

# PUBLICLY ENGAGED SCHOLARSHIP FRAMEWORKS

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In the following report, Hanover Research presents the results of a review of published information about different strategies and frameworks used to define and support publicly engaged scholarship at U.S. public research universities.

# TABLE OF CONTENTS

- Executive Summary.....3**
- INTRODUCTION .....3
- KEY FINDINGS.....3
- Section I: Defining Publicly Engaged Scholarship .....6**
- TWO MODELS FOR DEFINING PUBLICLY ENGAGED SCHOLARSHIP.....6
- Imagining America Model.....6
- Michigan State University Model .....7
- BUILDING A COMMON UNDERSTANDING OF PUBLICLY ENGAGED SCHOLARSHIP.....11
- Obstacles to Building a Common Understanding.....11
- Building a Common Understanding at the Institutional Level .....11
- Section II: Supporting Publicly Engaged Scholarship ..... 14**
- STRATEGIES FOR PUBLICLY ENGAGED SCHOLARSHIP .....14
- Faculty Development Programs .....14
- Financial Support and Awards .....17
- Tenure and Faculty Review Criteria.....18
- FRAMEWORKS FOR PUBLICLY ENGAGED SCHOLARSHIP .....20
- The Connecticut Campus Compact Framework .....20
- The University of South Florida Toolkit .....20

# EXECUTIVE SUMMARY

## INTRODUCTION

In the following report, Hanover Research discusses how higher education institutions can adopt publicly engaged scholarship frameworks. In particular, Hanover analyzes and presents published best practices information to identify strategies for defining and supporting publicly engaged scholarship across the institution. For the purposes of this report, Hanover focuses predominantly on publicly engaged scholarship at U.S. public research institutions as it pertains to faculty research and creative activities. The report is organized into two sections:

- **Section I: Defining Publicly Engaged Scholarship** assesses ways that leading institutions and organizations are choosing to define publicly engaged scholarship. The section also analyzes how institutions are working to build a common understanding of publicly engaged scholarship across the university.
- **Section II: Supporting Publicly Engaged Scholarship** provides an overview of different institutional strategies for supporting faculty's publicly engaged scholarship, including faculty development programs, financial support, awards and recognition, and tenure and faculty review criteria. In addition, this section highlights sample frameworks used to build capacity for publicly engaged scholarship.

## KEY FINDINGS

- **Currently, there is no universally agreed-upon definition of publicly engaged scholarship.** Publicly engaged scholarship is generally defined as scholarly or creative work integral to a faculty's academic area that demonstrates a high-level commitment to academic scholarship, shows purposeful collaborative inquiry, and results in the creation of knowledge that positively impacts the public good. However, nuances in this definition and what activities encompass publicly engaged scholarship vary between institutions.
- **Differences in perception between administrators and faculty is a significant barrier to building a common understanding of publicly engaged scholarship.** Frequently, the definitions of publicly engaged scholarship, which administrators typically formulate, do not resonate with faculty who are engaged in these activities on the ground. This gap is attributed to the fact that publicly engaged scholarship is often strongly influenced by academic discourse and faculty areas of study. Consequently, administrators' definitions of publicly engaged scholarship are often not universal enough to embody the variations between academic disciplines and the types of publicly engaged scholarship most common to those disciplines.

- **Specific tools and resources for building a common understanding of publicly engaged scholarship may vary by institution.** In a review of academic literature, Hanover found that institutions tend to follow a similar process for developing a common understanding of publicly engaged scholarship on their campuses, including codifying a definition and establishing criteria for documentation and evaluation to be used in faculty review processes. However, as demonstrated in several case studies at public research universities across the country, this process varies from institution to institution and requires a high level of buy-in from and collaboration with institutional stakeholders and faculty.
- **Administrators looking to foster a common understanding of publicly engaged scholarship at their institutions should focus on integrating its principles into institution policies, obtaining faculty buy-in, and ensuring an inclusive review process.** First, this process entails creating and codifying a definition of publicly engaged scholarship that is reflective of institutional goals and values. In addition, faculty should be encouraged to develop evaluation criteria for publicly engaged scholarship that is applicable to their disciplines. Finally, review processes should be inclusive of community members who may have more insight on the public impact of engaged scholarship activities than faculty members.
- **Faculty development programs help foster a supportive academic environment for faculty engaged in publicly engaged scholarship because these programs can guide faculty career development and build institutional capacity.** Navigating career development in publicly engaged scholarship is often a daunting task for faculty because review committees tend to be less familiar with publicly engaged scholarship. Competency-based faculty development programs not only help faculty navigate these challenges, but they also train faculty to mentor and serve on review committees that embrace publicly engaged scholarship.
- **Financial and non-financial awards are useful tools for supporting faculty's engaged research activities and incentivizing other faculty to explore publicly engaged scholarship in the future.** The University of Wisconsin and University of Washington, for example, both offer grants that provide faculty with grant funding for their research projects. Meanwhile, other institutions, such as the University of Connecticut and Pennsylvania State University, offer non-financial awards that are designed to provide faculty with public recognition of their excellence in publicly engaged scholarship.

- **Several institutions that have acted as leaders in the publicly engaged scholarship space emphasize that incorporating language on publicly engaged scholarship in tenure and faculty criteria is a key component of supporting publicly engaged scholarship on campus.** In the past decade, administrators at Virginia Commonwealth University, University of Massachusetts-Boston, and California State University-Fullerton have amended their policies to include publicly engaged scholarship as an acceptable method for fulfilling tenure and promotion criteria. However, institutions looking to follow in these institutions' steps should proactively work to educate stakeholders and address misconceptions about publicly engaged scholarship before reforming faculty review criteria.
- **Publicly available frameworks offer definitions and evaluation rubrics that can be useful tools for institutions looking to build institutional capacity for supporting publicly engaged scholarship.** In this report, Hanover examined the Connecticut Campus Compact's framework and the University of Southern Florida's toolkit. While the former focuses predominantly on definitions and guidelines for review criteria, USF's toolkit provides a rubric that peer review committees can use when evaluating a faculty's publicly engaged scholarship.
- **To build institutional capacity and support for publicly engaged scholarship, institutions should pursue a combination of strategies, including establishing a common definition as well as faculty development programs and awards.** By training faculty to understand publicly engaged scholarship, mentor, and serve on related review committees, a competency-based faculty development model both supports current faculty and builds institutional capacity for supporting publicly engaged scholarship in the future. In addition, financial and non-financial awards back current faculty's scholarship and encourage other faculty to explore publicly engaged activities in the future.

## SECTION I: DEFINING PUBLICLY ENGAGED SCHOLARSHIP

This section provides explores how leading experts and higher education institutions are choosing to define publicly engaged scholarship and its activities. First, the section outlines two commonly-cited models for defining publicly engaged scholarship. Then, the section describes ways that institutions are working to overcome different obstacles to build a common understanding of publicly engaged scholarship.

### TWO MODELS FOR DEFINING PUBLICLY ENGAGED SCHOLARSHIP

Currently, there is no universally agreed-upon definition for publicly engaged scholarship within the higher education community. According to many leading innovators in publicly engaged scholarship, this gap has become problematic for institutional administrators seeking to develop and support publicly engaged scholarship at their universities.<sup>1</sup> For example, publicly engaged scholarship is valuable to higher education institutions looking to demonstrate their public accountability and contributions to their communities for key stakeholders, including legislators, funding agencies, alumni, and prospective students. However, to do so effectively, administrators must have a well-defined understanding of what publicly engaged scholarship is and what kind of activities these programs entail.<sup>2</sup>

To help build consensus on the definition of publicly engaged scholarship, several academic organizations and institutions have engaged in a public discussion via academic literature on what publicly engaged scholarship entails and how to define it. While the specifics of these models vary, they all encompass **works that demonstrate a high-level commitment to academic scholarship and collaborative inquiry and positively impact the public good.**

### IMAGINING AMERICA MODEL

In 2008, Imagining America (IA)—a consortium of higher education institutions committed to civic engagement—outlined a definition of publicly engaged scholarship that continues to be well-regarded and commonly cited within the higher education community:

Publicly engaged academic work is scholarly or creative activity integral to a faculty member’s academic area. It encompasses different forms of making knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.<sup>3</sup>

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<sup>1</sup> Doberneck, D.M., C.R. Glass, and J.H. Schweitzer. “From Rhetoric to Reality: A Typology of Publically Engaged Scholarship.” *Journal of Higher Education Outreach and Engagement*, 14:4, 2010. p. 6. <https://files.eric.ed.gov/fulltext/EJ910047.pdf>

<sup>2</sup> Ibid.

<sup>3</sup> Ellison, J. and T.K. Eatman. “Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University.” Imagining America, 2008. p. iv. <http://imaginingamerica.org/wp-content/uploads/2015/07/ScholarshipinPublicKnowledge.pdf>

In a 2015 essay, T. K. Eatman, one of the authors of the IA report, further elaborates upon this definition by providing a list of five “non-negotiable” key elements that institutions should use to develop their publicly engaged scholarship in line with IA’s definition (Figure 1.1).<sup>4</sup> According to Eatman, the definition of publicly engaged scholarship should:

- Be **adaptable** to many different programs and projects, providing faculty with more room to creatively explore nontraditional scholarship in a traditional academic environment.<sup>5</sup>
- Be a **democratic practice** because it is often (and should be allowed to be) collaborative and characterized by knowledge sharing between academic and community partners.<sup>6</sup>
- Be conducted for the **good of the public**, an idea that further builds upon the concept of democratic practice.<sup>7</sup>
- Result in **diverse products** (including reports, exhibits, installations, clinical service procedures, programs, events, court briefings, and legislation) and embrace multiple **career paths** because publicly engaged scholars should be encouraged to have their own agency and the flexibility to explore nontraditional paths to community engagement.<sup>8</sup>

**Figure 1.1: Five Key Elements for Defining Publicly Engaged Scholarship**

KEY ELEMENT	DESCRIPTION
<b>Clear and Adaptable Definition</b>	Providing sufficient specificity such that the core components are translatable across a range of disciplinary and methodological settings and transferable among institutional types or contexts
<b>Democratic Practice</b>	Establishing the power, posture, and relationship dynamics as related to the establishment of research questions and work plan; reciprocity among campus and community-based partners is deeply embedded in publicly engaged scholarship work
<b>Public Good Impact</b>	Manifesting in clear and tangible artifact(s) or plan(s) with ameliorative potential
<b>Diverse Scholarly Products</b>	Producing artifacts of scholarly work that take a variety of forms and that manifest at different points throughout the project
<b>Multiple Career Paths</b>	Facilitating career paths that hinge on research-based scholarly endeavor but may or may not include tenure-track faculty appointments

Source: Eatman<sup>9</sup>

## MICHIGAN STATE UNIVERSITY MODEL

**Michigan State University (MSU)** offers a definition of publicly engaged scholarship, which it calls “community engaged scholarship,” that—like IA ‘s definition—emphasizes the importance of democratic practice, public good impact, and quality of collaborative scholarship. Specifically, MSU defines publicly engaged scholarship as “a form of scholarship that cuts across teaching, research [and creative activities], and service,” which “involves

<sup>4</sup> Eatman, T.K. “The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship.” In *Collaborative Futures*, Graduate School Press, Syracuse University, 2012. p. 29. <http://graduateschool.syr.edu/wp-content/uploads/2015/05/CFuturesChap1.pdf>

<sup>5</sup> *Ibid.*, p. 31.

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*, p. 32.

<sup>8</sup> *Ibid.*, pp. 32–33.

<sup>9</sup> *Ibid.*, pp. 30–31.

generating, transmitting, and applying knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”<sup>10</sup>

Consequently, under this definition, not all faculty community service or engagement is considered publicly engaged scholarship. According to MSU, publicly engaged scholarship must carry the same expectations for impactful, ethical, reflective, and meritorious work and peer review as any other form of scholarly academic work.<sup>11</sup> In addition, community service, volunteerism, consulting, and outside work for pay are excluded from MSU’s definition of publicly engaged scholarship if they are strictly for individual benefit and do not fulfill academic unit or university missions or impact the public good.<sup>12</sup>

A 2010 study seeking to create a widely applicable definition of publicly engaged scholarship noted that MSU’s definition of publicly engaged scholarship contains three traits that are common to many institutions’ definitions of publicly engaged scholarship:<sup>13</sup>

- First, the publicly engaged scholarship generally includes activities in all three traditional land-grant university missions (instruction, research, and service);
- Second, it is both informed by and generative of scholarship; and
- Third, it is for the public good.

These traits have been subsequently included in several public research universities’ definitions of publicly engaged scholarship. For example, in 2012, **University of Massachusetts-Boston** (UMass-Boston) included these traits—in addition to MSU’s emphasis on peer review—in its institutional definition of publicly engaged scholarship when it was codified for faculty tenure track promotion purposes.<sup>14</sup>

**Figure 1.2: Three Common Traits of Publicly Engaged Scholarship at Universities**



Source: Doberneck et al.<sup>15</sup>

<sup>10</sup> “Common Types of Community Engaged Scholarship Reported by Faculty.” Michigan State University: University Outreach and Engagement. <https://engage.msu.edu/about/overview/common-types-of-community-engaged-scholarship-reported-by-faculty>

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Doberneck, Glass, and Schweitzer, Op. cit., p. 9.

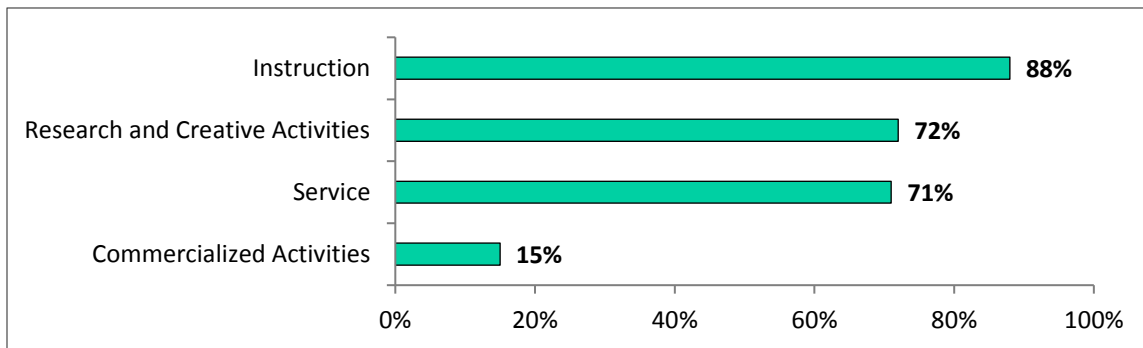
<sup>14</sup> Saltmarsh, J. et al. “Creating an Academic Culture That Supports Community-Engaged Scholarship.” *AACU Diversity and Democracy*, 18:1, February 11, 2015. <https://www.aacu.org/diversitydemocracy/2015/winter/saltmarsh>

<sup>15</sup> Doberneck, Glass, and Schweitzer, Op. cit., p. 9.



While MSU’s definition provides clear guidelines on which activities do *not* encompass publicly engaged scholarship, this list is comparatively small in contrast to the broad range of activities that could qualify. Consequently, the researchers from the 2010 study on publicly engaged scholarship at MSU decided to expand their research in 2011 to identify the types of programs that MSU faculty considered to be publicly engaged scholarship using data from tenure and promotion documents. That 2011 study found that 94 percent MSU faculty reported participating in at least one of 14 types of activities that qualify as publicly engaged scholarship under MSU’s definition. These activities fell into four broad categories: instruction, research and creative activities, and commercialized activities (Figure 1.3).<sup>16</sup>

**Figure 1.3: Faculty Involved in Four Categories of Publicly Engaged Scholarship**



Source: Glass et al.<sup>17</sup>

Most faculty reported participating in more than one type of publicly engaged scholarship activity (Figure 1.4). However, not all activities within each category were equally popular. For example, the majority of faculty (73 percent) reported participating in non-credit courses and programs (73 percent) and public understanding (63 percent).<sup>18</sup> In addition, nonprofit research was the most common publicly engaged research activity, with 50 percent of faculty reporting involvement, followed by unfunded and intramurally funded research at 40 percent and business and industry research at 30 percent. Meanwhile only 6 percent of faculty reported involvement in creative activities.<sup>19</sup> However, this low frequency of creative activities is likely related to the comparatively smaller number of faculty involved in creative disciplines, compared to those faculty in disciplines involved in research activities.

<sup>16</sup> Ibid., pp. 17–18.

<sup>17</sup> Glass, C.R., D.M. Doberneck, and J.H. Schweitzer. “Unpacking Faculty Engagement: The Types of Activities Faculty Members Report as Publicly Engaged Scholarship During Promotion and Tenure.” *Journal of Higher Education Outreach and Engagement*, 15:1, 2011. pp. 15–16. .

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

**Figure 1.4: Michigan State University’s 14 Types of Publicly Engaged Scholarship**

ACTIVITY	DESCRIPTION	% FACULTY PARTICIPATING
<b>Research and Creative Activities</b>		
<b>Business, Industry, Commodity Group Funded Research</b>	Includes research that addresses a public or practitioner problem, such as market analysis, consumer research, sales analysis, software research and development, engineering and manufacturing research, field trials, food quality, and safety research	30%
<b>Nonprofit, Foundation, Government Funded Research</b>	Includes research that addresses a public or practitioner problem, such as community-based participatory research, collaborative research with community partners, community assessments and evaluations, and other research at the request of or in conjunction with agencies, schools, museums, parks, cities, or governments, etc.	50%
<b>Unfunded or Intramurally Funded Applied Research</b>	Includes research that addresses a public or practitioner problem, such as pilot studies, applied research, community-based participatory research, public policy analysis, program evaluation research, process design and improvement, needs assessments	40%
<b>Creative Activities</b>	Original creations of artistry, literary, fine, performing, or applied arts, such as musical compositions, literary or artistic performances, and curatorial activities	6%
<b>Instruction</b>		
<b>Nontraditional Audiences</b>	<u>Credit-bearing</u> classes and instructional programs that offer academic credit and are designed and marketed specifically to serve those who are neither traditional degree seekers nor campus staff	6%
<b>Curricular, Community Engaged Learning</b>	<u>Credit-bearing</u> classes and instructional programs in which students learn with, through and from community partners, in a community context, under the supervision of faculty.	10%
<b>Classes and Programs</b>	<u>Non-credit bearing</u> classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff, designed to meet planned learning outcomes from which academic credit is not offered	73%
<b>Managed Learning Environments</b>	Scholarly resources designed for public audiences that are often learner-initiated and learner-paced, such as libraries, galleries, exhibits, expositions, demonstrations, and fairs	6%
<b>Public Understanding, Events, and Media</b>	Scholarly resources designed for the public that are accessible through print, radio, television, or web media	62%
<b>Service</b>		
<b>Technical Assistance, Expert Testimony, and Legal Advice</b>	The provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem	56%
<b>Co-curricular Service Learning</b>	Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program, such as service-learning organized by student organizations, alternative spring break programs, and faculty members serving as advisors to student groups who perform community or volunteer service	0%
<b>Patient Clinical, and Diagnostic Services</b>	Services offered to human and animal clients, with care provided by faculty members, or professional or graduate students through hospitals, laboratories, or clinics	9%
<b>Advisory Boards and Other Discipline Related Services</b>	Contributions of scholarly expertise made by faculty members, staff members, and students at the request of the non-university audiences or on an ad hoc basis, including faculty service on advisory committees, government boards, task forces, or nonprofit boards of directors, where disciplinary knowledge is expected	38%
<b>Commercialized Activities</b>		
<b>Commercialized Activities</b>	Translation of new knowledge generated by the university to the public through the commercialization of discovered, including copyrights, patents, licenses for commercial use, innovation and entrepreneurship activities	15%

Source: Doberneck et al.<sup>20</sup>

<sup>20</sup> Doberneck, Glass, and Schweitzer, Op. cit., pp. 18–27.

## BUILDING A COMMON UNDERSTANDING OF PUBLICLY ENGAGED SCHOLARSHIP

### OBSTACLES TO BUILDING A COMMON UNDERSTANDING

As mentioned, there is currently no universally agreed-upon definition of publicly engaged scholarship. In particular, differences between administrator and faculty perceptions of publicly engaged scholarship pose a significant challenge to administrators seeking to build a common understanding both between and within institutions. Frequently, the definitions of publicly engaged scholarship that administrators and other institutional leaders formulate often do not resonate with faculty who are engaged in these activities on the ground.<sup>21</sup> This gap is attributed to the fact that publicly engaged scholarship is often strongly influenced by

*“Publicly engaged scholarship is often strongly influenced by academic discourse and faculty areas of study. Consequently, administrators’ definitions of publicly engaged scholarship are often not universal enough to embody the variations between academic disciplines and the types of publicly engaged scholarship most common to those disciplines.”*

academic discourse and faculty areas of study. Consequently, administrators’ definitions of publicly engaged scholarship are often not universal enough to embody the variations between academic disciplines and the types of publicly engaged scholarship most common to those disciplines.<sup>22</sup>

For example, in 2017, researchers examined variations in publicly engaged scholarship between academic disciplines using the Biglan classification system. According to the study, faculty members in the applied and life fields (agronomy, animal science, education, counseling, criminal justice, and nursing) were more likely than their colleagues to report a high level of engagement in publicly engaged research, creative activities, and service.<sup>23</sup> This is relatively consistent with previous findings from studies in 2000 and 2002, which found that faculty from social work, education, and health disciplines exhibited higher levels of commitment to community service and were more likely to be involved in service learning than faculty from math, computer science, physical science, and engineering fields.<sup>24</sup>

### BUILDING A COMMON UNDERSTANDING AT THE INSTITUTIONAL LEVEL

While the higher education community has yet to establish a common understanding of publicly engaged scholarship, several institutions have individually followed a similar process for building a common understanding within their institutions: codifying a definition of publicly engaged scholarship, creating criteria for evaluation, creating criteria for

<sup>21</sup> Doberneck, D.M. and J.H. Schweitzer. “Disciplinary Variations in Publicly Engaged Scholarship: An Analysis Using the Biglan Classification of Academic Disciplines.” *Journal of Higher Education Outreach and Engagement*, 21:1, 2017. pp. 6–7. <https://files.eric.ed.gov/fulltext/EJ1139518.pdf>

<sup>22</sup> Ibid.

<sup>23</sup> Ibid., p. 87.

<sup>24</sup> Ibid., p. 92.

documentation, and establishing inclusive peer review (Figure 1.5). In doing so, these institutions have worked to tackle the discrepancy between institutional definitions and faculty perceptions to make publicly engaged scholarship applicable across different academic disciplines.

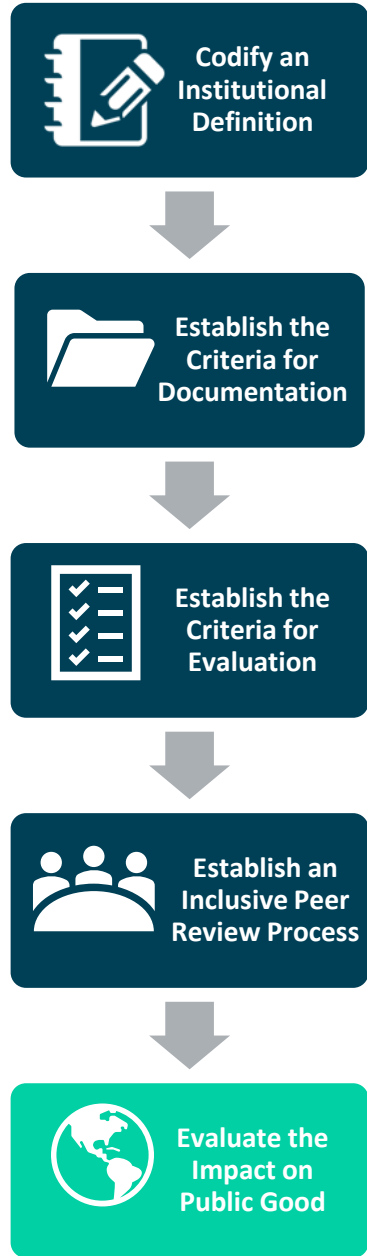
**CODIFYING A DEFINITION**

First, institutional administrators looking to establish a common understanding of publicly engaged scholarship at their institutions should create and codify a definition of publicly engaged scholarship in its policies that is reflective of institutional goals and values. This was the first step that **UMass-Boston** took when improving its faculty incentives for publicly engaged scholarship in 2012.<sup>25</sup> In addition, this was the first step that **University of Memphis** adopted when it reformed its approach to publicly engaged scholarship.<sup>26</sup> In codifying a definition of publicly engaged scholarship within their respective universities’ policies, administrators not only clarified the institutional commitment to publicly engaged scholarship but also highlighted it as a priority for all faculty across academic disciplines.

**CRITERIA FOR DOCUMENTATION AND EVALUATION**

The next step in the process is to develop criteria for documentation and evaluation. This step is critical because it helps to promote faculty buy-in and ensures that publicly engaged scholarship is held to the same high level of ethical, critical, and meritorious standards as any other form of scholarship. Established at the disciplinary level, these criteria outline expectations for work quality, as well as the types of academic products (such as reports, exhibits, clinical procedures, etc.) that qualify as publicly engaged scholarship within the discipline.<sup>27</sup> According to public engagement leaders, this step helps to ensure that documentation and evaluation processes recognize a range of scholarly products across different disciplines. In addition, it ensures that the peer review process, which may result in financial awards or promotions, are fair and account for differences in academic discourse between disciplines.<sup>28</sup>

**Figure 1.5: Building an Understanding of Publicly Engaged Scholarship at an Institutional Level**



<sup>25</sup> Saltmarsh, J. and J. Wooding. “Rewarding Community-Engaged Scholarship: A State University System Approach.” *Metropolitan Universities*, 27:2, Summer 2016.

<sup>26</sup> O’Meara, K., T. Eatman, and S. Petersen. “Advancing Engaged Scholarship in Promotion and Tenure: A Roadmap and Call for Reform.” *AACU Diversity and Democracy*, 101:3, Summer 2015. <https://www.aacu.org/liberaleducation/2015/summer/o%27meara>

<sup>27</sup> Saltmarsh and Wooding, Op. cit.

<sup>28</sup> O’Meara, Eatman, and Petersen, Op. cit.

### *ESTABLISHING AN INCLUSIVE REVIEW PROCESS TO EVALUATE IMPACT*

In addition, institutions looking to build a common understanding of publicly engaged scholarship should look to ensure that peer review processes are inclusive of disciplinary differences as well as faculty members' collaborative partners in the community. Unlike other forms of scholarship, publicly engaged scholarship is typically a collaborative process between faculty and community members that responds to a need within the community. Consequently, the best reviewers of publicly engaged scholarship tend to be external members of the community, as they are typically more knowledgeable of community needs than faculty members.

To ensure that peer review processes fairly assess publicly engaged scholarship in a manner that is consistent with community needs, leaders in the field recommend that institutional policy should clearly define how reviewers of publicly engaged scholarship are chosen. In particular, it may be useful for institutional policy to allow circumstances for review panels to be composed of both faculty and members of the community.<sup>29</sup> The **University of Denver's** policy for scholarship review serves as a good example of this approach; it allows room for faculty "to select reviewers from settings outside of the academy" including:

...Educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy and organizational ends.<sup>30</sup>

Further, the University of Denver's policy acknowledges that community reviewers are valuable for assessing "the effectiveness of collaborative research methods," "the impact of applied research on publics," and "the overall professional outreach and service to the community or organization."<sup>31</sup> External reviewers from the community are well-equipped to evaluate the impact of publicly engaged scholarship on the public good because they are likely more familiar with community needs than faculty. By creating policies that allow their participation, institutions can ensure that review processes are both more inclusive and more accurate assessments of public good impact.

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<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

## SECTION II: SUPPORTING PUBLICLY ENGAGED SCHOLARSHIP

This section provides an overview of different institutional strategies for supporting faculty members' publicly engaged scholarship, including faculty development programs, financial support, awards and recognition, and tenure and faculty review criteria. In addition, this section provides examples of frameworks that institutions use to assess and build capacity for publicly engaged scholarship.

### STRATEGIES FOR PUBLICLY ENGAGED SCHOLARSHIP

Institutions typically engage in multiple strategies for supporting their faculty's participation in publicly engaged scholarship. This section examines several specific types of strategic support programs, including faculty development programs, financial support and awards, and tenure and faculty review criteria.

#### FACULTY DEVELOPMENT PROGRAMS

Navigating publicly engaged scholarship career development is often a daunting task for faculty without adequate institutional support. Creating portfolios for a job search or promotion can be a challenge if review committees are less familiar with publicly engaged scholarship and its differences with more traditional forms of scholarly work.<sup>32</sup> In particular, publicly engaged scholarship typically requires faculty to invest a large amount of time to relationship-building in the community before research or publication is able to begin.<sup>33</sup> To resolve this issue, some institutions have begun implementing faculty development programs to help faculty navigate instruction, research, and personal career development in the field of publicly engaged scholarship.<sup>34</sup> In addition, these programs may also be useful tools for institutions to solicit feedback from faculty and further improve institutional support for publicly engaged scholarship.

A 2008 report authored by several leaders in the publicly engaged scholarship space, which continues to be recognized by many institutions one of the leading pieces of academic literature on the topic, presented a model for developing faculty engagement programs.<sup>35</sup> According to the report, faculty development programs should be developed and implemented on a continuum of competencies based on faculty experience with publicly engaged scholarship (Figure 2.1).

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<sup>32</sup> Gelmon, S. et al. "Building Capacity for Community-Engaged Scholarship: Evaluation of the Faculty Development Component of the Faculty for the Engaged Campus Initiative." *Journal of Higher Education Outreach and Engagement*, 16:1, 2012. p. 22.

<sup>33</sup> Blanchard, L.W. et al. "Models for Faculty Development: What Does It Take to Be a Community-Engaged Scholar?" *Metropolitan Universities*, 20:2, 2008. p. 49.

<sup>34</sup> Gelmon et al., Op. cit., p. 22.

<sup>35</sup> Blanchard et al., Op. cit., p. 47.

**Figure 2.1: Faculty Development Plan for Publicly Engaged Scholarship by Expertise Level**

NOVICE	INTERMEDIATE	ADVANCED
<b>Learning Content</b>		
<ul style="list-style-type: none"> <li>▪ Information about publicly engaged scholarship provided to faculty and training offered in community-based learning and research</li> <li>▪ Meet with potential community partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshop/seminar series in publicly engaged scholarship</li> <li>▪ Inter- or multi-disciplinary faculty scholar program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced community-based research training seminars</li> </ul>
<b>Guidance and Support</b>		
<ul style="list-style-type: none"> <li>▪ Introduction to individuals and campus units doing publicly engaged scholarship for potential collaboration</li> <li>▪ Opportunities to meet and learn from potential community partners</li> <li>▪ Integration of publicly engaged scholarship into professional development series</li> <li>▪ Inter-disciplinary and/or inter-institution network and/or faculty support group</li> <li>▪ Informal and formal preceptor/mentor matched with novice and junior faculty based on interests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continued opportunities for planning and learning with community partners and mentors</li> <li>▪ Inter-disciplinary and/or inter-institution network and/or faculty support group</li> <li>▪ Opportunities for community and faculty mentorships continuing through career</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual orientation to policies with opportunity for input</li> <li>▪ Inter-disciplinary and/or inter-institution network and/or faculty support group</li> <li>▪ Mentor novice and junior faculty on publicly engaged scholarship</li> </ul>
<b>Incentives</b>		
<ul style="list-style-type: none"> <li>▪ Information on publicly engaged scholarship resources and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community-based learning and research training development grants and mini-grants</li> <li>▪ Project seed and mini-grants</li> <li>▪ Faculty development credits for publicly engaged scholarship-related workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support for providing publicly engaged scholarship leadership and mentorship of interested faculty</li> </ul>
<b>Portfolio Development</b>		
<ul style="list-style-type: none"> <li>▪ Review of portfolio review guidelines on publicly engaged scholarship</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tutorials and workshops specific to publicly engaged scholarship portfolio</li> <li>▪ Participate in mock portfolio reviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mini-sabbatical grants to work on portfolio</li> <li>▪ Conduct mock portfolio reviews</li> <li>▪ Participation in departmental and/or institutional portfolio review committees</li> </ul>

Source: Blanchard et al.<sup>36</sup>

<sup>36</sup> Figure contents taken verbatim from: Ibid., pp. 54–55.

At the **beginning** of the continuum, programming is designed to introduce junior faculty or faculty new to the publicly engaged scholarship space to the principles, opportunities, and resources provided by the institution and community for publicly engaged scholarship. Institutions can connect junior faculty with potential community partners and more experienced mentors and provide them with information on financial support and review committee expectations.<sup>37</sup>

At the **intermediate** level, programming builds upon novice knowledge with additional workshops and begins to prepare faculty for portfolio development. Finally, at the **advanced** level, programming provides faculty with continuing education in publicly engaged scholarship and prepares faculty for review committees.<sup>38</sup> In addition, this programming trains advanced faculty to mentor junior faculty and sit on review committees for publicly engaged scholarship.<sup>39</sup> By training faculty to understand the challenges associated with

*“By training faculty to understand the challenges associated with publicly engaged scholarship, to mentor, and to serve on related review committees, this competency-based faculty development model is designed to both support current faculty and build institutional capacity for supporting publicly engaged scholarship in the future.”*

publicly engaged scholarship, to mentor, and to serve on related review committees, this competency-based faculty development model is designed to support current faculty as well as build institutional capacity for supporting publicly engaged scholarship in the future.

This model continues to be used by public research universities across the country. Between 2004 and 2010, for example, the **University of New Hampshire (UNH)**

operated an Engaged Scholars Academy to develop institutional capacity for supporting publicly engaged scholarship.<sup>40</sup> While this program has been phased out, UNH now operates several faculty development programs designed to help faculty navigate community partnerships and obtain financial support for publicly engaged research projects.<sup>41</sup> In addition, the competency-based “Engaged Scholars Curriculum,” which UNH developed during the Engaged Scholars Academy, continues to be used as a model curriculum for faculty development programs across the country.<sup>42</sup> The **University of North Carolina-Chapel Hill** offers a similar Faculty Engaged Scholars (FES) program, which operates on a two-year, competency-based curriculum. The FES program is designed to provide information and mentorship support for faculty interested in engaged scholarship, as well as \$5,000 annual stipends for research support.<sup>43</sup>

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid., p. 57. [2] “Engaged Scholars Academy.” University of New Hampshire, July 1, 2014. <https://www.unh.edu/engagement/engaged-scholars-academy>

<sup>41</sup> “Faculty Development.” University of New Hampshire. <https://www.unh.edu/engagement/faculty-development>

<sup>42</sup> “Engaged Scholars Academy,” Op. cit.

<sup>43</sup> “Thorp Faculty Engaged Scholars.” University of North Carolina - Chapel Hill: Carolina Center for Public Service. <https://ccps.unc.edu/fes/>



## FINANCIAL SUPPORT AND AWARDS

Many public research universities offer financial and non-financial awards of recognition to faculty participating in publicly engaged scholarship. By publicly affirming an institutional commitment to publicly engaged scholarship and fostering a financially supportive environment, institutions can support their current faculty, encourage other faculty to explore publicly engaged activities, and potentially attract new community engagement-minded faculty in the future.

In 2012, UMass-Boston began offering public service grants for faculty involved in “community-engaged research.” Currently, the grants are funded at \$30,000, with a maximum award per recipient of \$10,000.<sup>44</sup> The **University of Wisconsin-Whitewater** offers six grants valued at \$5,000 each for research projects that “establish or enhance...relationships with community partners in Southeastern Wisconsin” to address “critical regional needs.”<sup>45</sup> In 2017, the **University of Washington-Tacoma** announced a similar grant program called the “Collaborative Publicly Engaged Scholarship (CPES) Fund” totaling \$25,000 that will provide small grants to faculty conducting publicly engaged scholarship, beginning in 2018.<sup>46</sup>

In addition, some institutions provide awards of recognition to faculty for their work in publicly engaged scholarship. While these awards do not provide faculty with substantial sources of funding, these awards offer incentives in the form of recognition in a faculty’s area of academic expertise. For example, **UMass-Boston’s** Chancellor’s Awards for Distinguished Scholarship, Teaching, and Service contains a specific award category—separate from other faculty service and engagement award categories—for exemplary faculty work in publicly engaged scholarship.<sup>47</sup> Similarly, the **University of Connecticut (UConn)**’s Provost’s Award for Excellence in Public Engagement also recognizes achievements in publicly engaged scholarship. However, UConn also offers separate awards to faculty, staff, and undergraduate and graduate students.<sup>48</sup> While these awards are not designed to support research in the same manner as a grant or fellowship, some of these awards may offer a small monetary prize. For example, both **Michigan State University’s** and **Pennsylvania State University’s** awards for faculty excellence in publicly engaged scholarship offer recipients a stipend of \$1,000.<sup>49</sup>

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<sup>44</sup> Saltmarsh et al., Op. cit.

<sup>45</sup> “Engaged Scholarship Pilot Grant Program Request for Proposals.” University of Wisconsin - Whitewater, February 15, 2016.

<sup>46</sup> “Collaborative Publicly Engaged Scholarship (CPES) Program Fall 2017 Request for Proposals.” University of Washington - Tacoma, October 9, 2017.  
[https://www.tacoma.uw.edu/sites/default/files/sections/OfficeofResearch/CPES%20Fund\\_Final.pdf](https://www.tacoma.uw.edu/sites/default/files/sections/OfficeofResearch/CPES%20Fund_Final.pdf)

<sup>47</sup> Saltmarsh and Wooding, Op. cit.

<sup>48</sup> “Provost’s Awards for Excellence in Public Engagement.” University of Connecticut: Office of Public Engagement.  
<https://engagement.uconn.edu/2016-provosts-awards-for-excellence-in-public-engagement/>

<sup>49</sup> Technology, U.O. and E.-C. and I. “Community Engagement Scholarship Award.” Michigan State University: University Outreach and Engagement. <https://engage.msu.edu/awards/cesa> [2] “Outreach and Engagement Awards.” Pennsylvania State University: Outreach and Online Education.  
<https://www.outreach.psu.edu/engaged-scholarship/outreach-and-engaged-scholarship-awards/>

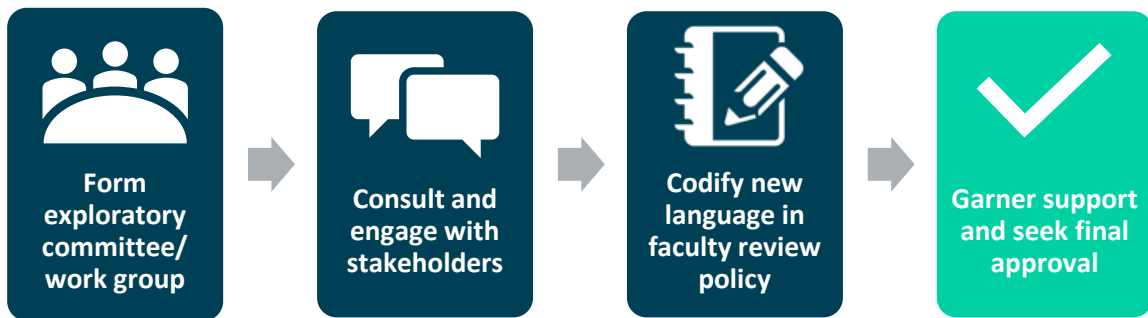
## TENURE AND FACULTY REVIEW CRITERIA

### CASE STUDIES FOR CRITERIA REFORM

According to several case study reports on policy reform at different public research universities, incorporating publicly engaged scholarship as an acceptable approach for fulfilling tenure and faculty review criteria is a critical component of supporting publicly engaged scholarship at an institution. In 2010, **Virginia Commonwealth University (VCU)** incorporated publicly engaged scholarship as an acceptable method for fulfilling its criteria of scholarship, teaching, and service.<sup>50</sup> Similarly, in 2012, **UMass-Boston** amended its tenure and promotion criteria to include publicly engaged scholarship as an acceptable method for fulfilling its criteria of research, teaching, and service.<sup>51</sup> In 2014, **California State University-Fullerton** approved language allowing faculty to partially fulfill their tenure and promotion criteria through publicly engaged scholarship.<sup>52</sup>

While each of these institutions pursued slightly different strategies for achieving their policy reforms, each case has several points in common (Figure 2.2). First, each institution formed a committee to explore the tenure reform process. Second, each institution consulted and engaged with stakeholders, through both education and compromise. Third, each institution created and codified explicit language regarding publicly engaged scholarship—including its definition, as it pertains to the institution—into tenure and faculty review policies. Finally, each institution garnered support and obtained final approval.

**Figure 2.2: Common Process for Reforming Tenure and Faculty Review Criteria**



### BARRIERS AND SOLUTIONS FOR CRITERIA REFORM

While these institutions succeeded in their efforts to incorporate language on publicly engaged scholarship to tenure and promotion policies, administrators at these institutions noted that they had to navigate several challenges. First, some stakeholders possess the belief that publicly engaged scholarship is a form of service.<sup>53</sup> Many public research universities

<sup>50</sup> Pelco, L.E. and C. Howard. "Incorporating Community Engagement Language into Promotion and Tenure Policies: One University's Journey." *Metropolitan Universities*, 27:2, 2016. p. 90.

<sup>51</sup> Saltmarsh and Wooding, Op. cit.

<sup>52</sup> Kirtman, L., E. Bowers, and J.L. Hoffman. "Engaged Scholarship: (Re) Focusing Our Mission." *Metropolitan Universities*, :27, 2016. p. 43.

<sup>53</sup> Pelco and Howard, Op. cit., pp. 93–94.

typically review faculty based on several tenants, which may include scholarship, teaching, and service. Consequently, one commonly held misconception is that publicly engaged scholarship is only applicable to the “service” tenant of tenure and promotion. In addition, stakeholders unfamiliar with publicly engaged scholarship may express concern about quality control and ensuring that it adequately fulfills tenure and promotion criteria.<sup>54</sup> In addition, some stakeholders expressed concern that any emphasis on faculty engagement with the local community could supersede an institution’s mission to engage with the regional or global communities.<sup>55</sup> This may be particularly concerning for stakeholders at large public

*“One commonly held misconception is that publicly engaged scholarship is only applicable to the ‘service’ tenant of tenure and promotion.”*

research universities, which typically place a significant emphasis on global engagement.

At **VCU**, administrators relied on a strategy of educating stakeholders on publicly engaged scholarship prior to and throughout the reform process.<sup>56</sup> Information sessions, professional development workshops, and toolkits targeted to specific stakeholder groups (such as department chairs, deans, and review committees) were particularly useful tools during this process. Administrators at VCU also hired an expert external consultant to meet with individual deans to discuss how publicly engaged scholarship was applicable to their discipline.<sup>57</sup> Through this process, VCU succeeded in challenging stakeholder perceptions of publicly engaged scholarship as only a service and incorporating publicly engaged scholarship as an acceptable approach for fulfilling each of the criteria for promotion and tenure: scholarship, teaching, and service.

Similarly, **CSU-Fullerton** pursued several avenues to educate and engage with stakeholders, including focus groups and interviews to gauge and attempt to address stakeholder concerns.<sup>58</sup> Through its research, CSU-Fullerton found it was necessary to take different approach to address stakeholders’ concerns on quality control. After soliciting stakeholder feedback, CSU-Fullerton reached a compromise that stated only faculty who received at least a rating of “good” in traditional peer reviewed works could go on to use publicly engaged scholarship to achieve a higher rating “excellent” in any of the criteria.<sup>59</sup> While some administrators expressed concern that this compromise could lead to the perception that publicly engaged scholarship is less valuable than traditional scholarship, administrators ultimately concluded that the compromise was necessary to secure support from the necessary stakeholders to take on tenure and promotion policy reform.<sup>60</sup>

<sup>54</sup> Kirtman, Bowers, and Hoffman, Op. cit., p. 40. [2] Pelco and Howard, Op. cit., pp. 93–94.

<sup>55</sup> Pelco and Howard, Op. cit., pp. 93–94.

<sup>56</sup> Ibid., pp. 94–95.

<sup>57</sup> Ibid., pp. 90, 95.

<sup>58</sup> Kirtman, Bowers, and Hoffman, Op. cit., pp. 39–40.

<sup>59</sup> Ibid., pp. 40–41.

<sup>60</sup> Ibid.

## FRAMEWORKS FOR PUBLICLY ENGAGED SCHOLARSHIP

Frameworks can be helpful resources for institutions looking to develop a supportive infrastructure for publicly engaged scholarship. Below, Hanover provides overviews of several different frameworks that may be helpful to developing programs in publicly engaged scholarship focusing on research and creative activities.

### THE CONNECTICUT CAMPUS COMPACT FRAMEWORK

The Connecticut Campus Compact offers a three-part framework for community-engaged scholarship, consisting of sections on service, teaching, and research. Several large universities have used this framework to build their infrastructure for publicly engaged scholarship, including the **University of Memphis** and **Portland State University**. The framework includes descriptions, evaluation criteria, and examples within each area. According to the framework, community-engaged research:

...Refers to the scholarly collaboration with community partners which enacts, deepens understanding of, or creates knowledge within academic disciplines at the same time that it addresses common concerns.<sup>61</sup>

This may include research knowledge that is “packaged” in familiar format, such as journal articles or other publications, as well as nontraditional formats. In addition, the framework acknowledges that many experts in community-engaged research may exist outside of traditional academia and instead in communities.<sup>62</sup> Consequently, the framework states that evaluation criteria for community-engaged research should provide review opportunities for non-academic experts, require a clear statement of need at the community and disciplinary levels, require dissemination among both academic and community circles, and require adherence to typical scholarly standards of ethics.<sup>63</sup>

### THE UNIVERSITY OF SOUTH FLORIDA TOOLKIT

The University of South Florida created a document that summarizes eight key characteristics of quality community-engaged scholarship, which faculty review committees can use to evaluate the quality and significance of publicly engaged scholarship. Each characteristic includes a definition and list of evidence for committees to look for during reviews of publicly engaged scholarship.<sup>64</sup> While the toolkit recognizes traditional and nontraditional forms of scholarship, it focuses predominantly on community-engaged instruction and research. In Figure 2.3, Hanover provides a sample of toolkit evidence that is applicable to publicly engaged research activities.

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<sup>61</sup> “A Framework for Community Engaged Scholarship.” Connecticut Campus Compact Engaged Scholarship Advisory Committee. p. 33. [https://staging.www.wcsu.edu/community-engagement/docs/Framework-Community-Engaged-Scholarship\\_Fairfield.pdf](https://staging.www.wcsu.edu/community-engagement/docs/Framework-Community-Engaged-Scholarship_Fairfield.pdf)

<sup>62</sup> Ibid.

<sup>63</sup> Ibid., p. 34.

<sup>64</sup> “Community-Engaged Scholarship Toolkit.” <http://www.usf.edu/engagement/faculty/community-engaged-scholarship-toolkit.aspx>

**Figure 2.3: Eight Key Characteristics of Quality Community-Engaged Scholarship**

CHARACTERISTIC	SAMPLE EVIDENCE (RESEARCH-RELATED)
<p><b>Clear Academic and Community Change Goals</b></p>	<ul style="list-style-type: none"> <li>▪ Clearly stating the basic purpose of the work and its value for public good</li> <li>▪ Defining goals and objectives that are realistic and achievable</li> <li>▪ Identifying intellectual and significant questions in the discipline/community</li> <li>▪ Articulating one’s program of research and objectives</li> </ul>
<p><b>Adequate Preparation in Content Area Grounding in the Community</b></p>	<ul style="list-style-type: none"> <li>▪ Investing time and effort in developing community partnerships</li> <li>▪ Participating in training and professional development that builds skills and competencies in engaged scholarship</li> <li>▪ Demonstrating an understanding of relevant existing scholarship</li> </ul>
<p><b>Appropriate Methods: Rigor and Community Engagement</b></p>	<ul style="list-style-type: none"> <li>▪ Refining a research question through co-generation with community partner</li> <li>▪ Involving the community to improve accountability, study design, collection of data, and/or enhance plans for recruitment and retention of study participants</li> <li>▪ Developing policy recommendations and application or intervention ideas based on study’s findings through brainstorming with community partners</li> <li>▪ Disseminating findings more broadly through community partnerships</li> <li>▪ Improving ethical credibility by addressing specific concerns with the community</li> </ul>
<p><b>Significant Results: Impact on the Field and the Community</b></p>	<ul style="list-style-type: none"> <li>▪ The community contributing to as well as benefiting from the research</li> <li>▪ Making progress toward social equality</li> <li>▪ Securing increased funding for community partners</li> <li>▪ Increasing the capacity of the community to advocate for themselves</li> <li>▪ Utilizing the work to add consequentially to the discipline and the community</li> </ul>
<p><b>Effective Presentation/ Dissemination to Academic and Community Audiences</b></p>	<ul style="list-style-type: none"> <li>▪ Publishing research results in peer-reviews, practitioner, or professional journals</li> <li>▪ Disseminating information through media used/read by community members</li> <li>▪ Producing documents directed towards service providers, policymakers, or legislators</li> </ul>
<p><b>Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement</b></p>	<ul style="list-style-type: none"> <li>▪ Conducting debriefing sessions with community members</li> <li>▪ Seeking evaluations from community members</li> <li>▪ Changing project design based on feedback and lessons learned</li> <li>▪ Engaging in personal reflection concerning, for example, issues of privilege or racism</li> </ul>
<p><b>Leadership and Personal Contribution</b></p>	<ul style="list-style-type: none"> <li>▪ Receiving invitations to present to professional society meetings, conferences, to present to community audiences, to testify before legislative bodies, to appear in the media, or to serve on advisory or policymaking committees</li> <li>▪ Mentoring students, junior faculty, and community partners</li> </ul>
<p><b>Consistently Ethical Behavior: Socially Responsible Conduct of Research and Teaching</b></p>	<ul style="list-style-type: none"> <li>▪ Cultivating the conduct of “good science,” sound research techniques, and appropriate engaged pedagogies that make meaningful contributions to communities</li> <li>▪ Engaging communities in a respectful manner</li> <li>▪ Appropriately involving and acknowledging community partners</li> </ul>

Source: The University of South Florida<sup>65</sup>

<sup>65</sup> Ibid.

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