (JEIE) is expansive. Among the most often-cited works from the past 10 years that influenced the work of the Faculty Roles Committee were the writings of Adams, Bell, and Griffin (2007), Banks (2010), Delgado and Stefancic (2012), Spring (2011), and Yosso (2006). These works collectively align well with the prior emphasis of community partnership as they define social justice work in terms of action and collaboration. Notably, Bell (2013) has argued, "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs" (Bell, 2013, p. 21). This directly speaks to ideals and principles of partnership and collaboration.

Continuing to speak to social justice education, Bell (2013) also stated "Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure" (p. 21). In the context of higher education, this includes faculty of color feeling safe and secure in their work,

specifically review processes for tenure and promotion. However, faculty of color have often asserted that their scholarly and creative endeavors are not fully valued by peers who have secured tenure and advancement based on work that is established using dominant norms (Smith, 2009). To this point, Scheurich and Young (2002) have argued that the "current range of research epistemologies—positivism to postmodernism—arises from the social history and culture of the dominant race . . . [and] reinforce that social history" (p. 231). Later, they noted, "epistemologies and research that arise from other social histories . . . are not typically considered legitimate within the mainstream research community" (p. 232). This is especially relevant since the epistemological foundation for the research of many Asian Americans, African Americans, Latinos, and Native Americans assumes greater levels of connection to family and community than is the case for dominant epistemological paradigms (Collins, 2000; Hofer, 2010; Krupat, 1993; Yosso, 2006). Thus, engaged scholarship may also serve to open doors for greater creativity and inclusivity within the realm of that which is defined as scholarly activity for the purposes of tenure and promotion.

Defining engaged scholarship. As previously noted, disconnect currently exists between "pursuing community-based scholarship….and institutional tenure policies" (Ellison & Eatman, 2008, p. 5). Further, engaged scholarship practices are consistent with those that have been identified as contributing to the recruitment and retention of faculty of color and women in underrepresented fields (Ellison & Eatman, 2008; Smith, 2009). After reviewing additional literature addressing engaged scholarship, we identified common themes of engaged scholarship leading to a commitment to "public good" (Campus Compact, 2010, p. 5) and encouraging partnerships that bring about real community change. Drawing on these themes, the Faculty Roles Committee examined numerous definitions and was prepared to generate its own. However, the Committee ultimately settled on the following, which the New England Resource Center for Higher Education (n.d.) published to its website. The Committee agreed that this definition addressed each of the previously noted areas of importance:

> Engaged scholarship is defined by the collaboration between academics and individuals outside the academy - knowledgeable professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The scholarship of engagement includes explicitly democratic dimensions which encourage the participation of non-academics in ways that enhance and broaden engagement and deliberation about major social issues inside and outside the university. It seeks to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good with and not merely for the public.

Step Two: Gather Practice-Oriented Information

Shortly after initiating the process of reviewing scholarly literature, the Faculty Roles Committee began a process of reviewing tenure and review policies of other institutions and exploring the perceptions of faculty within the College of Education at CSUF. After securing support from the Dean of the College of Education, the Committee contracted Eduventures to interview College of Education deans across the country and review tenure and promotion policies at other institutions that may serve as a model for CSUF. The Committee took upon itself to collect policies from other institutions from the California State University System as well as from other regional colleges and universities. Though Eduventures identified some interest from their interviews with deans, they also uncovered concern that long-standing practices and attitudes in academia would make it difficult to recognize engaged scholarship within tenure and promotion practices. This concern was also present within the literature (Henderson & Buchanan, 2007). In the end, the Committee was not able to identify any strong models of recognizing engaged scholarship that had been adopted at other colleges or universities.

Whereas the review of best practices was somewhat disappointing, most of the data gathered from College of Education faculty at CSUF was promising. The Faculty Roles Committee conducted informal focus group interviews with the majority of College of Education faculty members during a retreat in January, 2012. Most professors at the ranks of assistant, associate, and full were interviewed separately, though one focus group consisted of a mixed group that cut across all ranks. The feedback was generally positive, especially from assistant and associate professors. Among the emergent themes, faculty were excited about (a) the potential impact on schools, (b) increased efficiency in getting results into the hands of practitioners and educational leaders, (c) greater inclusivity of research paradigms, especially for faculty of color, (d) the alignment with the research-to-practice orientation of the College's Doctor of Educational Leadership program, and (e) the fit of engaged scholarship with the mission of the College of Education. Faculty concerns centered primarily on the issues of ensuring quality, addressing peer review, and obtaining wide dissemination of findings. After being asked about their perceptions regarding the engaged scholarship project, faculty were invited to brainstorm potential means for implementation. From the portion of the focus groups emerged the idea of replacing one traditional scholarly article with an engaged scholarship project, an idea that would later prove to be critical in obtaining College-wide consensus. After the focus groups were completed, faculty were invited to continue to provide feedback through a College-wide open form, department meetings, and a College-wide survey.

Step Three: Create the Policy Language

Though faculty had shared concerns about peer-review and dissemination during focus groups and in department meetings, these concerns did not appear to be "deal breakers," so to speak. Members of the Faculty Roles Committee had rather adeptly challenged the objectivity of both concepts. Though generally supportive of the peer review process, many faculty in the College had experienced situations in which reviews had been highly subjective or biased, or situations where the review process was not fully blind. Further, in terms of dissemination, several faculty noted how some of their most influential and frequently cited works were not peer-reviewed. Thus in the end, few faculty seemed highly concerned about broadening the concept of scholarship by expanding the notion of dissemination or reconsidering who counts as "peer" in the peer review process. That said, faculty concerns regarding ensuring quality and rigor were more complex.

The compromise. In light of data from focus groups, surveys, and departmental meetings, it was apparent that the faculty in some departments were more ready to push the bounds of engaged scholarship while others were more reticent regarding the concept. After consulting with several senior-level administrators, it also became clear that significant divisions within the College of Education could compromise the entire project once it moved forward for University-level approval. In that context, the Faculty Roles Committee determined to pursue common language for the entire College of Education, which the various departments could then adopt and cite in their personnel standards. The common language would also serve as stronger statement to the University regarding the importance of engaged scholarship.

With an eye toward the eventual goal of College-wide support for a singular policy statement, members of the Faculty Roles Committee began to consult with faculty members who had shared significant reservations during the focus groups. As noted previously, the issue of quality and rigor emerged as the primary concern. Senior faculty members in particular were concerned about potential perceptions of the College lowering its standards or of faculty securing tenure without first demonstrating core-level skills necessary to maintain a research agenda.

This is where a compromise emerged. As context, each of the five departments in the College rated teaching, scholarship, and service as "inadequate," "progressing," "good" or "excellent" during the tenure and promotion process (some departments additionally included a rating of marginal, adequate and inadequate). To secure tenure or advancement, faculty were generally required to be "excellent" in

teaching and "excellent" in either scholarship or service with the third area minimally "Good." Faculty who wished to secure early tenure or advancement in rank had to secure "excellent" ratings in all three areas. As a compromise, it was agreed that all faculty members must secure the minimum requirements for "good/progressing" ratings using traditional peer-reviewed works. After faculty members have met the minimum threshold, they could then use an item (or multiple items) of engaged scholarship to earn a rating of "excellent." Although several members of the Faculty Roles Committee were concerned that this compromise could perpetuate the perception that engaged scholarship is less valuable or rigorous than traditional scholarship, the compromise also presented a means to secure support from the vast majority of College of Education faculty as well as from each of the five departments.

Policy language. Once the Committee had negotiated the compromise with several key faculty members, finalizing policy language became a relatively straight-forward process. The Faculty Roles Committee prepared a document that began with the New England Resource Center for Higher Education definition of engaged scholarship followed by the following policy statement (for clarity, all policy language is presented in italics):

> A meaningful, high quality, Engaged Scholarship project, as defined per the criteria that follow, may be substituted for one high quality peer-reviewed publication for the purpose of meeting department standards for a rating of **excellent** in scholarly and creative activities. Engaged scholarship cannot be used to achieve a rating of good or lower.

To further address concerns regarding quality, the following five criteria were established and included with the policy statement:

1. A clear rationale of the need for the work addressed and for the strategies and/or tools with which the work is carried out (The plan must be supported by evidence-based practices).
2. Work should have a conceptual or theoretical basis; i.e., is conducted within the context of existing peer-reviewed knowledge. Normally, this is accomplished through a review of related work in an area showing what has been done in the past and providing a rationale as to why additional work is needed in this area.
3. Multiple forms of evidence shall be provided by the faculty member that demonstrate both the quantitative and qualitative impact of the project. A clear impact on a district or community partner is required. These could include letter from partners, data collected, etc.
4. A description of the evaluation process and outcomes that includes: research questions informed by and situated within the literature; an analysis of findings that are contextualized within the particular community, district, school, or classroom needs and the discipline; implications that illustrate the practical ways in which the project shaped or is shaping lived realities for the better; directions for future work. Evaluation results and implemented changes based on this evaluation must be completed and disseminated before the faculty member can submit this work for the RTP process.
5. Evidence of dissemination activities and feedback from stakeholders must be included. Dissemination may be accomplished in various ways, including formal presentations to partnership groups and reports for partners.

In the absence of formal peer-review, the Faculty Roles Committee recognized that departments would need guidance in terms of evaluating the quality of engaged scholarship items. The following language was included in the policy document to address this concern:

> The faculty member must make a case for why this work should be accepted as engaged scholarship. Engaged scholarship and traditional scholarship include a theoretical basis for the work. The quality of traditional scholarship, as determined by the retention, tenure, and promotion process, is typically evaluated by peer review journal dissemination. The quality of

> engaged scholarship is evaluated by the impact on community partners. Department Personnel Committees will review submitted evidence to determine whether a given project is compelling and consistent with the definition of engaged scholarship. Faculty are encouraged to submit multiple forms of evidence, and assure any letters of validation refer concretely to practices of engaged scholarship and reflect the criteria and standards of engaged scholarship as outlined in this document.

Lastly, because of the newness of engaged scholarship and the potential impact on junior faculty, the following statement was added near the end of the policy document:

> Pursuing an engaged scholarship project is something that may be undertaken by junior faculty members. However, faculty should be advised that they will need to establish themselves as researchers primarily through the publication of peer reviewed articles/books. While an Engaged Scholarship project adds strength to a faculty member's scholarly record, it does not replace the requirement for scholarly publications.

Step Four: Generate Consensus

After drafting the policy document, it was imperative for the Faculty Roles Committee to achieve consensus across the College that would lead to formal adoption by each department of the engaged scholarship policy. Though noteworthy attention had been paid to communication regarding engaged scholarship throughout the process, quite a few faculty had retired and several others had been newly hired since the launch of the effort. Further, there had been turnover among several department chairs. Thus, in addition to the policy statement, the Committee generated the following table to help clarify the role of engaged scholarship as related to traditional scholarship and service.

Table 1

Comparison of Engaged Scholarship, Traditional Scholarship, and Service

Engaged Scholarship	Traditional Scholarship	Service
• Co-Constructed Inquiry (with community partners)	• Individually or co-constructed	• No or limited inquiry or faculty initiated inquiry
• Theoretical basis for decision-making	• Theoretical basis for decision-making	• No or limited theoretical basis for decision-making
• Systematic plan for evaluation that includes evidence of continued improvement/change based on evaluation.	• Analysis of findings	• No evaluation or one time evaluation

• Multiple and broad public Dissemination	• Publication or scholarly presentation	• No Dissemination/limited dissemination
• Verifiable community impact, resulting in an intellectual and imaginative work that yields a "public good" product (Ellison & Eatman, 2008)	• Possible or no indicated community impact	• Possible or no indicated community impact

In spring 2014, all five departments voted overwhelmingly to adopt the engaged scholarship policy language. However, this adoption was pending final University-level approval of the policy.

Step Five: Obtain Final Approval

In fall 2014, the engaged scholarship language was added to each of the department's personnel standards. These five documents, along with the engaged scholarship policy, were submitted to the University's Faculty Personnel Committee (FPC), which oversees department standards. In November, the FPC identified three areas of concern. The first concern was somewhat technical in terms of refining the language in the personnel standards of the five departments to better align with University policy.

The second issue involved dissemination of the work. Specifically, the FPC argued that dissemination needed to be broader than simply reporting findings to the partner school or institution. Thus, the fifth criterion for evidence of quality for engaged scholarship was revised to read as follows: *"Evidence of dissemination activities and feedback from stakeholders must be included. Dissemination must include a broad audience."*

Lastly, the FPC indicated that they were not comfortable with the idea that an engaged scholarship project could also lead to a peer-reviewed publication. The committee indicated that this policy would allow for a single project to ultimately be counted twice. In response, the Faculty Roles Committee noted that faculty members may count certain types of funded grants as publications, and those faculty may also publish peer-reviewed journal articles from the grant. In such situations, the faculty is allowed to count both the grant and the journal article as publications. The Faculty Roles Committee suggested that the University should allow for the same standard for engaged scholarship. This argument was acknowledged and supported by the Provost.

Once these changes were addressed, the changes and the documents were forwarded to the Provost. The Provost made suggested changes which were discussed above. The College of Education's documents were approved by the University in June of 2015 to begin fall 2016.

Discussion

In hindsight, the five steps of the process used to incorporate engaged scholarship within institutional policies align well with many models for leading change generally (Kotter, 2012; Martin, 2002; Trice & Beyer, 1993) as well as those written specifically for higher education (Kezar, 2013; Tierney, 1999). Though an in-depth analysis of the change process extends beyond the purpose of this paper, the attention of the Faculty Roles Committee to organizational culture, communication, compromise, building consensus and a shared vision, and socialization were all keys to the success of the initiative.

For this particular process, careful attention to grounding the concept of engaged scholarship within scholarly literature was critical. Trice and Beyer (1993) noted that changes that affect organizational culture "involve a break with the past; cultural continuity is noticeably disrupted" (p. 395). When applying this idea to higher education, Tierney (1999) noted, "The leader needs to be able to develop the sense that changing structures do not destroy core beliefs. Structures change; core ideologies undergo contextual interpretation but remain in place unless found false" (p. 52). Several faculty members—notably full professors with long histories at CSUF—expressed concern for watering down scholarship and lowering standards. By grounding the concept of engaged scholarship within scholarly works which addressed engaged scholarship as well as the associated concepts of partnership and just, equitable, and inclusive education, the Committee assuaged many of these concerns. Further, a large number of faculty across all ranks were drawn to the idea of engaged scholarship because of how it aligned with the mission of the College and the University. Thus, engaged scholarship was a reinterpretation of a core ideology—a refocusing of scholarship on the University's core mission.

Communication was also a critical component of the change process. Whereas the Committee allocated specific attention to how it would deliver messages regarding engaged scholarship, the listening component of the communication process was most critical. Though we would not describe this process as a full "cultural study," Martin's (2002) conception of the role of listening fits well with the Committee's process:

> Cultural study . . . [involves] a willingness to look beneath the surface, to gain an in-depth understanding of how people interpret the meanings of . . . manifestations and how these interpretations from patterns of clarity, inconsistency, and ambiguity that can be used to characterize understandings of working lives (pp. 4-5).

The point is, that for as hallowed a concept scholarship is and considering the central role it plays to the work of faculty, it is also a concept that is often not well-defined or understood by the very faculty who so revere it. This became increasingly clear as faculty almost simultaneously promoted the value of peer-review while challenging its objectivity.

This type of listening also opened the door for the policy compromise that proved central to building broad consensus within the College for the inclusion of engaged scholarship. On the one hand, if a high-quality engaged scholarship item carries the same rigor and value as a traditional work of scholarship, why should it not count toward a rating of "progressing"—the minimum level standard for scholarly productivity among probationary faculty? On the other hand, if engaged scholarship is not as rigorous or valuable as traditional scholarship, why should it carry the same weight as traditional scholarship in moving a faculty member from a rating of "progressing" to "excellent" in scholarship? Tierney (1999) used the metaphor of a "tango" when describing leadership, noting that it is a "comparative, reciprocal process" (p. 50). The members of the Faculty Roles Committee felt strongly that a high-quality item of engaged scholarship should carry the same weight as a high-quality item of traditional scholarship within the tenure and review process. That said, the committee was also willing to allow space for a reciprocal

process that would lead to adoption of the policy, even if it involved a somewhat ambiguous understanding of the ideals of scholarship and engaged scholarship.

While the compromise strategy was successful in building consensus that led to approval of the engaged scholarship policy, a word of caution is in order. Scholars such as Scheurich and Young (2002) and Smith (2009) have noted that privileging traditional scholarship inherently communicates messages of the "value" for traditional, Western epistemologies over and against the worldviews of many people of color; among others. This process reinforces structures that marginalize and oppress faculty of color in academe. We have presented engaged scholarship, with its connections to community and practice, as a still limited, though potentially more inclusive scholarly umbrella. To the degree that this is true, the compromise enacted to pass the engaged scholarship policy leaves in place elements of an oppressive structure. If engaged scholarship is not fully equal to traditional scholarship, then neither are some of the cultural and epistemological worldviews included under this umbrella.

This concern is among the next steps that will need to be addressed as the new engaged scholarship policy is put into practice. In fact, knowing that there is still some professional development that needs to occur on this process, the College has decided to spend the spring 2016 semester educating all faculty and in particular, department personnel committees, on the newly included criteria of engaged scholarship. Some considerations as the College moves forward with this new process in fall of 2016 include; addressing guidelines for both reviewers and submitters, delineating what will be accepted as documentation of impact on area schools and communities, and the need to generate a "database" of engaged scholarship projects that would be accepted.

Overall, the College of Education at CSUF is hopeful that this move to include engaged scholarship as part of the tenure and promotion process will lead to better alignment of the University mission. In addition, by implementing this change faculty will be allowed to use research findings and innovations to remedy societal problems (Boyer, 1997). Finally, by embracing the idea of "stewards of place" (AASCU, 2002) the college can better address issues of just, equitable, and inclusive education by making a stronger impact in the community and forming true two-way partnerships with our constituencies.

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Author Information

Lisa Kirtman, Ph.D. is a Professor and the Associate Dean for the College of Education at California State University, Fullerton (CSUF). She joined the faculty in 2000 after completing her Ph.D. at UC Berkeley. During this time she has served on numerous committees and worked as the Chair of the Department of Elementary and Bilingual Education for 5 years. She has also published fourteen articles in peer-reviewed journals and has presented her work at various local, regional, and national conferences. Dr. Kirtman was an elementary and a middle school teacher prior to her work at CSUF. Her research interests include faculty development and support as well as mathematics education.

Lisa Kirtman, Ph.D.
Associate Dean
College of Education
California State University, Fullerton
2600 Nutwood Ave, Suite 500
Fullerton, CA 92831
(657) 278-5901
Email: lkirtman@exchange.fullerton.edu

Erica Bowers, Ed.D., is an Associate Professor and Chair of the Department of Literacy and Reading Education in the College of Education. For the past seven years she has also served as the Director of the CSUF Hazel Miller Croy (HMC) Reading Center which serves striving readers from the local community. Her research agenda includes struggling readers and assessment practices, academic language, and English language learners. She joined the faculty at CSUF in the fall of 2006 after completing her Ed.D. in Literacy and Language at the University of Southern California. She serves on the board of the California Reading Association as the state liaison to the International Literacy Association. For the coming academic year, 2015-16, Dr. Bowers will serve as the chair of the Planning, Resource, and Budget Committee (PRBC). Prior to her work at CSUF, Dr. Bowers was an elementary school teacher, district trainer and Reading Specialist for more than 15 years.

Pr. Erica Bowers, Ed.D.,
Associate Professor

Department of Literacy & Reading Education
College of Education
California State University, Fullerton
2600 Nutwood Avenue, Suite 570
Fullerton, CA 92831
(657) 278-3497
ebowers@fullerton.edu

John L. Hoffman, Ph.D., is an associate professor of educational leadership at California State University, Fullerton where he also serves as the director of the doctor of educational leadership program and the chair of the Department of Educational Leadership. Before transitioning to faculty, John spent 10 years working in administrative roles in academic and student affairs, seven of which were as a dean of students. He has experience in the development of theory-informed programs that enhance the success and retention of students of color; early interventions addressing student wellness and achievement; and the assessment of student learning in the co-curriculum. John has received professional awards from Western Association for College and University Housing Officers (WACUHO) for his diversity and leadership work as a dean of students and from the National Association of Student Personnel Administrators (NASPA) for his professional mentoring efforts. His research interests focus on assessment and accountability, professional competencies in student affairs and higher educational leadership, and professional development and mentoring. John earned his Ph.D. in Higher Education Policy and Administration from the University of Minnesota.

John L. Hoffman, Ph.D.
Director
Doctor of Educational Leadership Program
Chair
Department of Educational Leadership
California State University, Fullerton
2600 Nutwood Avenue, Suite 520
Fullerton, CA 92831
(657) 278-4023
jhoffman@fullerton.edu

Promoting Engaged Scholars: Matching Tenure Policy and Scholarly Practice

Katherine Lambert-Pennington

Abstract

This article explores what an uneven embrace of community engagement means for faculty as they apply for tenure and promotion. It closely examines how three faculty members (including the author) from different departments framed and discussed their engaged scholarly contributions in the presence or absence of departmental guidelines on engaged scholarship. Their experiences and success reveal the influence of departmental context on decisions to include engagement in faculty evaluation criteria and the importance of finding strategies to mitigate the absence or underdevelopment of guidelines.

Introduction

Over the past twenty years, many colleges and universities have embraced community engagement as a key element of their institutional mission and culture. This move represents a shift from an isolated ivory tower model of teaching and research to a connected model of knowledge dissemination through various forms of scholarship and public service (Boyer, 1996; Lynton, 1995). Becoming an engaged institution is a process of transforming how universities relate to their respective communities (Saltmarsh, Giles, et al., 2009; Holland & Gelmon, 1998) and how they view key roles of faculty—research, teaching and service (Fitzgerald et al., 2012; Bringle & Hatcher, 2000; Holland, 1997). Incorporating community engagement into tenure and promotion criteria is a tangible way to strengthen the institutional culture of engagement and encourage faculty and student involvement in engaged research and learning activities (O'Meara & Braskamp, 2005; Holland, 1997, 2005; O'Meara, 2005). While such changes are key to aligning institutional rhetoric and practice (Moore & Ward, 2010), the processual and often bureaucratic nature of policy changes often take time to trickle down to the departmental level, resulting in an uneven embrace of community engagement across departments.

This article explores what an uneven embrace of engagement means for faculty as they apply for tenure and promotion. In the first section, I consider the history and process of incorporating engaged scholarship into University of Memphis tenure and promotion policies and the degree to which engaged scholarship been incorporated into departmental guidelines. Findings suggest that while departmental adoption of guidelines for engaged scholarship runs the gamut from explicit to minimal to none, a number of community-engaged faculty have successfully been tenured and promoted. Within this context, I closely examine how three faculty members (including the author) in the College of Arts and Sciences successfully utilized engaged scholarship in framing and discussing their scholarly contributions. Their experiences reveal the influence of departmental context on decisions to include engagement in faculty evaluation criteria and the importance of finding strategies to mitigate the absence or underdevelopment of guidelines.

Adjusting Tenure and Promotion Policies

The University of Memphis began its evolution as a community engaged institution in the early 2000s, under the leadership of President Shirley Raines, who encouraged faculty to build partnerships to support the University's mission as a metropolitan serving university (Cox, 2010). During this period, a group of faculty representing departments and colleges across the University worked with the Provost to establish a University-wide Engaged Scholarship Award and revise the University's Tenure and Promotion policies

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to include engaged scholarship. Revisions to University-wide policies resulted in engaged scholarship subsuming the scholarship of application. It was described as:

> Add[ing] to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes "community groups" as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation. Departments should refine the definition as appropriate for their disciplines and incorporate evaluation guidelines in departmental tenure and promotion criteria (University of Memphis Faculty Handbook, 2006).

My analysis of departmental tenure and promotion guidelines reveals that twenty-three departments across six colleges and schools have explicitly incorporated engaged scholarship into their tenure and promotion guidelines. Within the College of Arts and Sciences seven of nineteen departments/programs identify, define, and include criteria for engaged scholarship under scholarship/research. Of the thirteen remaining departments, two retained the language for the scholarship of application and the remaining eleven refer to community outreach under guidelines for service. These policy changes, or lack thereof, form a continuum of incorporation from explicit to minimal to no mention of engaged scholarship.

While the revised guidelines make an important distinction in mode and approach to doing research—community-oriented, collaborative in nature, and sharing authority (O'Meara & Rice, 2005)—they also clearly maintain the applied scholarly goal of using intellectual expertise to solve practical problems. Thus, the uneven recognition and adoption of engaged scholarship at the departmental level may result from confusion over the difference between applied and engaged scholarship. Or it may reflect varied disciplinary practice with regard to research methodologies. Many of the departments that have incorporated engaged scholarship are professional and applied programs, like Earth Sciences, Anthropology, and Social Work. Additionally, if departments did not have faculty pursuing an engaged scholarly agenda, they may have not seen the need to revise their guidelines to reflect the unique challenges, products, and time involved in doing engaged scholarship. Consequently, as the three case studies below attest, some faculty pushed for and benefitted from revised guidelines, while others found themselves applying for tenure without clear departmental criteria for recognizing and evaluating their community engaged activities.

Building a Case for Engaged Scholarship One Dossier at a Time

In the cases below, I examine how three faculty members navigated departmental guidelines with different levels of inclusion and specificity with regard to engaged scholarship to build successful tenure and promotion dossiers (two promoted to Associate Professor and one promoted to Full Professor). For each case, I describe the overall departmental context, including tenure and promotion guidelines, and then draw on candidates' written research, teaching, and service narratives (with their permission) to discuss how the candidate describes his/her engaged scholarship practice and documents the impact of his/her work.

Case One: Explicit Guidelines – Department of Anthropology (Assistant to Associate, 2013). The Department of Anthropology has a national reputation as an applied anthropology program and over the last decade has hired faculty with the expectation that they would broaden their research interests to include local, community based research projects. When the candidate in this case (the author) was hired in 2007, senior faculty, who were also active on the University's Engaged Scholarship Committee, explained the applied focus of the department in terms of engaged scholarship. By the beginning of her

second year, the candidate was involved in two community-based projects: one in partnership with a senior faculty member in City and Regional Planning and the other led by a departmental colleague that had been hired at the same time. The two junior faculty members recognized the tensions inherent in doing engaged scholarship: the tenure clock versus the time involved in building trusting, reciprocal partnerships; and the expectations of peer-reviewed publications versus highly localized reports for community partners. Consequently, prior to mid-tenure review, junior faculty members requested clarification on how engaged scholarship would be evaluated in light of guidelines that primarily defined scholarship and research in terms of the scholarship of application and evaluated it on the basis of receipt of grant/contracts, peer reviewed journal articles, and participation in professional meetings. The resulting conversations highlighted the need to update the guidelines to better reflect the range of scholarship being undertaken by faculty members.

The faculty made three key revisions. First, language was added to link the University's mission as a metropolitan serving institution and its commitment to community engagement to the department's mission to produce scholarship "that seeks to serve its urban, regional, state, national, and global communities" (Anthropology, 2009, 2) Carnegie Foundation and University of Memphis definitions of community engagement and engaged scholarship were designated as attachments to the guidelines. Second, citing Barker's taxonomy (2004), an explanation of engaged scholarship as consisting of "research, teaching, integration and application scholarship that incorporates reciprocal practices of civic engagement into the production of knowledge" was added to the section on Evaluation of Research and Scholarship (Anthropology, 2009, 6). Third, and relatedly, a list of products was added to the criteria for evaluating the scope of a candidate's scholarship:

> f. The cluster of products that come out of sustained community engagement, which could include, videos, exhibits, events, GIS maps, websites, and/or reports. The department may draw upon one or more national standards in evaluating engaged scholarship (e.g., National Review Board for the Scholarship of Engagement). (Anthropology, 2009, 7).

Additionally, language was added to encourage candidates to provide evidence of the impact of engaged scholarship, including media coverage, letters from community members, and/or policy change.

The candidate in Case One drew on several elements of the revised guidelines, particularly those related to various types of research products and impact of research, as well as demonstrated links between her research, teaching, and service roles. Her research narrative describes a mix of traditional and engaged scholarship; early funded research and peer-reviewed publications were related to her dissertation, while later projects and publications grew out of local collaborations. In discussing her engaged work, the candidate carefully describes the process behind each engaged scholarly project, including the methods employed (participatory action research) and the roles of community partners, other faculty, and students in shaping and carrying out the research. The candidate returns to student involvement in her teaching narratives, where she describes her pedagogical approach to service learning, the ways community partners and projects are connected to her classes and the products that result from those interactions (e.g. neighborhood social service directory, map of cultural assets in the community).

Beyond the research projects, the research narrative also details the "constellation of products" that resulted from engaged research, including traditional peer-reviewed journals, book chapters, and funded grant proposals, as well as policy documents, community reports, and mobile workshops. As evidence of a peer-review process for community reports and policy documents, the narratives highlight their public dissemination through presentations to local professional organizations and the Memphis City Council, availability on community partner websites, and at community meetings. The research narrative also describes the impact of these projects, citing local news stories, recognition from local and federal agencies, like The White House Office of Faith-based and Community Partnerships, tangible changes that

resulted from the research (supported by letters from community partners), and awards that the projects or the faculty member received. Finally, the candidate's service narrative links her outreach to regional and national networks created through engaged scholarship projects and research interests.

For the candidate in Case One, the incorporation of engaged scholarship into departmental guidelines was important from both a structural and cultural standpoint. The process of revising the guidelines codified departmental support for engaged scholarly activities and brought policies in line with faculty practice. Additionally, it helped clarify what and how the work would be recognized. Importantly, she was also able to exchange ideas and share experiences with her fellow junior colleague. Outside of the department, the candidate's research partner, who was an experienced engaged scholar, actively mentored her, helping her to chart a pathway and timeline for moving non-traditional products to peer-reviewed publications, and identify possible publication outlets.

Case 2: Minimal Guidelines - Department of City and Regional Planning (Assistant to Associate, 2011). In the early 2000s the Department of City and Regional Planning (CRP) was largely a grant/contract funded technical assistance and research center with a long-standing graduate program. Over the course of the decade, CRP transitioned from a culture of technical assistance to a culture of engagement. This change was prompted by several separate, but reinforcing, dynamics. CRP became part of a newly formed School of Urban Affairs and Public Policy (SUAPP). Faculty revised tenure and promotion guidelines in 2003 to reflect the department's renewed academic mission. Additionally, the retirement of a long-time faculty member created the opportunity to hire a junior faculty member (the candidate in this case) that could enhance the academic profile of the department. With the new hire, the Dean changed faculty contracts from 12 to 9-months, which aligned with the academic calendar and the practice within the College. Finally, the department hired a new chair (in 2008) that was well known for promoting engaged scholarship at his previous institutions. While these dynamics suggest the emerging importance of engaged scholarship the department, the guidelines in effect when the candidate went up for tenure in 2010 outlined two primary forms of research: disciplinary research, "which is characterized by an aim to advance knowledge in the particular scholarly concerns of the planning profession," and policy research, also labeled as scholarship of engagement, which is "characterized by an aim to provide information and analysis immediately useful to policy-makers in dealing with development problems of urban and regional areas" (City and Regional Planning, 2003, 6). The former encompasses the scholarship of inquiry, integration, teaching, and creative activity and evidence includes (in order of importance) peer-reviewed publications, papers published in conference proceeding, and papers and presentations at professional meetings, and innovative course designs disseminated through other venues and technical reports. The latter encompasses the scholarship of application and evidence includes (in order of importance) peer-reviewed products such as planning reports or contracts and non-peer reviewed products that are widely disseminated, technical assistance, and evaluation (City and Regional Planning, 2003, 7).

The candidate's tenure and promotion narratives reflect department's process of transitioning from a contract and technical assistance orientation to an academic community-engaged approach. His early scholarship focused on disciplinary research published in peer-reviewed journals and edited volumes, and the pursuit of contracts and grants to conduct policy related research. The candidate completed most of this work solo, which was the department's customary practice of "expert for hire." Since engaged scholarship was not elaborated in departmental guidelines, the candidate identifies engaged scholarship as a third area of research activity. He aligns his embrace of engaged scholarship with the University's mission statement and its Community Engagement Classification by the Carnegie Foundation. He also underscores the mutually beneficial nature of engaged scholarship and the importance of student involvement. The latter allows him to link engaged scholarship with the three faculty roles.

The research narrative lays out the methodology, rationale, significance of each engaged scholarly project to the discipline and the department, noting relevant products throughout. These include traditional

products such as grants, peer-reviewed publications, conference presentations, and other publicly disseminated products such as reports, mobile workshops, and appearances on local news media. The service narrative links key departmental service and community outreach activities to community-based research projects and teaching. For example, in his role as supervisor of a Geographical Information Systems (GIS) lab, the candidate was able to extend its use beyond the University through a youth in planning project. Area teenagers were trained on hand-held GIS devices and created interactive maps and blogs using the GIS lab. His teaching narrative describes how curricular and pedagogical changes connected student learning with engaged research projects and community partners over the course of several semesters. For example, students in a class focused on the role of creativity and arts in community development drafted a concept paper on using music and musicians as a tool for community building. The relationships and knowledge the candidate built with community organizations during the class led to a formal collaboration, grant funding, additional courses working on the project, as well as publications and national recognition.

Although engaged scholarship was only minimally part of the department's tenure and promotion guidelines, the candidate developed a research agenda and reputation as an engaged scholar over the course of his time as assistant professor. The impact of his work on Memphis was emphasized in letters from community partners that described both tangible (additional grant funding) and intangible (a deeper sense of community and publicity for the neighborhood) benefits of their relationship. Additionally, the candidate received mentoring and support from the Head of SUAPP, who envisioned the School as an important point of connection between the University and the community, as well as the department chair, who put together an external review committee well versed in engaged scholarship.

Case Three: No mention of engaged scholarship - Department of Psychology (Associate to Full, 2014). Hired in 2006 to lead and administer a center for research on gender and inequality, the candidate in Case Three had a joint appointment in Psychology and Women's Studies.
The candidate's primary duties as the director of the center were to bring together interdisciplinary teams of faculty to address community identified research needs and work with community partners to secure funding to undertake the research. The Dean strongly supported the center's collaborative approach to research and its partnerships with local and regional community organizations and government agencies. As a teacher, the candidate initially taught courses in the Women's Studies Program, but began teaching gender focused courses in the Psychology Department when Women's Studies was dissolved. The candidate applied for promotion to full professor in the Department of Psychology, which has strong focus in clinical psychology and externally funded applied research in education and learning, gambling, language, and trauma. Departmental tenure and promotion guidelines (Department of Psychology, 2010) reflect a traditional research, publication, and grant orientation and do not mention engaged scholarship. Detailed descriptions of criteria for and evidence of faculty activities include peer-reviewed journal publications of an empirical and conceptual nature and grant activity, especially awarded grants and Primary Investigator (PI) designation. The candidate was concerned that her portfolio of work, particularly in the context of the mission and goals of the center, did not conform to the Psychology Department's expectations. With urging from the candidate, the Dean recommended that her tenure and promotion committee be interdisciplinary to reflect the nature of the center; it included faculty from anthropology, public health, and public administration. Additionally, a committee from Psychology reviewed her case. Prior to submitting her dossier, the candidate sought out examples from faculty at the University of Memphis and elsewhere, including the narratives discussed in Cases One and Two, and received guidance from her research collaborators who were Full Professors.

Engaged scholarship provided a way for the candidate to frame her work both within the context of the center and the Department of Psychology and demonstrate an integrated program of research, teaching, and service. Her narratives carefully navigate the seemingly disparate expectations posed by her role as a center director and the Psychology Department's tenure and promotion guidelines. She begins by

contextualizing the center's mission within the College of Arts and Sciences and the University, with an emphasis on the University's role as a metropolitan serving research institution committed to interdisciplinary and engaged scholarship and its Carnegie Foundation designation as Community Engaged. The candidate then links her approach to working collaboratively with the community to promote interdisciplinary empirical approaches to understanding social inequalities and advocating for change with her shift from an applied psychology approach to engaged scholarship. She specifies this change as one that emphasizes collaborative research and problem solving with community and regional impacts, rather than theory driven research.

The candidate's research program summary identifies three intersecting strands of research, describing the focus, application(s), and research projects that support each strand and publications. Her specific research program descriptions identify key collaborators and agency interlocutors, the roles they played in helping to frame the research questions and methodology, and the interventions that resulted from the collaboration. The descriptions also reveal a balance of peer reviewed articles, external grants, conference presentations, publically disseminated reports and policy impacts, as well as recognition by a national disciplinary association, and almost continual grant funding. The candidate's service narrative further elucidates her reputation and the impact of her work, focusing on the leadership positions she has held on a national advisory board, a national disciplinary association, a national public health agency, as well as with local and state government agencies and non-profits. While the candidate's teaching narratives demonstrate academic and intellectual links to the center and to her research program, her description of her work with graduate students from diverse disciplines is explicitly linked to several of her community-based research projects.

The candidate's dossier provides ample evidence of engaged scholarship as practice; from collaborative research development based on community partner needs to training students in community based participatory research to wide dissemination of knowledge. Supporting documentation included letters from community partners that spoke to the depth of their relationship to the candidate (and the center) and the importance of their work together to the programs and policies that affect them. An additional form of support came from strategically chosen external reviewers that could evaluate the many facets of the candidate's work, including engaged scholarship.

These three cases share important characteristics, many of which are best practices noted by Jordan, et al. (2009). First, the candidates represented departments or centers with missions that aligned with the purpose and values promoted by engaged scholarship. Second, each candidate's narratives demonstrated the integration of engaged scholarship across their research, teaching, and service roles. Third, their scholarly productivity covered a cross-section of scholarly—peer-reviewed articles, reports, and funded grants. Moreover, in two of the three cases, the collaborative nature of engaged scholarship was key to explaining the significance of interdisciplinary research and publications. Finally, all of the candidates had assurances from departmental and/or college leaders that the University valued engaged scholarship.

Conclusion: Do Tenure and Promotion Policies make a difference?

While the cases presented here suggest that it is possible to be awarded tenure and promotion as an engaged scholar under a range of departmental policies, going up for tenure in a department without clear criteria for evaluating engaged scholarship remains a risky proposition. Candidates risk not being able to effectively demonstrate the significance of their work, particularly in cases where departments do not value interdisciplinary publications or service learning. Likewise, review committees may not be able adequately distinguish between applied and engaged scholarship or assign appropriate value to the various written and creative products that can result. While choosing external reviewers with engaged scholarship expertise can mitigate this, guidelines have to allow for the possibility that a reviewers might

come from outside of the discipline. As the number of faculty seeking to do engaged scholarship grows, departments that have yet to incorporate community engagement into their guidelines will need to do so. Insistencies in tenure and promotion policies related to community engagement are evidence of the growing pains associated with becoming an engaged institution. It will take effort on all sides, from pre-tenure faculty actively advocating for incorporation revision to departmental policies as well as encouragement from Provosts and Deans, to ensure that university policies, structures, and practices are mutually reinforcing.

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Author Information

Katherine Lambert-Pennington is an Associate Professor of Anthropology whose teaching, research, and community engagement focuses on identity, social inequality, power, community building, and social justice in Australia and the United States. She has helped co-lead several interdisciplinary efforts to support engaged scholarship at the University of Memphis, including the Urban Transformation Initiative and the Strengthening Communities Initiative. She currently serves as the Co-Chair of the University’s Engaged Scholarship Committee.

Katherine Lambert-Pennington
Department of Anthropology
University of Memphis
316 Manning Hall
Memphis, TN 38152
Email: almbrtpn@memphis.edu
Telephone: 901-678-2080
Fax: 901-678- 2069

Community-Engaged Faculty: A Must for Preparing Impactful Ed.D. Graduates

Deborah Peterson, Jill Alexa Perry, Lina Dostilio and Debby Zambo

Abstract

Since its inception nine years ago, CPED members have re-envisioned and implemented a new purpose for the professional practice doctorate in education, or Ed.D. This new purpose is grounded in the goal of preparing doctoral students to serve as scholarly practitioners, those who engage community as stakeholders in the process of improving problems of practice. Forming practitioners to be leaders in their communities under the CPED framework requires faculty who look beyond traditional roles by embEd.D.ing themselves in communities to work alongside practitioners working to transform their communities. Unfortunately, at many institutions, community-engagement is considered counter-normative to the traditional interpretation of research, teaching, and service, though it need not be. This paper will discuss the implications of CPED's community-engagement principle for Ed.D. programs, institutional policies, and academic environments in which community-engaged faculty do their work and the importance of these faculty members in the design of the Education Doctorate.

Introduction

The Carnegie Project on the Education Doctorate consists of 80+ schools and colleges of education in the United States, Canada and New Zealand working in collaboration to improve the design of professional preparation programs at the doctoral level. Since its inception nine years ago, CPED members have re-envisioned and implemented a new purpose for the professional practice doctorate in education, the Ed.D. This new purpose is grounded in the goal of preparing educators to be scholarly practitioners, those who "blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice... by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals" (CPED, 2010). To develop Ed.D. programs like these across varied contexts, CPED offers a framework rather than a prescriptive program model. As its foundation, this framework presents a set of guiding principles, which stress the importance of preparing practitioners to be leaders in their communities and a set of design concepts that stress the importance of practicing the skills of a scholarly practitioner.

Forming practitioners to be leaders in their communities under the CPED framework requires intentionality in program design. This intentionality comes from faculty members who look beyond tradition and believe in the value of community-oriented scholarship as core to their workload. These faculty members understand the purpose of an Ed.D. degree, and in turn recognize that they themselves must be engaged in the community. As such, they work collaboratively in neighborhoods, schools, and organizations surrounding their institutions. They honor the strengths and recognize the challenges of community members and work with them to create positive change in mutually respectful ways. Such community-embedded faculty offer themselves as models for Ed.D. candidates as they contribute to co-constructed systems that respond to educational issues. Their research agenda is theoretical and practical. Their publications include scholarly and practitioner audiences. Their work meets rigorous standards and is to be commended on many levels.

However, as faculty have moved their research and scholarship into communities, promotion and tenure practices remain focused on tradition and review committees do not know how to appropriately value this type of work. Community-engaged scholarship introduces an orientation that challenges epistemological

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norms, as well as customs that govern who is considered to be an expert peer and what products of dissemination are considered rigorous. Perhaps the starkest misunderstanding of community-engaged scholarship is that it is merely service and supplementary to one's teaching and research, instead of being understood as a publicly-oriented reframing of academic work that is integrative of teaching, research, and service (Colbeck & Wharton-Michael, 2006). Such an integrative and publicly oriented mode of scholarship presents "second order issues" that challenge the academy's norms and practices (Sandmann, Saltmarsh & O'Meara, 2008, p. 50). Given the emphasis CPED places on practical redress of problems of educational practice, it is critical that colleges of Education that house CPED programs support faculty and students as they construct agendas of community-engaged scholarship and identities as community-engaged intellectuals.

In this paper, we will discuss the importance of community-engaged faculty in the design of the Education Doctorate under the CPED framework. Using data gathered from CPED consortium members, we first offer a glimpse as to how faculty are designing programs around community and offer insight as to the type of faculty needed to do this work. We then provide, as an example, the experiences of one such faculty member who has been enmeshed in community-engaged scholarship. She will describe her experience in developing community connections for her Ed.D. program and the challenges she has faced in the promotion and tenure process as a result. The paper concludes with a discussion on the ways in which universities could and should better value this work and support such faculty.

The CPED Framework

Within the initial years of the Carnegie Project on the Education Doctorate, faculty members rejected the idea of a one-size fits all program model. Members claimed that professionals entering doctoral programs came with varying needs that reflected their varying practitioner contexts--rural, urban, suburban PK-20 educational settings. Additionally, members argued that each university campus was unique which may or may not limit what could or couldn't be changed programmatically. Such variety and uniqueness across educational contexts, they argued, would not support a prescriptive model for the professional practice doctorate in education. Thus, members set out to define other ways to collectively improve the Ed.D. while honoring local contexts.

The answer began with a new definition of the Ed.D. that members characterized as: "The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession" (CPED, 2009). With this understanding, members developed a framework upon which programs could apply this definition to their local context to design the strongest professional preparation possible. This framework consists of a foundation of six program design principles, a set of design-concepts that support the building of programs, and four overarching constructs that have been investigated to understand how programs have operationalize this framework. The program design principles state that the Professional Doctorate in Education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice (CPED, 2009).

The design-concepts include *signature pedagogy, laboratory of practice, inquiry as practice, problem of practice, dissertation in practice* and *scholarly practitioner.* Definitions for these concepts can be found on the CPED website (http://cpedinitiative.org). For the purposes of this paper, we offer the definitions of only two of the design-concepts—*scholarly practitioner* and *laboratory of practice*—before discussing how member programs have operationalized this framework as a means to promote community engagement in Ed.D. programs.

Scholarly Practitioner was admittedly one of the last of the CPED design-concepts to be defined, namely because it was meant to represent the culmination of the Ed.D. program. According to CPED, a scholarly practitioner is one who:

> blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice; uses practical research and applied theories as tools for change because they understand the importance of equity and social justice; disseminates their work in multiple ways; and has an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals (CPED, 2010).

This definition represents the graduate who has been formed through a CPED-influenced Ed.D. program and exemplifies the CPED definition of the Ed.D.

While all of the CPED design-concepts contribute to the formation of the scholarly practitioner, the *laboratory of practice* in particular relates to the ways in which community engagement is learned and how principle #3 (*Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships*) is enacted in CPED-influenced Ed.D. programs. Therefore, the *laboratory of practice* for professional preparation is:

> a setting where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice (CPED, 2010).

This CPED design-concept moves away from the traditional critique of laboratories—wherein academics carry out experiments *in* communities—towards a new definition that advocates collaborative spaces that facilitate transformative and generative learning. In this sense, the practitioner works with coalitions of stakeholders (that include academics, students, educators, community leaders, residents, etc.) to create opportunities to dream innovatively together and to develop promising strategies to address local problems.

Over the past nine years, the CPED framework has been adopted by all member institutions (originally 25, now over 80) as well as by a significant number of non-member institutions. The underlying commitment to this framework is the belief that scholarly practitioners can and must transform their own practices. Such growth both within and outside of the CPED organization indicates strong interest among institutions of higher education to respond to the needs of educational practitioners. The result has been

the creation of Ed.D. programs that empower these leaders to transform educational systems and better lead those that work on the front lines of education (Perry, Zambo, & Wunder, in press).

CPED & Community Engagement

As we have noted above, the importance of community connections and partnerships are noted in CPED's third principle and in its definitions of scholarly practitioner and laboratory of practice. Like other aspects of the CPED framework, the consortium is continually working to better understand if, and how, this principle and these design-concepts are being enacted in member Ed.D. programs. When asked how this should be performed, consortium members noted that a set of "constructs" could be used to look across the CPED framework, allowing for the many aspects to weave together. Given this, a team of Improvement Fellows (faculty from CPED member institutions) were invited to join in CPED research efforts and tasked with defining these constructs and gathering data across the consortium. One construct noted to be important was the role of *community connections and partnerships.* To investigate this construct Fellows operationally defined it as: "community connections and partnerships require consistent, persistent, and equally honored engagement between and mutually beneficial outcomes for academicians and stakeholders in and from the community" (CPED, 2015). Using this definition data were gathered from CPED members in June 2015.

Several findings emerged that have helped CPED understand its members' work with community in Ed.D. programs and the importance of supporting faculty as they create and foster community practice contexts for the formation of s*cholar practitioners*. The role of community connections and partnerships, the CPED Fellow's found, serves different purposes in member Ed.D. programs and at different stages Ed.D. program development. With an initial survey, it was discovered that the notion of community connections and partnerships provided structure for the overall Ed.D. program design as well as in the selection of scholarly literature and assignments that Ed.D. students complete.

Program structures tended to come from theoretical frameworks that focus on culture, place, social action, collaboration, and criticality. Students learn about critical reflection, democratic ideals, and the socio-cultural context of schooling and learning by reading literature focused on community and education (e.g., curriculum, pedagogy, and context) and the influence of race, gender, and class on educational opportunities. Assignments are active, applied, and aimed at helping students research their actions and ideas. Ed.D. students are typically asked to build partnerships in varied communities and to conduct action-oriented studies that collect data, perform analysis, and present findings in co-constructed ways. Through data CPED learned that enacting the CPED framework in an Ed.D. program made community connections and partnerships an integral part of professional preparation. Ed.D. students are being exposed to intentional program designs that offer scholarship and experiences focused on community engagement. As a result, these students become action-oriented, reflective scholar practitioners.

Wanting to delve deeper, Fellows collected more data at one of its bi-annual meetings. Focus groups were formed with approximately 150 faculty members who were working at varying stages of designing and implementing their programs. Fellows asked members to explain how their programs defined community connections and partnerships and what these definitions looked like in their Ed.D. programs. Data from these sessions showed that faculty in the early phases of designing their programs stressed the importance and role of community connections and partnerships in all aspects of program design. These faculty were largely optimistic that embedding their students in communities would both benefit and challenge thinking, and teach students to co-construct community based research. Faculty members in this design stage saw the ultimate goal of community work as developing leaders who learn from and with varied communities and in turn, take back what they learn in their courses to their own communities.

Along the same lines, faculty members who were in the process of implementing their CPED-influenced Ed.D. program believed that community connections would challenge student thinking. However, with a bit of programmatic experience under their belts, these faculty members questioned the "hows" of doing this work. In particular, faculty struggled with the "boundaries" that defined community. For example, they asked 'is community broadly defined to mean the state or regional levels, or should it be more narrowly defined such as the individual student's' work site?' In addition, this group of faculty participants grappled with the notion of what it meant to 'know one's community and work effectively in one's community.'

In contrast, faculty members whose programs were established and had graduated students viewed community engagement in Ed.D. programs as variable. This meant building community within the programs themselves by inviting diverse individuals from varied contexts (K-12 teachers, administrators, higher education, organization leaders, etc.), or engaging community-stakeholders into the admissions process by asking applicants to supply reference letters from these individuals. Community and partnerships were also part of the ethos of their programs and threaded throughout the curriculum as students worked on *problems of practice* found in communities and worked on *dissertations in practice* that impacted communities (see CPED website for this design-concept definition). However, these faculty members noted challenges in utilizing community connections and partnerships during the dissertation process.

What these data highlight is that faculty members believe community engagement has an important role in professional preparation programs in education. However, it also notes the complexity faculty face in designing these connections and experiences for their students and themselves. In the next section, we supply a framework for this work and then outline ways in which faculty have been successful in integrating community engagement into CPED-influenced Ed.D. programs by offering the experience of one CPED faculty member. We will then discuss the characteristics of these individuals and the need and ways for making their work easier through a university-wide support system.

The Tempered Radical

Leading the redesign of a CPED-influenced Ed.D. is not always an easy endeavor for the faculty member who finds him/herself battling policy, procedures and colleagues that are steeped in traditional academic culture (Perry, 2013). Additionally, these faculty members face personal consequence because traditional faculty reward structures do not incorporate informal efforts (O'Meara, 2006) such as redesigning programs. Despite these challenges, however, many assistant and associate faculty members around the country have persisted creating Ed.D. programs that are innovative and non-traditional. Perry (2010, 2013) found that these faculty members who lead changes in Ed.D. program designs were often successful because they exhibit qualities of "tempered radicals."

Meyerson's (2003) *Tempered Radicals Framework* describes individuals who both identify with and are committed to their institutions but who are also committed to a cause or movement that is "fundamentally different from and possibly at odds with the dominant culture of their organization" (Meyerson & Scully, 1995, p. 186). These leaders aspire to create positive change but have no formal authority. As a means to limit personal discomfort in moving the agenda forward, they must temper or tailor their strategies. Tempered radicals rely on a variety of strategies that do not necessarily follow a formal step-by-step process, but rather offer ways to tackle obstacles and resistance. Meyerson's model identified the difficulties that faculty members face during the change process and described them at various levels—the individual or psychological level (motivation, identity, and resilience), the group or social psychological level (strategy, tactics, power dynamics), and the organizational level (leadership development, group formation, structure and culture).

The Tempered Radical Framework offers a lens through which to understand how one faculty member at a CPED-influenced Ed.D. program created an Ed.D. program focused on community engagement despite institutional and personal challenge. In the next section, we offer the story of Deborah.

Deborah's Story

Clinging to traditional concepts regarding the doctorate in education as well as traditional faculty expectations for teaching, research, and service in CPED-influenced institutions may result in the decrease of higher education's relevance in educational reform. To remain relevant, institutions must provide meaningful Ed.D. programs for practitioners. CPED's framework provides clear guidance for transforming the focus and the pedagogy of the Ed.D., as envisioned by Shulman, Golde, Bueschel, and Garabedian (2006) and Perry and Imig (2008) to ensure our Ed.D. graduates can transform our PK-20 school systems. Furthermore, institutions of higher education can remain relevant by supporting faculty who align their research, teaching, and service with the CPED framework. This means supporting faculty who are doing innovative work and clarifying promotion and tenure expectations for community-engaged scholars who work in communities and in practice settings.

My identity as a community-engaged scholar was informed by 30 years as a teacher and school administrator. I intended to return to a school leadership position after completing my dissertation and serving as part-time clinical faculty preparing future school leaders. Instead, I accepted a tenure-line position within an institution known for its innovation and community engagement, Portland State University. My appointment letter included the traditional expectations in the areas of teaching, research, and service. While our promotion and tenure policies include traditional evaluation concepts such as "quality," "impact," and "peers," many within our university are working to ensure that faculty contributions are evaluated in ways that are inclusive (Ellison & Eatman, 2008), reflect CPED principles, and integrate an expanded understanding of community-engaged scholarship.

While I had considerable expertise and success serving as a scholarly practitioner leading schools and as a clinical faculty member, my transition to a community-engaged, tenure-line scholar was challenging. However, several important factors eased the transition in several ways. My program coordinator, department chair, research director, and dean provided substantial support for my transition: release time to engage partners, funds to develop my scholarly agenda, professional development at national conferences on educational inequities, regular meetings with the associate dean, and graduate assistant time to support community outreach. These resources ensured my work was embedded in the community, of support to those seeking to end educational disparities, and would also contribute to our graduate school and university's mission of serving our community within the promotion and tenure focus on teaching, research, and service.

My transition to a community-engaged scholar was also eased by my assignment to teach in the administrator licensure program and the educational administration doctoral program. As a part of teaching in the doctoral program, I conducted research with one of my students who is Latino, a leader in the state Latino advocacy organization, and a mentor in the Latino mentoring program. We completed all aspects of one study side by side, examining the experience of 10 award-winning Latino administrators in the Pacific Northwest. We presented our results to the Latino mentoring program participants, and a research article has been accepted for publication in a scholarly journal. This work addressed all six CPED principles, generated new professional knowledge, and was transformative in nature, not just for my doctoral student, but also for our respective educational organizations, for future school leaders, and for me as a community-engaged scholar. This student's doctoral cohort recently asked if we could further investigate the findings by conducting an additional study in the coming year, applying the concepts they are learning in their doctoral research sequence to this next study.

My transition to community-engaged scholar conducting research was eased by my deep connections within the local educational community, which increased my opportunity to collaborate on research of importance to the community. Two additional research opportunities emerged: one researching a program I developed while a high school administrator and the other collaborating with a school district on a culturally responsive teacher evaluation rubric.

When I served as a high school principal, several well-connected business people asked me to identify the most pressing problem that I faced in my role. I shared with them the complexity of teaching 200 students who were homeless, struggling to pay for rent or electricity in whatever way possible (Peterson & Lehnhoff, 2013). The business group subsequently helped secure a $160,000 grant to provide social services coordination in the school. As a community-engaged scholar, the same group asked me to conduct a study on the impact of that model on the students' abilities to graduate from high school. I was able to locate students who became the subjects in the study. When the study was completed, I wrote a White Paper. The paper presented the data from the now-graduated students on which aspects of the school-based social services coordination helped them graduate. I also created an implementation model and budget for school-based social services. A recommendation for statewide policy changes was included in the paper. My colleague and I shared the plan with three of the highest elected and appointed officials at the state and county level as well as those leading after-school programming and health and human services in our state. We met with the leaders of a major education advocacy organization and the chair of the city's policy group on high school completion. After 18 meetings over the course of 6 months, and securing funding commitments from existing county and state resources, our model was adopted 11 months after my study began by an education advocacy organization. That organization oversaw implementation of the plan 7 months later, impacting hundreds of students in six of the highest poverty high schools in our county.

My research developing a culturally responsive teaching rubric also began through ties I had as a scholarly practitioner. An ESL director with whom I had worked as a principal, contacted me in my role as assistant professor to ask if I would join the district's Native Cultural Trust and collaborate in writing a grant to develop and implement a rubric that examined teaching from the indigenous perspective. After receiving the grant, I built on the work of Julie Cajune, the Montana Indian Education program, and Geneva Gay to create an initial draft of a rubric. The school district's Title vii Coordinator facilitated the Native Cultural Trust's work as they revised and implemented the rubric over a two-year period. The teachers in her district use the rubric to evaluate their lessons. My administrative licensure students implement the rubric in their assignments related to instructional leadership and culturally responsive teaching. As a result of our collaboration, the district has created resources for those teachers who are expanding their understanding of culturally responsive instruction specific to Native youth, and 45 future school leaders have an additional tool for providing feedback to teachers. I am now collaborating with an internationally recognized scholar of Indigenous teaching praxis and the school district's Title vii coordinator to publish this work in practitioner and scholarly journals.

Service to my institution began as a first-year tenure-line faculty member when I was appointed to represent our department as a member of the Doctoral Program Council. Soon thereafter, I was tasked with revising the education administration doctoral specialization to reflect CPED principles and to ensure alignment with other doctoral specializations in our department. Despite years of leadership experience in schools and a firm knowledge of change leadership literature, leading this change effort was challenging. I was the least senior faculty member in our specialization. The expected timeline for completion of the redesign was at a pace faster than was comfortable for my more experienced colleagues. CPED principles had been embraced by our faculty but were not yet operationalized in terms of admissions, curriculum, or program outcomes. Leading the process of meeting with tenured faculty who had previously taught doctoral courses and redesigning their syllabi based on CPED principles was

nothing short of terrifying. I did not have the positional authority to lead this process. However, a two-year effort resulted in the redesign of our Ed.D. with the unanimous approval of all department faculty and Doctoral Program Council members. Our redesigned specialization reflected a strong focus on leadership for equity and an expectation that our doctoral students focus on community-engaged scholarship. Articulating the quality and impact of this work for my promotion and tenure portfolio has been challenging.

Perhaps I am an example of what Perry (2013) explicates in her examination of "tempered radicals" (Kezar & Lester, 2011). I am deeply committed to my institution; yet I am equally committed to preparing fierce equity leaders who will eliminate educational disparities in our schools in their various leadership roles. I want to impact the preparation of current practitioners as well as contribute to the knowledge base of what works to reduce educational disparities. Articulating how my work provides a bridge between the world of scholarly practitioners and academics, a focus that I am committed to while following the traditional format outlined in promotion and tenure articles has resulted in me articulating my work as follows:

> *Research.* In the past year, I have had two articles accepted for publication in peer-reviewed journals, one abstract accepted for development into an article in a peer-reviewed journal and one non-refereed contribution to a book chapter. Since my appointment in 2011, I have published six peer-reviewed articles, three refereed chapters in conference proceedings, and three non-refereed publications.
>
> *State and National (Refereed) Presentations.* In the past year, I have given four refereed presentations. Since my appointment in 2011, I have given 15 refereed presentations on various aspects of school leadership for equity; I am developing these presentations into scholarly or practitioner articles for peer-reviewed journals.
>
> *Local and State (Invited) Presentations*. I have given six invited presentations in the past year, a total of 14 since appointment in 2011. All presentations focused on leadership for equity. (cite from Peterson, personal narrative.)

However, as Ellison and Eatman (2008) note, the work of community-engaged scholars does not necessarily fall neatly into one discrete category of teaching, research, or service. Boyer (1990) first proposed and Ellison and Eatman later expanded upon the concept of a continuum, a framework for making sense of the work of faculty who are transforming their institutions and communities through community-engaged scholarship. It is also important for deans, provosts, and promotion and tenure committees to understand the community-engaged scholarship continuum when evaluating promotion and tenure portfolios of community-engaged scholars. For example, traditional definitions of "impact" and "peers" are not necessarily the same for community-engaged scholars as they are for traditional scholars. In my case, while many of my colleagues celebrated the impact of an article published in *Educational Leadership*, a practitioner journal distributed to 160,000 educational leaders, other more traditional colleagues discounted its value based on their interpretation of "peers" as fellow academicians and "impact" based on citations or other traditional, academic metrics. Similarly, while some colleagues recognized the impact of my work to embed social workers in schools, others evaluate this contribution as service.

I am sure there will be those who believe it is my inexperience that leads me to focus my energies on the community-engaged scholarship that I have described above. Antonio, Astin and Cress (2000) note that women and faculty of color are more likely to value community-engaged scholarship and that while this focus may limit their academic promotions, they are unwilling to engage in anything other than community-engaged scholarship. This is how I am oriented to my work. I want to impact current

practitioners who can immediately reduce educational disparities in their roles as doctoral students and as school leaders. Simultaneously, I want to contribute to the research base on characteristics of leaders reducing educational disparities. I know that while the academy is in the process of transitioning to a broader, more inclusive and socially just orientation toward community-engaged scholarship, there are some who will prefer traditional epistemologies and frameworks. I believe it is with care for my professional future that members of the promotion and tenure committee and some mentors encourage me to only engage in activities that demonstrate traditional interpretations of scholarly production. Their guidance is offered as genuine support. I value their wisdom and care. And yet the "tempered radical" in me, the part of me that nudges against boundaries from within my organization to transform it, our students, and our communities to create a more socially just world, also believes in the power of our faculty and institutions to change.

As I continue my focus preparing school leaders to be fierce leaders for equity, I have found support from colleagues within our institution and in professional organizations. While the promotion and tenure committee advised me to submit a traditional narrative and engage only in data-driven research (rather than conceptual explorations) and publish only in traditionally defined peer-reviewed journals, the committee also recognized the impact of my leadership on community-based organizations. Tenured professors within my institution and from other CPED-inspired institutions have reached out to mentor me on navigating traditional promotion and tenure expectations during our institution's transition to honoring community-engaged scholarship and the expanded definition of "peers" for those transforming educational organizations as part of their scholarship. President Emerita Ramaley, one of our institution's key leaders in community-engaged scholarship, mentored me through the yearlong Portland State University Office of Global Diversity and Inclusion mentoring program. A CPED Improvement Fellow offered to examine my portfolio through the critical lens of an outside reviewer nine months before its due date to ensure I've clearly articulated my case to potential reviewers who are new to the concepts of community-engaged scholarship. Colleagues teaching in the doctoral program asked to meet with me to explore what it means to teach in a CPED-influenced doctoral program and what the implications are for their pedagogy and learning outcomes. After I presented on the Ed.D. change process at a recent CPED convening, several colleagues reached out to ask for more strategies on leading the change process in their institutions. The colleagues described above are not content to cling to traditional concepts regarding Ed.D. programs or faculty promotion and tenure expectations; rather they are supporting others while also transforming their own practices, programs, and institutions.

Characteristics and Contexts that Support Community-Engaged Scholarship

One might ask where CPED doctoral students come into this argument. After all, CPED is most centrally concerned with revolutionizing the preparation of educational leaders such that they are scholarly practitioners, able to effect change within their practice contexts and to respond to the educational inequities facing our world today. Quite simply, socialization and adequate learning experiences are necessary for us to reach these goals. CPED doctoral students must be socialized to value community-engaged scholarship and given the experiences and learning opportunities to effectively engage with others across institutional and sector boundaries. According to O'Meara (2011, p. 186):

> If graduate students do not have an apprenticeship of sorts in [community] engagement (Golde, 2008) and if they do not develop professional identity as [community] engaged scholars (Colbeck, 2008), they will not develop the knowledge, skills, and professional orientation (Austin & McDaniels, 2006) to truly become [community] engaged scholars (O'Meara, 2008c).

The ability to provide such an experience through a laboratory of practice is directly determined by the capability of CPED faculty members to offer such learning. To do this authentically, we assert, would

require that CPED faculty member adopt community-engaged scholarship themselves. Two key factors affect this possibility—individual characteristics and institutional context.

First, a faculty member's motivation to do community-engaged scholarship is not only influenced by the institutional context in which they work (Colbeck & Wharton-Michael, 2006); personal characteristics and dispositions also strongly influence a desire to do community-engaged scholarship. As our colleague Deborah relates above, her motivation for stepping out of the public education sector and into the academy stems from a transformation agenda. She selected the environment she felt best positioned her to more powerfully enact educational change—the academy. Her ability to foster this work in an academic setting stems from her collaborative nature, which resonates with a democratic epistemology (Saltmarsh, Hartley & Clayton, 2009).

Other characteristics that may contribute to one's community-engaged orientation include gender (which Deborah exemplifies) and race. Women are more likely to involve their students in community-based learning (Antonio, Astin & Cress, 2000) at the university-level. Faculty of color, on the other hand, are more likely to be involved in outreach and to support university students who undertake outreach (O'Meara, 2002). As a result of these characteristics, women and faculty of color are overrepresented among those who undertake community-engaged scholarship (Vogelgesang, Denson, & Jayakumar, 2010) within academia. Thus, if CPED member institutions seek to attract a vibrant, diverse faculty who are eager to undertake transformational agendas, making a pathway that supports community engagement is essential. Changing the structures that typically hinder such faculty work is a necessary step.

Second, faculty that do community-engaged scholarship need an institutional context that supports such research not only at the policy level but also at the personal level. In their work on faculty motivation for public scholarship, Colbeck & Wharton-Michael (2006) assert that a faculty person's context beliefs—when one expects the institution will support their goal attainment—are influenced by the degree they believe senior faculty will understand and value their community-engaged scholarship. Many other studies centralize the influence of the institution on whether or not faculty will adopt or persist in their use of community-engaged scholarship (for example, Beere, Votruba & Wells, 2011; Jaeger, Jamison, Clayton, 2012; O'Meara 2005; Sandmann and Weerts 2008). Therefore, to fully realize the role of community-engagement CPED-influenced Ed.D. programs, it is not sufficient enough to attract new faculty such as Deborah. We must be prepared to receive and retain these faculty, having familiarity and experience with community-engaged scholarship throughout our ranks as well as having policies and processes that promote the legitimacy and rigor of community-engaged scholarship. Sandmann, Saltmarsh, and O'Meara (2008) stress the importance of moving community-engagement scholarship into the core of institutional practice. To do this, they note, "It will have to be advanced at the level of second-order changes—changes that move beyond programs, structures, and rhetorical positioning to involve institutional culture and underlying policy. Second-order changes are significantly more difficult to enact and require sustained effort over longer periods of time" (p. 50).

Implementing Practices Conducive to Community Engagement

As a result of its work CPED is changing institutional structures to foster innovation. In the context of community engagement, CPED is undertaking this challenge alongside American higher education and the multitude of disciplinary associations have been wrestling with how to best advance community-engaged scholarship for some decades now. Sandmann, Saltmarsh and O'Meara (2008) assessed the effectiveness of strategies that have been used to advance community-engaged scholarship, which range from redefining how a faculty members approach and characterize their work, to revising tenure and promotion guidelines, to assisting faculty to emphasize the rigor and quality of their community-engaged scholarship, to establishing a national pool of community-oriented peer experts who could review and evaluate community-engaged scholarship, to combining all of these approaches within a disciplinary

stream such as the health sciences (through the work of Community-Campus Partnerships for Health). All told, the authors found these strategies to be lacking. Rather, they propose a new model for community-engaged scholarship that integrates change within four university homes: within graduate education, the departmental unit, disciplinary associations, and the institution as a whole.

Their model intersects faculty socialization and institutional change as a means to advance community-engaged scholarship. With regard to socialization, this occurs in graduate programs as they prepare graduate students equipped to undertake community-engaged scholarship as well as in the disciplinary homes of faculty as disciplinary associations seed community-engaged scholarship through special interest groups, conference themes, and national calls for publicly-oriented forms of the discipline. With regard to institutional change, Sandmann, Saltmarsh, and O'Meara's (2008) model cites faculty development and support for engagement as necessary practices. Such support includes amending tenure and promotion awards for community engagement and helping faculty to document community engagement in their dossiers. However, the unique insight their model provides is to suggest that strong institutional change isn't simply dependent on implementing the aforementioned practices, but doing so in ways guided by change theory and in ways that integrate changes across multiple aspects of the institution.

CPED might well consider adopting this model for community-engaged scholarship as a compass for its efforts to collaborate with member institutions to facilitate CPED principle #3. Focusing efforts across CPED member institutions to socialize their faculty toward community-engaged scholarship and to change the processes and policies that most affect community-engaged scholarship is a wise investment. Some examples of how the Sandmann, Saltmarsh, & O'Meara (2008) model could be interpreted in the CPED context might include the following suggestions.

CPED's most direct influence could be exerted in the areas of:

- Influencing graduate education by building up the resources and understanding of a laboratory of practice such that it is consonant with the Carnegie definition of engagement and providing recognition or reward to those graduate students who are most visibly enacting CPED's commitments to community engagement). One idea might be to crystalize what a CPED graduate would look like in two areas: K-12 leadership and faculty (of course underscoring the community-engaged nature of these graduates) Also, for those CPED institutions who are preparing future faculty, they ought to leverage the AAC&U Preparing Future Faculty work.
- Exerting influence as a kind of disciplinary association by utilizing CPED convenings, scholarly opportunities, and peer networks to advance scholarship and practice on community engagement in the CPED context and by developing resources that support the appropriate evaluation of community-engaged scholarship conducted by CPED faculty. This latter task could be modeled after the work has been done by Community Campus Partnerships for Health.
- Encouraging CPED institutions to create change at the departmental level by creating models of portfolio development that portrays how one's community-engaged scholarship can be effectively positioned (whether or not the indicators for reward explicitly name and/or characterize) community-engaged scholarship) to the best effect within the institution's existing promotion and tenure guidelines. Additionally, CPED influenced departments can harness models for development over time such as using tools like the Engaged Departments Rubric (Kecskes, 2008). CPED may be able to model this departmentally-located work by providing opportunities within convening structures for CPED schools to showcase their dossier work and use of the Engaged Departments rubric to create departmental policies and practices more conducive community-engaged scholarship.

Conclusion

If schools of education want to remain relevant, then these institutions must find better ways to prepare those leaders who are struggling to improve our nation's PK-20 education systems. The CPED framework for redesigning Ed.D. programs is one very real way to do this. However, if we are to expect that educational practitioners who graduate from CPED-influenced Ed.D. programs will possess the skills, knowledge and dispositions to be scholarly practitioners then we must provide the laboratories that offer real practice for students to learn how to connect to communities and produce community-engaged research. Community-engaged faculty who teach in these programs are the key. Finding and supporting faculty who can establish strong community connections and incorporate those connections into their teaching and scholarship should be a high priority of both CPED and non-CPED member institutions. Looking to our colleagues who study community-engaged scholarship provides a solid start.

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Author Information

Deborah Peterson prepares future school leaders with a strong focus on leadership for equity and reducing educational disparities as assistant professor in the Educational Leadership and Policy Department at Portland State University. Her research examines the experience of school leaders who successfully reduce educational disparities. She collaborates with community groups, school districts, and professional organizations to support context-specific solutions to problems of practice in schools.

Deborah Peterson, Ed.D.
Portland State University
Graduate School of Education
Educational Leadership and Policy
PO Box 751
615 SW Harrison
Room 506U
Portland, Oregon 97207-0751
Phone: 503-725-4688
Fax: 503-725-3200
Email: dpeterso@pdx.edu

Jill Alexa Perry is the Executive Director of the Carnegie Project on the Education Doctorate (CPED) and a Research Associate Faculty member at the University of Pittsburgh. Dr. Perry's research focuses on professional doctoral preparation in education, organizational change in higher education, and faculty leadership in higher education. Dr. Perry received a Bachelor of Arts in Spanish and International Studies and a Masters of Arts in Higher Education Administration from Boston College. She holds Ph.D. in International Educational Policy from the University of Maryland. She is a Fulbright Scholar (Germany) and a returned US Peace Corps Volunteer (Paraguay).

Jill Alexa Perry, Ph.D.
University of Pittsburgh
4318 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
Cell: 301-204-2644
Phone: 412-624-7272
Email: jperry@pitt.edu

Lina D. Dostilio directs the Center for Community-Engaged Teaching and Research at Duquesne University in Pennsylvania. In this capacity, she facilitates teaching and research collaborations that involve university stakeholders in public problem solving across an array of social and environmental issues. Lina previously served as Chair of the Board of Directors of the International Association for Research on Service-Learning and Community Engagement and is the Scholar in Residence for Campus Compact's Research Project on the Community Engagement Professional.

Lina D. Dostilio, Ed.D.
Duquesne University
A.J. Palumbo Center
600 Forbes Avenue
Pittsburgh, PA 15282
Phone: 412-302-4810
Email: dostilioL@duq.edu

Debby Zambo, Professor Emerita from Arizona State University is currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). While at ASU as Coordinator of the Ed.D. in Leadership and Innovation program while at ASU. Debby's research interests include newly designed Ed.D. programs and the application of educational psychology to educational practice. Since 2012 she has worked closely with Dr. Jill Perry, Director of CPED, helping with various aspects of the organization. In 2014 she became the Associate Director of CPED and is continuing to work in this capacity.

Debby Zambo, Ed.D., Emerita
Phone: 623-695-0682
Email: debby.zambo@cpedinitiatice.org

Rewarding Community-Engaged Scholarship: A State University System Approach

John Saltmarsh and John Wooding

Abstract

The need for new and revised structures to reward new forms of scholarship is being examined nationally and globally. It is also being examined on campuses that make up the University of Massachusetts system, all which are classified by the Carnegie Foundation for Community Engagement. This paper reports on the collective exploration by the five campuses of the University of Massachusetts to understand whether the existing academic policies sufficiently and appropriately rewarding community engagement and publically engaged scholarship enact the core mission of the University of Massachusetts to effectively generate knowledge, address social issues, and fulfill its academic and civic purposes.

Introduction

> To be candid, I believe that my 'traditional' scholarship alone (read: grants and papers) should be strong enough for a positive tenure decision. I am still deciding on how to incorporate my engagement work into the portfolio I put together. I would like to have it be a major part of my essays on my research, teaching, and five-year plan that form part of my package, but am still not sure if this is the best strategy. I will be putting these documents together in the fall, and my strategy is to wait and see how the landscape looks at that point in time, and act accordingly.

These are the words of a faculty member in the natural sciences who is coming up for tenure review and is ambivalent about how to present her community engaged scholarship (CES). They capture the struggle over scholarly identity and the cultural politics of navigating academic systems, especially those that fail to recognize and support the kind of scholarship that defines the faculty member as a scholar. This is a common dilemma. It occurs on campuses across the U.S. when a new generation of faculty produce knowledge through new forms of scholarship encounter academic systems that fails to recognize or reward their work and prevents them from thriving as scholars. It may even end their academic careers.

The value of civic engagement and community-engaged scholarship is widely acknowledged and frequently advocated by students and faculty at universities in the U.S and internationally. Over the last several decades, recognizing the variety of forms of scholarly research and academic achievement has become commonplace on many campuses. In the U.S., the Carnegie Foundation offers a community engagement classification that assesses and validates community engagement as one critical measure of a university's identity and success (Driscoll, 2008; Sandmann, 2009). Many faculty stress community involvement, internships, and various forms of experiential learning in their courses and view them as critical components of a university education. Across the country, numerous faculty engage in community-engaged research, work with local organizations, local businesses, and city and town governments, solve problems and help to collect data and information. Additionally, there exists a considerable literature—by and for faculty—documenting the scholarship and pedagogical impact of civic engagement strategies and the promotion of community-engaged research (Moore, 2014).

Too often, however, such activities are not rewarded or supported in the recognition and promotion process of faculty in higher education (Saltmarsh, et. al., 2009; Saltmarsh, et al., 2015; Ellison & Eatman, 2008). Faculty and universities are still judged primarily by the research profile of their individual and combined achievements. This profile exclusively rewards traditional models that assume that all valid knowledge of the physical and social world is obtained by faculty pursuing their research agendas, and

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getting validation for that work in the form of peer-reviewed publications, successful grant applications, and recognition in national and international discipline-based associations.

While some universities are recognizing emerging forms of scholarship in ways that challenge this traditional model, there are powerful counterforces that undermine higher education's commitment to community engagement. The decline in funding for state universities and the competition over fewer and fewer funding opportunities have pushed many institutions to return to a narrow model of excellence built on traditional ideas about academia's function and role. Increasingly, universities are engaged in a prestige race in which the winners are defined by the presence of star faculty (i.e., those who publish widely, obtain large grant-funded research projects, and who receive wide public acclaim for their research), and by their success at recruiting top students and placing them in high paying, high skill careers. Administrators focus on encouraging these traditional activities as they seek funds from wealthy sponsors, alumni, foundations, and grant funding institutions to replace dwindling state support. The recognition of faculty committed to community engagement is often counterbalanced by institutional striving for higher prestige through narrow and restrictive measures of excellence.

Rewarding Community-Engaged Scholarship

> As I'm sure you are aware, there have been recent reports issued by professional, academic organizations such as MLA and AHA, which call for senior faculty and administrators to update their institutional evaluations of digital/online publications, public scholarship, and written work generated by faculty's civic engagement. I seriously doubt—based on the unofficial [departmental personnel committee] report I have seen—that these recent recommendations were considered, and thus my work in these three categories was not given adequate consideration under 'research, professional and creative activity'.

This is from a woman of color at state university to her Dean in a memo prompted by problems with her promotion and tenure review. This situation points to a deep organizational problem, shared by many other universities. There are an increasing number of scholars coming into the academy, often much more diverse in every way from the faculty currently on campus, who have significant interest in emerging forms of scholarship: digital and web based publication and dissemination, complex interdisciplinary research projects, and community-engaged scholarship. At the same time, the reward policies don't provide criteria that value and guide the evaluation of these forms of research, investigation and problem solving activities now very much part of a new scholarship. When institutional policies are silent on engagement, they create disincentives for faculty to undertake community engagement across their faculty roles and often punish them when they do. Silence perpetuates what O'Meara has identified as academic "inequality regimes" of power, privilege, and oppression (2015). As Tierney and Perkins observe, "the professional reward structure needs to shift. Institutions need a diversity of routes to academic excellence and some of them will pertain to being involved outside the ivory tower…Academic work needs to have an impact in order to provide society's return on investment…For that to happen, the reward structure and those practices that socialize faculty need to shift in a way that supports engagement rather than disdains it" (2015).

At Tulane University, with leadership from the Provost and faculty, a white paper on *Academic Review and Engagement at Tulane University* was released in 2013 stating, "given the centrality of engagement to Tulane's mission and to the ongoing strategic planning process, we cannot continue to sustain a culture of academic review that is silent on engagement" (Tulane University, 2013). This is a strong statement, stressing concerns by top administrators at Tulane. This kind of leadership is extremely important as it is not enough to claim, as many campuses do, that faculty undertaking emerging forms of scholarship, like CES, are getting through the reward and promotion system. When policies and criteria are silent on

engagement, early career faculty are left to suffer the injustices of arbitrary and often capricious processes that cause real harm, personally and professionally – and institutionally.

Some campuses, and some campus leaders, will no longer be silent on engagement. At Syracuse University, with strong administrative leadership and faculty commitment, the faculty and administration went through a four- to five-year process that led to a revision of the promotion and tenure guidelines resulting in language that explicitly incorporates community engagement into the reward policies of the campus. The faculty handbook now reads:

> Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. Syracuse University recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these traditions, including faculty who choose to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good (Syracuse University, 2009).

Similarly, as part of a strategic planning process, the University of North Carolina at Chapel Hill (UNC-CH) formed in 2009 a Task Force on Future Promotion and Tenure Policies and Practices. The task force recommended that emerging forms of scholarship be considered in tenure and promotion processes. Specifically:

> 1. Faculty engagement with the public outside the traditional scholarly community should be valued and evaluated during the tenure and promotion process. Faculty "engagement" refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside UNC-CH.
>
> 2. New forms of scholarly work and communication made possible primarily by digital technology should be included in evaluations of scholarship.
>
> 3. Work across disciplinary lines should be supported. Expectations of all involved parties should be articulated at the outset, and referred to as tenure and promotion decisions are made (University of North Carolina-Chapel Hill, 2009, p. 2).

In its *Academic Plan 2011* UNC-CH set forth the strategic priority of building engaged scholarship into the core culture of the campus. The plan stresses that

> …because the tenure and promotion policies and criteria for most units on campus do not recognize engaged scholarship, the University should adopt the recommendations of the May 2009 University-wide Task Force on Future Promotion and Tenure Policies and Practices, which call for the inclusion of engaged scholarship and activities in departmental tenure and promotion policies and criteria. Following these recommendations, each academic unit should review and revise its tenure and promotion criteria to include engaged scholarship and activities appropriate for their discipline (University of North Carolina-Chapel Hill, 2011).

Across the country, many campuses are at some stage of reconsidering and revising their reward structures, providing recognition for new forms of scholarship and the scholars who are producing it. And this is critical as new young scholars, with training, goals, and values significantly different from

traditional models begin their careers in our academic institutions. And they will be the life blood of the future of the academy. The young scholar we quote at the beginning of this section is part of a larger phenomenon changing higher education: a substantial number of faculty doing CES, across their faculty roles, their disciplines, and their departments.

The data on this is clear. For example, in the late 1990s, the Higher Education Research Institute at UCLA, attending to significant trends in American higher education, added new questions to their Faculty Survey. A number of these were aimed at assessing faculty involvement in civic engagement in their scholarship and teaching, and their perceptions of the institutional environment's support for their work. In 2004-2005, these questions appeared for the first time. An example: the survey asked, whether, in the previous two years, the faculty member "collaborated with the local community in teaching/research?" In the 2013-14 survey, 48.8% of faculty at all undergraduate campuses indicated that this was, indeed, what they were doing Hurtado, et al., 2011). At public university campuses 50.4% of faculty stated that they had undertaken such collaborations. Among tenure track faculty, 51.1% said the same thing. The percentages are impressive: for female faculty it is 52.4%, for Hispanic faculty 55.2%. And by all institutional types, all faculty ranks, both sexes, and all race/ethnicity groups, the data indicates increases in the percent of faculty indicating community engagement in their teaching and research in every dimension from when the question was first asked a decade earlier Saltmarsh and Hartley, forthcoming 2016). This is a significant finding. Over *half of all faculty* claim to be engaged in community-based scholarship and engagement and yet very few of our institutions recognize, legitimate or reward these activities—or know how to.

Given our concerns about lack of *real* recognition for civic engagement at many of our academic institutions, the lack of understanding and recognition of new forms of scholarship (interdisciplinary, digital, community based, etc.), and the lack of support for younger faculty from diverse and multi-cultural backgrounds who bring to the academy innovative and creative approaches to scholarship, we have been exploring what has been happening at the campuses that make up the University of Massachusetts system. In what follows we take a look at current policies, challenges and possible ways forward for this public university. We believe these issues and barriers to community-engaged scholarship at the University of Massachusetts are typical of what is going on at most of our institutions of higher learning and the campuses within most state university systems. Discussing them here, with some suggestions of how things might be improved, provides a means for developing further discussion about the significant issues facing advocates for greater and more authentic community-engaged scholarship—especially in institutions of public higher education.

University of Massachusetts

Across the five campuses of the University of Massachusetts system, academic policies are specified in various documents approved by the Board of Trustees and through faculty union collective bargaining contracts. Many of these documents are decades old or contain legacy language, reiterated through subsequent documents. Changing this language typically requires discussions with union leadership, senior administrators, faculty, trustees and senior officers of the university system's president's office. It is a daunting process. The five campuses of the University of Massachusetts system are Amherst, Boston, Dartmouth, Lowell, and the Medical School; there is single system President and individual campus Chancellors. The university faculty are fully unionized. The campuses have different bargaining units and the independence of each campus is cherished and protected. Each has its own chancellor and provost.

Most of the policy documents articulate community involvement as an area to be recognized as part of a faculty member's service obligations. This is typical and widespread—that is, community involvement is recognized as service activity, and in the context of a research university, the norm is that research and scholarship and creative activity count the most, teaching and learning count less than scholarship, and

"service" counts the least. None of the UMass policy documents specifically articulate community engagement as a part of the faculty's teaching role or research, scholarship, and creative work. There are signs of change: as is happening at other institutions nationally, some of the campuses in the system—in particular UMass, Amherst and UMass, Boston—are exploring ways to create policies that are no longer silent on advocating or rewarding CES.

Findings

Our concern for finding better ways to recognize the work of University of Massachusetts faculty who pursue emerging forms of scholarship, including community engagement—and who encourage their students in community engagement—prompted a one-day seminar on the evaluation and reward structure for university faculty's community engagement activities. The seminar was an opportunity to share current campus practices and processes for bringing about institutional change, to reflect on the state of current reward structures, and to consider ways to effect meaningful cultural change.

The purpose of the seminar was to explore and examine a wide range of faculty rewards (including promotion criteria, awards, faculty development support, and policies at various levels) that provide incentives and recognition to faculty for undertaking CES. Throughout our discussions, we considered community-engaged scholarship as the advancement of knowledge focusing on social issues through relationships between those in the university and those outside the university: relationships that are grounded in reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the university) and asset-based (valid and legitimate knowledge exists outside the university). While the goal of "public scholarship" is for academics who create knowledge to move it beyond the ivory tower, the goal of "publicly engaged scholarship" is for academics to move beyond the ivory tower to create knowledge (Saltmarsh and Hartley, 2011).

The need for new and revised structures to reward new forms of scholarship is being examined nationally and globally. It is also being examined on campuses that make up the University of Massachusetts system. All of the campuses in the University of Massachusetts system are classified by the Carnegie Foundation for Community Engagement, and at the time of the seminar were in the process of applying for re-classification. As a part of the re-classification process, campuses address the following question: "In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion that specifically reward faculty scholarly work that uses community-engaged approaches and methods?"

The central problem the seminar addressed is that most universities lack a system of incentives and supports for faculty who undertake (or are considering) CES addressing broad social impact. The policies and cultures that shape faculty behavior for career advancement have not kept pace with changes in knowledge production and dissemination. Campuses are attempting to address new and rapidly changing internal and external environments, including (1) increasing the ethnic and gender diversity of the faculty, (2) creating space for new perspectives on advancing knowledge, and (3) addressing the need for organizational change so that universities are publically accountable and have greater legitimacy (Sturm, et al, 2011). In such an environment, community engagement, publically engaged scholarship, and university-community partnerships are increasingly important ways for universities to effectively generate knowledge, address social issues, improve the human condition, and fulfill their academic and civic purposes. The central question was whether the existing academic policies sufficiently and appropriately enact the core mission of the University of Massachusetts, an "integrated tripartite mission of discovery (a public trust), education (a moral vocation), and engagement (a societal obligation)" (Williams, 2014). The vehicles by which these issues are considered at UMass are varied and diverse. We address several of them below.

Annual Faculty Reports. The existing process for reporting and documenting faculty activity is an opportunity to signal the importance of community engagement across faculty roles. Annual Faculty Reports function primarily as a means for (1) collecting information about faculty activity on an annual basis, and (2) assessing faculty productivity for purposes of distributing merit pay. Annual Faculty Reports also serve to define faculty workload and are properly shaped in concert with the union that serves as the bargaining unit for the campus. The example from the University of Massachusetts, Amherst, of having a committee of the faculty senate work with the union and the office of the Provost to implement revisions to the Annual Faculty Report, highlights the importance of this process as one way of providing recognition for community engagement. The revised Annual Faculty Report at the University of Massachusetts, Amherst now includes community engagement as an area for reporting in teaching, scholarship and creative activity, and service. For faculty doing community engagement, they now have a way to report—and be recognized for—their community engagement across the faculty roles.

The unit that serves as the voice of faculty governance on the campus (typically the faculty senate) can serve a role in the recognition and rewarding of community engagement. It is critical that community engagement, as core academic work, fall under the purview of faculty, and not be perceived as being imposed upon the faculty by administration. An example of this exists at the University of Massachusetts, Amherst, with the Faculty Senate Council on Public Engagement and Outreach, which is one of a number of councils of the faculty senate and is charged with coordinating engagement activities and policies.

Explicit Policy Criteria. While Ernest Boyer started a national conversation about reconsidering how we define scholarship in the 1990s, the conversation continues in new and perhaps more urgent ways. Boyer raised the issue of interdisciplinary scholarship in 1990 (Boyer, 1990), and the scholarship of engagement in 1996 (Boyer, 1996), but didn't foresee the prominence of digital scholarship in some disciplines and for some scholars. The key goal here is to open up space for new forms of scholarship to be adequately, appropriately, and fairly rewarded. None of these new forms of scholarship should be considered as additions to traditional forms of scholarship; if they are, then they will in fact be added on to existing faculty scholarly expectations. This creates a further burden on faculty already facing increasing work-load and expectations.

Having community engagement specifically articulated in reward policies is essential. It may be that the most effective, short-term way for campuses in the system to accomplish this is through interpretive policy statements issued by the Vice President for Academic Affairs (or Provost) on the respective campus. There is no substitute for leadership on this issue from the chief academic officer. For instance, in its report, the University of Massachusetts, Boston's Working Group to the Provost articulates specific recommendations for how that policy document could be written. For the long-term, a comprehensive revision of Trustee policy documents would be in order, as some of these documents date back to 1976. While policy revision is essential, it is not sufficient. Campus leaders will need to have a long-term commitment to aligning policies across campuses (and across Colleges and Departments) and to provide professional development and guidance for (1) faculty in the tenure pipeline on how to present their engaged scholarly work, and (2) faculty on personnel review committees on how to evaluate community-engaged scholarly work, and for Department Chairs.

Research Prestige. One of the seminar participants provided an observation that resonated strongly with participants at the seminar—that across the system, there is a "savage ambition" to keep elevating the research profile of each campus (based, largely, on faculty wining large federal and state grants or foundation support for their activity, and publication in prestigious journals), and that this striving can inhibit innovation and recognition of emergent scholarly work. Too often, improving the "research profile" means growing and supporting traditional scholarship while not recognizing the values of community-engaged research and scholarship. It is important that academic leaders, particularly provosts

and deans, across the system nurture an academic culture that values community engagement as scholarship that raises the profile of campuses, brings about an understanding that community-engaged research contributes to broader social impacts across the Commonwealth, and demonstrates tangible public accountability. Campus and system leaders can advance community engagement as an added value to the University. National recognition, and community engagement as core faculty work, should be viewed as contributing to the prestige of the campuses and the system. Such scholarship is valued, appreciated and understood by the Commonwealth's citizens and their legislators. An explicit and well-publicized commitment to engaged scholarship and service to the community builds strong support among voters, political representatives and key administrators in the state.

Research Grants. Each of the campuses in the system provides internal funding opportunities for faculty research. The more campuses create funding opportunities for community-engaged research, and the more the campuses invest in these opportunities, the more incentives that are created for faculty to undertake community-engaged research; and for faculty already doing community-engaged research, they will find greater support for their research. An example of this kind of research opportunity is at the University of Massachusetts, Boston, which revised the guidelines for a longstanding "Public Service Grant." The revised guidelines now articulate and fund community-engaged research:

> As a public urban research university, one way, and possibly the best way, to foster outstanding public and community service is through community-based research and engaged scholarship…Publicly engaged scholarship involves collaborative, reciprocal partnerships that couple university knowledge and resources with those of the public and private sectors to sharpen and enrich research to increase public knowledge and better inform community service (Warren, et. al, 2014).

ScholarWorks. Each of the campus libraries has adopted ScholarWorks as a way of electronically disseminating faculty scholarship. ScholarWorks can be an important mechanism for highlighting community-engaged scholarship. An example of this is at the University of Massachusetts, Amherst, which has created specific search functions that compile community-engaged scholarship and at the same time provide a platform for faculty doing community engagement, making their work more visible. This is another incentive for faculty and another means for signaling to faculty that community-engaged scholarship is valued and taken seriously.

Chief Academic Officer Leadership. As we have noted, in order for community engagement to be valued as core academic work, the Provost plays a central role in providing the leadership for the recognition and support of community engagement, diverse faculty and to innovate diverse approaches to new forms of scholarship. If there is ambiguity about the value of community engagement or inconsistent messages about it from the Provost, then deans, chairs, and faculty will be unsure about whether it is something they should embrace and advance. More than any other campus administrator, it is the Provost who sets the tone for where community engagement fits as an institutional priority for faculty and how it will be valued. Such a commitment can change a culture, as administrators and senior faculty recognize that these forms of scholarship are recognized, supported and rewarded. And changing the culture is critical.

Strategic Plan. Community engagement should be a clearly identifiable part of academic goals of the strategic plan for the campus. If community engagement is not included in the strategic plan, it will not be seen as an institutional priority, and if it is not an academic goal, then it will not be seen as the work of the faculty. Beyond vague and lofty references to public purpose and civic commitment in mission statements, and references to the importance of the campus to Massachusetts's communities in the campus vision statements, what is needed is the structuring of community engagement as core academic work as a priority with clear benchmarks for implementation.

Award for Community Engaged Scholarship. At both the campus level and at the system level, one way to signal the importance of community engagement is through an annual faculty award. What currently exists is a set of awards that recognize excellence for each of the segmented faculty roles – teaching, scholarship, and service. These are important, but they do not capture community engagement and the way that community-engaged scholars often integrate their faculty roles doing engaged scholarly work across teaching, research/scholarship/creative activity, and service. Historically, at UMass, there are numerous examples of faculty receiving the "service excellence" award for their community service but without recognition that their service work with the community was linked to and improved their teaching and learning role, and that both their service and teaching were linked to their research. An award that recognizes excellence in community engagement provides an important public symbol, celebrating faculty who integrate their faculty roles in deep collaboration with community partners.

Recommendations

Based on the seminar discussion and in light of activities currently ongoing across the campuses that make up the University of Massachusetts system, we proposed the following recommendations with the goal of improving and enhancing the reward structure for faculty who engage in community-engaged research and education. The recommendations were formulated for the University of Massachusetts system. They are revised below to apply to any state system.

1. Systems Office. It is critical that the system President's Office embrace and advocate for the importance of innovative research and teaching and, in particular, for community-engaged research and education. Academic work now embraces digital publications, social networks, public presentations, training and support for community activities with public, private, and not-for-profit institutions. In short, the array of activities now considered part of an academic career transcends traditional publication and research. In order to embrace these innovations and to recognize the value of community-engaged scholarship, we recommend that the system do the following:

- Review and revise system-wide documents that relate to faculty work and expectations throughout the system to insure that they recognize and explicate new forms of scholarship, research, and pedagogy.
- The system President's Office should make the achievement of the Carnegie Community Engagement Classification visible as a demonstration of the public accountability of the University and as a way to advance deeper community engagement across the system.

In light of this significant achievement and the value community engagement brings to the University as a whole, including the major contribution it provides as an indication to the wider public of the valuable role the University plays in contributing to the daily lives of people, we recommend that the system President's Office create an initiative on Community Engagement that encourages and facilities community engagement across the system. As part of the initiative, we would also recommend the following:

- The creation of an Advisory Board comprising selected faculty from each campus.
- Sponsorship of the following activities:
  - An annual system-wide meeting on best practices for community engagement, showcasing current examples of innovative scholarship and community engagement.
  - An annual system-wide award for Community Engaged Scholarship.
  - An Annual Grant Program to aid and stimulate community-engaged scholarship.

- An Annual professional development opportunity that would provide faculty and senior administrators from all campuses the chance to learn about innovative scholarship and community engagement.

2. Campus Initiatives.

- The Chancellor and Provost on each campus should initiate a campus-wide conversation about community-engaged scholarship.
- The Chancellor of each campus should establish an annual award recognizing community engagement integrated across the faculty roles. Such an award could be framed in this way:

  The Chancellor's Award emphasizes community-engaged scholarly work across faculty roles. The scholarship of engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) represents an integrated view of faculty roles in which teaching, research/creative activity, and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member's expertise, is of benefit to the external community, is visible and shared with community stakeholders, and reflects the mission of the institution. Community-engaged scholarship (l) involves academic projects that engage faculty members and students in a collaborative and sustained manner with community groups; (2) connects university outreach with community organizational goals; (3) furthers mutual productive relationships between the university and the community; (4) entails shared authority in the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the results, developing the final product(s), to participating in peer review; (5) results in excellence in engaged scholarship through such products as peer-reviewed publications, collaborative reports, documentation of impact, and external funding, and (6) is integrated with teaching and/or with service activities (Warren, et.al, 2014, pp. 6 , 38.).

- The campus Chancellor should support the attendance of the Provost and, with the Provost, Academic Deans, at the Engagement Academy for University Leaders in order to develop leadership on campus-community engagement (http://www.cpe.vt.edu/engagementacademy/eaul/index.html).
- The Provost on each campus should work with the Faculty Senate (or Faculty Council) to establish a "Public Engagement Council" as a faculty committee to advance community engagement on the campus. This can be modeled on the Public Engagement Council of the Faculty Senate at the University of Massachusetts, Amherst.
- The Provost on each campus should work with the Faculty Senate and the Faculty Union to revise policy documents such as the union contract and Annual Faculty Reports to specifically include community engagement as core faculty work.
- The Provost on each campus should issue a set of guidelines for the inclusion of community engagement in tenure and promotion such that community engagement is incorporated in each of the three categories considered in personnel matters concerning tenure and promotion—that is, scholarship, teaching, and service. It should be considered one important way to contribute to the university's mission in each area, but not as a required practice for all members of the faculty. In other words, one significant way to contribute to scholarship in a field is through community-engaged scholarship.
- The Provost should work with the campus office for teaching and learning to offer workshops for senior faculty who serve on personnel review committees aimed at developing expertise in evaluating community-engaged scholarship. Additionally, the campus office for teaching and

learning should offer workshops for junior faculty on documenting community-engaged scholarship in their tenure and promotion applications.

Conclusion

We have noted above the ways in which faculty, research, and measures of recognition are beginning to change in academia. At the same time universities, particular public institutions, are under intense pressure to cut costs, adapt to expensive new technologies, promote the prestige of their campuses, and offer programs of study that enhance their students marketability in an increasing tight job market. All these forces tend to endorse and encourage traditional scholarship and rewards. Although much has been achieved in promoting and recognizing both the diversity of scholarship and the value of community engaged research, there has been little change in the reward structures currently in place for faculty. Campus mission statements, policy statements and collective bargaining agreements are still largely silent on these matters. In addition, senior faculty who make many of the judgments about promotion and tenure for faculty (the key reward structure on our campuses) are either unaware, uninformed, or hostile to the kind of scholarship many new, community-engaged faculty are undertaking. To change these things requires a change not only in the stated goals of systems, campuses, colleges and department but also the active promotion of these activities by system presidents, chancellors, provosts and all senior administrators. Without a synergy of commitment and engagement, we will be unable to support and keep young innovative faculty, serve our students, enhance positive social change, or fulfill our mission to serve the society in which we live and work—the fundamental purposes of a public state system of higher education.

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Author Information

John Saltmarsh is the director of the New England Resource Center for Higher Education (NERCHE) (www.nerche.org) at the University of Massachusetts Boston as well as a faculty member in the Higher Education Doctoral Program in the Department of Leadership in Education in the College of Education and Human Development. He is the author, most recently, of the co-edited *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education* (2016).

John Saltmarsh, Director
New England Resource Center for Higher Education (NERCHE)
College of Education and Human Development
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393
Tel: 617-287-7743
Email: john.saltmarsh@umb.edu

John Wooding is the former Provost and Vice-Chancellor for Academic Affairs at UMass Lowell. He is the former chair of the Department of Regional Economic and Social Development and currently a member of the Department of Political Science. His most recent book, co-authored with Kristin Esterberg, is *Divided Conversations: Identities, Leadership and Change in Public Higher Education.*

John Wooding
Professor
Department of Political Science
University of Massachusetts, Lowell
201B Dugan Hall
883 Broadway Street
Lowell, MA 01854
978 934 4257
John_Wooding@uml.edu

Incorporating Community Engagement Language into Promotion and Tenure Policies: One University's Journey

Lynn E. Pelco and Catherine Howard

Abstract

This case study describes the campus context and process for successfully including community engagement language into promotion and tenure policies at Virginia Commonwealth University, a high research, urban public university. The paper also describes barriers our campus faced during the promotion and tenure policy revision process, especially myths that emerged surrounding community-engaged work in the academy. We describe key supports that facilitated a successful process, including the important champions who played roles on our campus.

Introduction

Colleges and universities across the country are recognizing the need to create campus climates that support faculty for undertaking community-engaged teaching, scholarship, and service. These activities address pressing societal needs, and a growing number of faculty members are already engaging in them. For example, a 2010-2011 faculty survey from the Higher Education Research Institute at the University of California, Los Angeles showed that 42.5 percent of faculty respondents had "collaborated with the local community in research/teaching" during the past two years (Hurtado, et al. 2012).

One important strategy campuses are using to create cultures that validate community-engaged research, teaching, and service is to shift the institution's professional reward structure so that it explicitly recognizes this work. Higher education promotion and tenure policies also serve the important role of socializing faculty members to the values of the institution, and in this way they reinforce institutional missions and strategic plans that include community or civic engagement language. O'Meara, Eatman, and Petersen (2015) state, "…the promotion and tenure process reflects institutional values, aspirations, privileges, and power structures. Virtually every campus enacting serious change with regard to curricula, technology, globalization, learning, or retention must also face the implications for promotion and tenure."

This institutional case study examines one university's experience in revising its promotion and tenure policies to include community engaged forms of teaching, scholarship and service. Our experiences through this process are in many ways unique to our own institution; however, we believe many of our experiences represent common steps through which other campuses have or will travel as they address the growing need to foster innovative, community-engaged approaches to faculty work within the academy.

Origins and context of community engagement at VCU

Virginia Commonwealth University (VCU) has had a long tradition of urban community engagement. In 1968, the Virginia governor signed into law the merger of two historic higher education institutions, the Medical College of Virginia (MCV) and the Richmond Professional Institute (RPI). Both institutions were born out of critical needs in the community and were located in the center of the capital city of Richmond. This new university had the unique focus of filling the gaps of unmet higher education needs and of being urban-oriented with a concentration on meeting the needs of an urban population (Bonis, Koste, & Lyons, 2006). As noted in the Wayne Commission report, "It has become increasing apparent that the conditions prevailing in our urban centers present many of our most critical national, state and local problems… Rarely has so challenging an opportunity to combine the free pursuit of knowledge in

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its own right with the ready availability of that knowledge for the enlightenment and enrichment of the larger community of which it is a part been presented to an institution of higher education." (Report of the Commission to Plan for the Establishment of a Proposed State-Supported University in the Richmond Metropolitan Area, 1967)

Both VCU and Richmond have changed dramatically over the ensuing 50 years. For example, between 1968 and 2015, VCU's student enrollment increased from 10,000 to 32,000 students, and the campuses grew to occupy 144 acres in the center of Richmond. During that same period, the population of the city of Richmond dropped from approximately 250,000 to 214,000; and like many other U.S. urban centers during this time period, Richmond's residents experienced higher rates of poverty and unemployment than did residents from the suburban communities that surrounded the city. Consequently, the need for VCU to expand its engagement with its neighboring communities has grown across time, and the university has worked to meet that need.

For example, by 1978 VCU had formalized support for its community engagement activities through the establishment of the Division of Continuing Studies and Public Service, which in 2006 was renamed the Division of Community Engagement (DCE). The DCE is administered from the Provost's Office and is now led by a vice provost for community engagement who reports directly to the provost. The Division provides support and coordination for community-engaged teaching, research and outreach activities across all academic units on both campuses and currently employs more than 20 full time staff members. In 2006 and 2015 the Division led VCU's successful applications to gain recognition from The Carnegie Foundation for the Advancement of Teaching as a community engaged institution.

Commitment to community engagement is also evident in the university's strategic plans across time. The most recent strategic plan, Quest for Distinction, was adopted in May 2011 and includes specific language and assessment metrics regarding the university's goal to become a national model for community engagement and regional impact.

Developing campus-wide community engagement definitions

Annually, the DCE co-sponsors a university-wide Council for Community Engagement that engages 40 representatives from both academic and administrative units. Council members are responsible for educating colleagues in their units about important university-level community engagement initiatives, distributing internal grant funding for interdisciplinary community-engagement initiatives, and recognizing outstanding community-university partnerships.

During the 2010-2011 academic year, Council members began to call for VCU to established shared definitions of important community engagement terms. It was clear to Council members that faculty and administrators within and across units interpreted community engagement terms such as community, partnership, and community-engaged service in different ways. These different interpretations inevitably led to miscommunications and confusion about community engagement activities both amongst and across campus groups.

As a first step, Council members requested that the DCE investigate community engagement definitions being used by peer institutions. During the summer of 2011, the vice provost for community engagement supervised a graduate student intern who conducted this research. The results were shared with Council members in the fall of 2011 and showed that peer institutions used a wide variety of definitions for key community engagement terms. The consensus of the Council that autumn was to craft and approve a VCU list of community engagement terms and definitions by adapting definitions used by peer institutions and national organizations (Carnegie Foundation for the Advancement of Teaching, 2011; Clinical and Translational Science Awards Consortium's Community Engagement Key Function

Committee, 2011; Driscoll & Sandmann 2011; Glassick, Huber, & Maeroff, 1997; Harter, Hamel-Lambert, & Millesen, 2011; Lynton, 1995; Saltmarsh, 2010; The University of Kansas Beach Center on Disability, 2012; U.S. Department of Health and Human Services Office of Behavioral and Social Science Research, 2011). Throughout the rest of the Fall 2011 semester, DCE staff members along with several Council leaders worked to create this list of VCU definitions for the following key community engagement terms: community, partnership, community outreach, community engagement, community-engaged scholarship, community engaged-service, community-engaged teaching/learning, and community-engaged research. Drafts of the definitions were shared with the entire Council membership via online repositories (e.g., Blackboard) and all Council members were invited to edit and provide feedback.

By February 2012 the Council for Community Engagement members had approved by consensus the list of terms and definitions. At that same time, as we will describe below, the vice provost for community engagement hired an external expert consultant to help campus leaders and members of the new Ad Hoc Committee for the Revision of Promotion and Tenure Policies consider ways in which the university's community engagement mission could be articulated in the university's revised promotion and tenure policies. In concert with this work, the consultant provided feedback on the community engagement definitions, which were then presented to the Provost who forwarded them to the President's Cabinet for their approval. The terms were approved in August 2012 and were added to the institutional data glossary maintained by the Office of Planning and Decision Support. The approved definitions (shown in Table 1) were posted on the university's website.

Table 1

VCU Community Engagement Terms and Definitions

Community	A group of people external to the campus who are affiliated by geo-graphic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender, or sexual orientation.
Partnership	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.
Community Outreach	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
Community Engagement	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.

Community- Engaged Scholarship	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.
Community- Engaged Service	The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community.
Community- Engaged Teaching/ Learning	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical praticums.
Community- Engaged Research	A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

Revising promotion and tenure policies to include community engagement language

In the fall of 2011, the university president charged a 19-member Ad Hoc Committee to review and revise the promotion and tenure policies of the university. This Ad Hoc Committee for the Revision of Promotion and Tenure Policies convened for the first time in November 2011. The provost instructed the committee to insure that the revised policy clearly aligned with the university’s new strategic plan, Quest for Distinction. The provost also required that the general criteria for promotion and tenure include community engagement language. To meet this requirement, the committee constructed a matrix that enabled tracking of the developing policy revision along the major themes of the university’s strategic plan. During the next three months, the Ad Hoc Committee worked in subcommittees to collect information that would guide their work. These committees were the Peer Institution Review Subcommittee, the Literature Review Subcommittee, and the VCU School-Level Promotion and Tenure Policy Review Subcommittee. Each subcommittee utilized the matrix to map information it collected with the major themes of Quest for Distinction. Because community engagement existed as a major theme of Quest for Distinction, this matrix approach insured that the Ad Hoc Committee brought forward information related to community engagement language in the promotion and tenure policy revision.

In September 2011, the vice provost for community engagement hired an external expert consultant to work with key campus stakeholders around the topics of community engagement in the academy and community-engaged scholarship. The consultant met on campus with deans to help them understand the nature and role of community-engaged scholarship within their disciplines. During the fall semester, the consultant also met with members of the Council for Community Engagement and with the staff from the university’s Center for Clinical and Translational Research. Finally, the consultant attended the fourth meeting of the Ad Hoc Committee, which was convened in February 2012, to facilitate a discussion about community engagement and community-engaged scholarship.

The March 2012 meeting of the Ad Hoc Committee included a large group discussion of the ideas shared by the expert consultant the previous month. A number of key questions arose from the group, and these are described in the Barriers and Myths section below. The Ad Hoc Committee co-chairs sought answers to the committee members' questions by shuttling between the Ad Hoc Committee and various campus community engagement experts, including the vice provost for community engagement, the external expert consultant, and members of the Council for Community Engagement. Over the next few months, it became clear to the Ad Hoc Committee members that the community engagement definitions developed by the Council for Community Engagement during the Fall 2011 semester should be utilized in the promotion and tenure policy revision. Additionally, the Ad Hoc Committee members came to the consensus that language related to community engagement would be incorporated into each of the three general criteria—scholarship, teaching, and service. Specifically, the revised general criteria for promotion and tenure explicitly included community-engaged scholarship, community-engaged teaching, and community-engaged service as acceptable approaches to the work. The exact language included in the revised policy is shown in Table 2.

Table 2

VCU Promotion and Tenure Policies General Criteria and Criteria Definitions for Tenured, Tenure-eligible, and Term (non-tenure) Faculty Members

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In order to ensure distinction in learning, research, scholarly pursuits and creative expression, and service, the following criteria shall apply in the evaluation of all tenured and tenure-eligible faculty members for promotion and tenure. For faculty members holding term (non-tenure) faculty appointments, the criteria shall be applied in the evaluation for promotion as appropriate to the individual faculty member's special mix of duties. All faculty members' work plans are developed in accordance with the Faculty Roles and Rewards policy. Faculty members holding administrative positions must meet the guidelines of their own academic unit. General criteria include:

General Criteria 1: Appropriate credentials and experience.

General Criteria 2: Demonstrated continuing scholarship and professional growth. Faculty members should be continuously engaged in productive and creative scholarly activity in areas relevant to the goals and mission of their academic unit. They should make a substantive contribution to the body of knowledge in their discipline that reflects high standards of quality in creativity, scholarship and professional competence. They should demonstrate leadership and professional competence in independent scholarship and/or collaborative research that leads to the creation of new knowledge or creative expression. Scholarship can be in the form of research and discovery scholarship, the scholarship of teaching and learning, or community-engaged research. Research and discovery scholarship breaks new ground in the discipline and answers significant questions in the discipline. Scholarship of teaching and learning includes applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom. Community-engaged research is a collaborative process between the researcher and community partner at all stages of the research process. Examples are community-based participatory and action research.

General Criteria 3: Demonstrated quality in teaching. Teaching shall be evaluated based primarily upon the impact of the faculty member's teaching in programs relevant to the mission of their academic unit. Faculty members must demonstrate mastery of their subject matter and at communicating this understanding to student learners; most fundamentally, faculty members should demonstrate that their students learn. There should be evidence of the candidate's sustained commitment to classroom

instruction, to inclusion of advising and availability to students as a component of teaching, to sustained effectiveness as a contributor to the intellectual development of students through devices such as course design, course material, curriculum development, and attention to other mechanisms of enhancing student learning. Mentoring, and other forms of beneficial interactions between the candidate and learners, may be given appropriate weight as a part of the teaching criteria as determined by the academic unit. Demonstrated quality of teaching may include community-engaged teaching that connects students and faculty members with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practicums.

General Criteria 4: Demonstrated performance in service. Faculty members are expected to give of their time and expertise for the betterment of their department, school and university, their profession and/or the broader community. Service includes engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad. Demonstrated performance in service may include community-engaged service, which is the application of one's professional expertise to address a community-identified need and to support the goals and mission of the university and the community partner.

Approved May 2013.

By May 2012, the Ad Hoc Committee had submitted its revised policy in a final report to the provost. During the Fall 2012 semester, four open discussion forums were held on the campus so that stakeholders could respond to the proposed revision. Additionally, public comments were collected via an online platform. The Ad Hoc Committee met once more in December 2012 to incorporate suggestions from these forums into the document. No significant changes to the community-engagement language were made as a result of the public comments. The university's Board of Visitors approved the new university promotion and tenure policy in May 2013.

Once the new university promotion and tenure policy was approved, each of the 12 VCU schools and its College of Humanities and Sciences set to work revising their own unit-level policy so that it aligned with the new university policy. During the 2013-2014 academic year, these academic units worked to update their policies and to have these reviewed and approved by the University Promotion and Tenure Policy Review Committee. This committee consists of tenured faculty members who represent each school and who are appointed by the university president for 3-year terms. The Committee was responsible for insuring that the proposed unit-level policies aligned with the new university-level policy. As of Fall 2015, 11 of the 13 units had completed this review process and had approved unit-level Promotion and Tenure policies in place, while two units continue to work with the University Promotion and Tenure Policy Review Committee on their revisions. Of the 11 approved policies, 10 include language related to community-engaged teaching and community-engaged scholarship, and all 11 included language related to community-engaged service. Copies of these discipline-specific policies are available from the authors.

Key champions

Throughout the process of developing university specific community engagement definitions and incorporating community engagement language into the revised promotion and tenure policies, several key champions immerged. These champions, through their expertise, political and social capital, were able to help shape the positive trajectory of the process.

These champions included the university provost, who insisted that the revised policies explicitly reflect the institution's strategic plan, in part by incorporating community engagement language. The external consultant and the vice provost for community engagement played the important role of providing Ad Hoc Committee members with real-time expert community engagement information, particularly information that benchmarked national community engagement trends and provided comparisons to both peer and aspirational institutions. The co-chairs of the Ad Hoc Committee facilitated the successful inclusion of community-engagement language by diligently working to address committee members' concerns and questions through ongoing dialogue with campus community engagement experts. As a group, the Ad Hoc committee was itself an asset because it included several members who were openly supportive of community-engaged scholarship, teaching and service as well as members who were receptive to the idea of widening the promotion and tenure policy general criteria to include a variety of high-quality approaches. An important champion was the vice president for research, who openly supported the recognition of a variety of scholarship methods. The vice president publicly stated that the most important criteria for determining what types of scholarship are acceptable were the quality of the scholarship and not the methodology used. These public statements helped to quiet small pockets of opposition to community-engaged research that arose both in the Ad Hoc Committee and across the campus during open forums.

Barriers and myths

The promotion and tenure policy revision process uncovered a number of beliefs and myths about community engaged academic work that existed on our campus and that needed to be dispelled before the policies would be revised to include community engagement language. These beliefs included misunderstandings about the definition of community engagement, the requirements for community-engaged scholarship, and the ingredients of institutional preeminence.

Many of our campus stakeholders initially held the belief that community engagement is a type of faculty service (i.e., service that occurs within the community). Community engagement, they believed, is an important and valued form of faculty service that exists alongside the more traditional service types, such as campus service (e.g., college committee work) and professional service (e.g., professional organization leadership) and should, therefore, be 'credited' in the service category of the revised policies. Faculty members and administrators across disciplines held this belief, including individuals from the social sciences, arts and humanities, STEM disciplines, and from our medical campus. Even when the community engagement definitions included both teaching and research activities, these individuals saw community engagement work as primarily a service activity. We used primarily educational strategies to debunk this belief, especially explanations, and institutional peer/national trend data, from campus and national community engagement experts such as the vice provost for community engagement and the external expert consultant. At one point during this educational process, the Ad Hoc Committee entertained the idea that community engagement was unique enough to warrant its own fourth criteria category. Again, our community engagement experts were successful in lobbying against this idea in favor of a more integrated approach that wove community engagement language into the existing three general criteria categories—scholarship, teaching, and service.

A second set of myths that surfaced from the Ad Hoc Committee membership involved the nature of community-engaged scholarship in the revised policies. Members expressed concerns related to processes for assessing the quality of community-engaged scholarship and to the availability of funding streams to support this type of research. Our community engagement experts addressed both of these concerns by providing the committee with specific examples for both assessment and funding.

Several members of the Ad Hoc Committee from STEM disciplines and our medical campus were concerned that including community-engaged scholarship into the scholarship category meant (a) moving

forward, every faculty member would be required to include at least some community-engaged scholarship products in their promotion and tenure dossiers and (b) all research projects would now be required to involve lay community members as co-researchers. These myths were somewhat easier to dispel than was the 'community engagement equals service' myth. Two strategies were used to successfully educate committee members and to assuage their concerns. First, the Ad Hoc Committee co-chairs proposed including excerpted portions of the community engagement definitions directly into the revised promotion and tenure policies to clarify what the institution meant by terms such as community-engaged scholarship, community-engaged teaching, and community-engaged service. Second, the co-chairs proposed language for the revised policies that made clear the acceptable and optional nature of community-engaged work within the three criteria. This language involved phrases such as "scholarship can be in the form of…" and "quality teaching may include community-engaged….". In these ways, the language of the policies made clear to readers that community-engaged approaches to scholarship, teaching, and service were acceptable, but not required routes to promotion or tenure.

A final myth that arose, but that did not block passage of a final promotion and tenure policy revision that included community engagement language, is what we call the 'local engagement negates preeminence' myth. On a few occasions through the revision process, a small number of stakeholders expressed the opinion that an emphasis on community engagement would detract from the institution's goal of national and international preeminence. We do not know how widespread this belief might be on our campus, but it is a myth we know must be addressed if our campus is to truly embrace a culture of community engagement. The idea that faculty members who teach, conduct research, or engage in service within and with local communities are detracting from their university's goal to achieve national and international preeminence is an insidious and dangerous one. In a globalized and knowledge-based economy, the idea that working to address complex local problems is parochial may seem, on its surface, to have some merit. However, collaborative teams of university faculty researchers, students, and community members working on complex local problems hold the keys to unlocking solutions with worldwide applications. Additionally, technology now enables these local community-university teams to work collaboratively with parallel community-university teams from around the world, making the local truly global. We believe that only high-quality community-engaged work that demonstrates impact will finally extinguish support for the 'local engagement negates preeminence' myth on our campus and at other institutions of higher education around the world.

Future challenges

Our institution has successfully completed the process of including community-engagement language in its university- and school-level promotion and tenure policies. For these policies to truly influence campus culture, we must develop and implement a continuum of supports. O'Meara and her colleagues (2015) outline many of the strategies we must now develop at our institution to assist our faculty members, department chairs and deans, and the members of our promotion and tenure review committees in implementing these policies and supporting community-engaged faculty work.

First, we must continue to educate all members of our campus community about how community-engaged academic work differs from traditional research, teaching and service models; and we must explicitly describe why community-engaged faculty work is valued on our campus. Second, our university will need to develop criteria for evaluating community-engaged scholarship, community-engaged teaching, and community-engaged service; and these criteria will need to be applicable or adaptable across disciplines. We will need to provide both faculty members and administrators with examples of ways to document and evaluate high quality community-engaged academic work. While we recognize the importance of providing these types of supports for community-engaged scholarship, we want to emphasize that it is also critical to develop and implement similar supports for defining, documenting, and evaluating high-quality community-engaged teaching and community-engaged service.

Regularly scheduled information sessions and professional development workshops targeted for specific campus stakeholder groups (e.g., department chairs, deans, promotion and tenure review committee members) can be effective formats for communicating the critical conceptual framework of community-engaged academic work. Open access online toolkits are also useful resources to support the work of academic administrators and faculty members as these can provide specific definitions, procedural guidelines, case examples, and contact information for receiving assistance from campus community-engagement experts.

When evaluating and rewarding faculty work, it will also be important for universities—including Virginia Commonwealth University—to increase the value of local impact so that it is afforded the same credibility in promotion and tenure reviews as national and international impact. O'Meara and her colleagues (2015) emphasize that it is "important for policy guidelines to articulate the value of local partnership development and to make it clear that local impact is as important as international impact—and at all ranks. Because funding sources are often considered in research-focused institutions and in STEM fields, it is also helpful to signal acceptance of various kinds of funding sources as evidence of impact. Otherwise, faculty members may be disadvantaged for attracting practice-oriented foundation grants, for example, rather than federal research funding." We agree, and believe we will need to address this issue of local impact (e.g., the community-engagement negates preeminence myth) on our campuses in the future.

Conclusions

The process of incorporating community-engagement language into the revised promotion and tenure policies at Virginia Commonwealth University involved multifaceted supports and occurred incrementally over decades. The process was successful, in part, because Virginia Commonwealth University, as an institution, had established a long history of substantive community-engagement and had already incorporated community-engagement as a central mission in its strategic plan and administrative infrastructure. High-quality community-engaged faculty work was already visible on our campus and, therefore, recognized by members of the Ad Hoc Committee for the Revision of Promotion and Tenure Policies. High-level campus administrators, especially the provost and the vice president for research, were outspoken supporters, and this fact also positively impacted the process. Finally, the vice provost for community engagement and the university's Council for Community Engagement spearheaded a well-timed strategy for developing university-wide community-engagement definitions and for hosting an external expert consultant who provided further supports for our successful promotion and tenure policy revision.

We recommend to other institutions working for the inclusion of community-engaged language in their promotion and tenure policy revisions that they assess how many of these types of supports they have or could put into place prior to the launch of the revision process. Our experience has taught us that each of these supports played a critically important role in our success story. We urge other institutions to recognize promotion and tenure revision as just one step along the road to developing a campus climate that supports faculty for undertaking community-engaged teaching, scholarship, and service rather than as the successful end point. The impact of community-engaged language in an institution's faculty reward structure ultimately depends on the quality and quantity of supports that institution provides to its members for deeply embracing that language.

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Author Information

Dr. Lynn E. Pelco is the Associate Vice Provost for Community Engagement at Virginia Commonwealth University, where she is also the director of service-learning and affiliate professor in the School of Education. Her research and teaching interests include high-impact educational practices and university student development.

Lynn E. Pelco
Associate Vice Provost for Community Engagement
Virginia Commonwealth University
Division of Community Engagement
901 W. Franklin Street
P.O. Box 843062
Richmond, VA 23284-3062
Telephone: 804-827-8215
Email: lepelco@vcu.edu

Dr. Catherine Howard is the Vice Provost for Community Engagement at Virginia Commonwealth University and Associate Professor in the Department of Psychology. She co-chairs the VCU Council for Community Engagement and has focused on creating a culture of community engagement throughout the campus.

Catherine Howard
Vice Provost for Community Engagement
Virginia Commonwealth University
Division of Community Engagement
901 W. Franklin Street
P.O. Box 843062
Richmond, VA 23284-3062
Telephone: 804-828-8790
Email: choward@vcu.edu