Engaged Scholarship: Preparing A Case As Scholarship

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Engaged Scholars Academy

University of New Hampshire
AGENDA

- Your Engaged Scholarship Partnership

- Framing, Documenting, & Evaluating Engaged Scholarship for Faculty RPT
- Demonstrating Broader Impacts

- Institutionalizing Engaged Scholarship at UNH
Principles of Partnership

+ 

Quality Engaged Scholarship

Standard of scholarship
Principles of Engagement
Mapping your Projects

- Identifying a partner
  - Who are potential partners for your project?
  - On what basis will you decide with whom to partner?
  - What are their questions, needs, resources? / What are your questions, needs, resources?
  - How could the partnership be reciprocal and mutually beneficial?

- Approaching the partner
  - What information do you need to do the “ask”?
  - How will you do the “ask”?
  - What will you ask?

- Framing a collaborative partnership
  - What would a MOU for your partnership look like?

- Anticipating challenges
  - What might they be?
  - How will you address these challenges?
Framework for Development of Campus-Community Partnerships

Time

Depth and Complexity

- One-time events and projects
- Short-term placements
- Ongoing placements, mutual dependence
- Core partnerships, interdependence
- Transformation, joint creation of work and knowledge

Enos & Morton, 2003
## The CHESP Assess. Framework

<table>
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<th>What do we want to know? (Concepts)</th>
<th>How will we know it? (Examples of Indicators)</th>
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<td>Benefits of partnerships</td>
<td>Community perspective</td>
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<td>Higher Education perspective</td>
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<td>Service sector perspective</td>
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<td>Participation and collaboration</td>
<td>Planning</td>
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<td>Decision-making</td>
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<td>Management</td>
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<td>Communication</td>
<td>Within individual partnerships</td>
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<td>Between partnerships</td>
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<td>Sustainability</td>
<td>Organizational structures</td>
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<td>Resource allocation</td>
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<td>Scholarship of engagement</td>
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<td>Application</td>
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<td>Teaching and learning</td>
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*Gelmon, 2003*
Assessment of Engaged Scholarship Project

Is this an “engagement” effort? To what extent does this project provide evidence of a “quality” engaged scholarship effort? What is its:

- Significance
- Community collaboration resulting in mutual benefit
- Scholarly and intellectual contribution
- Impact
“The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her "case" by providing strong context and solid documentation for the committee to consider.”


pg.14
DOCUMENT!
DOCUMENT!
DOCUMENT!
Benefits to Documentation

- *Enhances the Quality of Engagement Projects* by fostering an ongoing consideration of process and outcomes.

- *Expands One’s Conceptualization of Scholarship* to include impact on sponsoring communities.
Portfolios as a Vehicle for Documentation

- **Personnel Decisions**: Documents the scholarship in one’s engagement endeavors for faculty promotion, tenure, and review considerations.

- **Professional Development**: Serves as a vehicle for self-reflection and faculty development in all areas of scholarship: teaching, research, and engagement.

- **Promotes the Value of Engagement as Scholarship**: At academic institutions by making its activities and standards open for public critique and review in a format consistent with other types of scholarly work.
Preparing Your Case

- Substance
  - Purpose/Process/Outcomes

- Format
  - Portfolio
  - Narrative
“The first elective category to be developed was, significantly, community outreach and engagement. If the effect of Carnegie’s efforts (and those of Dupont Circle and AAUP) in the first three quarters of the 20th century was to inscribe in academic structures and in the consciousness of faculty a national orientation, those organizations are increasingly emphasizing the value of the local.” (p.12)

“The unwitting outcome of a value system that prioritizes a “cosmopolitan” model of professionals who circulate in (inter)national labor markets has been a profession that is increasingly detached from communities in which they are situated.” (p.14)
The Scholarship of Engagement “requires going beyond the expert model that often gets in the way of constructive university-community collaboration…calls on faculty to move beyond ‘outreach,’…asks scholars to go beyond ‘service,’ with its overtones of noblesse oblige. What it emphasizes is genuine collaboration: that the learning and teaching be multidirectional and the expertise shared. It represents a basic reconceptualization of faculty involvement in community-based work.”

O’Meara & Rice, Faculty Priorities Reconsidered (2005).
Epistemological Shift

- Traditional Academic Knowledge Generation
- Engaged Knowledge Generation
- Unidirectional Flow of Knowledge
- An Ecosystem of Knowledge
- Application
- Engagement
Making the Case for Quality (Engaged) Scholarship

- Goals/questions
- Context of theory, literature, best practices
- Methods
- Results
- Communication/dissemination
- Reflective critique

National Review Board Scholarship of Engagement, 2001
OUTCOMES

Benefits to External Partners
- Meeting immediate needs
- Enhancing long-term capability
- Creating new resources
- Sustainability of effort

Benefits to the Faculty Member
- Enhanced capability to provide professional service
- Enrichment of teaching
- New research ideas

Benefits to Students
- Enhanced learning opportunities
- Career connections
- Personal development
- Community involvement

Benefits to Discipline or Profession
- Addition to knowledge base
- Improved methodology
- Effective dissemination

Benefits to Institution and Units
- Contributing to mission
- Strengthening external ties
- Image in community
<table>
<thead>
<tr>
<th>Traditional Outcomes</th>
<th>Expanded Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Articles under review</td>
<td>Delivered individual feedback reports to 32 human service organizations</td>
</tr>
<tr>
<td>6 National conference presentations</td>
<td>Influenced interorganizational relationships within the county</td>
</tr>
<tr>
<td>1 Grant funded</td>
<td>Influenced countywide policies on client confidentiality.</td>
</tr>
</tbody>
</table>

Data helped county procure additional funds for service intervention.

Presented findings to:
- 32 organizational leaders, local county funders
- Over 100 county service providers and managers
- Over 500 human service delivery leaders and providers across Michigan
- State policy makers

Article published in Perspectives

Data used to build technical support for counties across Michigan.

Pennie Foster-Fishman, Ph.D., Michigan State University, 1998
“Documentation must be open to a more eclectic array of materials in order to treat newer forms of scholarship fairly. This would mean including more genres of published and unpublished work...It is important to recognize that appropriate and credible reviewers may be found not only among fellow specialist and current students but also among former students, clients, non-academic authorities, and practitioners in the field.”

Developing Your Case

- Career Statement
- CV
- Portfolio
  - Project title, Description, Participants
  - Academic Fit (with your faculty assignment)
  - Purpose, Goals, Significance
  - Context (fit with unit, appropriate resources/methods, degree of collaboration)
- Scholarship
- Critical Reflection of the Process (lessons learned, unanticipated opport./challenges, problem solving/goal refinement, deeper understanding)
- Products, Outcomes, Impacts (internal, external)
- Artifacts (evidence of impacts, collaborations, …)
GUIDELINES FOR DOCUMENTATION

• Consider documentation as an ongoing process rather than a summary of outcomes.

• Clarify the intellectual questions that guided your work.

• Describe the context of your work (national trends, campus mission, departmental priorities, etc.).

• Document individual contributions (rather than the project) and distinguish from roles of other collaborators.

Guidelines for Documentation (cont.)

- Balance reflections pertaining to the process and outcomes.

- Be selective - only include information that helps make your case for scholarship; balance brevity with completeness of description.

- Demonstrate how the outreach/engagement activity provides a platform for future scholarly work.
Resources


Cases of Making the Case
Dr. Mary Beth Lima
Promoted: Assoc. & Full Professor
E. Lynton Award Winner

- Department of Biological & Agricultural Engineering, LSU

- Position:
  - 53% LSU AgCenter (bioprocess engineering research)
  - 47% LSU A&M (teaching first and second year courses in BE, developing graduate courses)
  - Engineering education research was encouraged

- Built a service-learning program from the ground up:
  Reflections on ten years
Learning about the scope of the problem (research)

Shift from focus on my students to focus on meeting a critical community need (growing SL pedagogy)

Shift from one playground at a time to one community at a time (institutionalization)
I knew…
- that real-world projects made meeting learning objectives easier and made the course more motivating for students
- that projects could be of use to the community

I didn’t know…
- the meaning of true partnership (reciprocity)
- about reflection
“The weak record in research concerning bioprocessing may portend a further decline in research productivity after tenure.”

“Therefore, Dr. Lima’s documentation may well represent a test case for the University’s valuation of the importance of service learning activities relative to research.”

“The research she has done while at LSU does not support hope of significant contributions in the future.”

**VOTE:** 0 for, 2 against, 1 abstained
Dr. Mary Beth Lima
Documentation

Case:

- 26 refereed journal articles
  - 15 bioprocess engineering
  - 11 engineering education (7 on service-learning)
- 1 textbook (SL)
- 11 playgrounds built
- $1.7M in funding
Faculty Report

“Dr. Lima’s innovation and dedication to the engagement of students in service-learning and multi-faceted, integrative problem solving is refreshing and highly commendable. Growth, relevance, and recognition are substantial.”

“Research is above average.”

VOTE: 5 for, 0 against, 0 abstained
Make it count!

- P&T is about counting; find out what your dept, college, university wants
  - create “countable” products
  - frame your work in the dept, college, and univ missions

Find ways to engage your colleagues

If you get to choose external evaluators, pick people that are familiar with and support community engagement
Reflection

- **Be persistent**
  - It is okay to try and fail
    - My unsuccessful proposal in September
  - I have failed more times than I’ve succeeded
    - 1 for 6 with 1 pending and another coming
  - Don’t take no for an answer (keep trying)
  - If you never stepped on anyone’s toes, you never took a walk
Section IV: Summary of Major Accomplishments

The focus of my career in adult, continuing, and higher education has been developing knowledge that can help solve public problems through the collaboration of communities and institutions of higher education. This area of inquiry, scholarship of engagement or “engaged scholarship,” is typically expressed in community-based service learning, research, and partnerships. As evidenced below, I am recognized as a national and international leader and scholarly practitioner in this field of study with impact in (a) conceptualizing the theory and practice of the scholarship of engagement, (b) identifying and strengthening major institutional change processes and systems that promote and institutionalize higher education community engagement, and (c) building capacity for engaged scholarship with future faculty, current faculty, and higher education administrators. My work is advancing the scholarship of engagement theory, knowledge about engagement through research, application and practice, as well as leadership and service so that the academy can become more responsive and relevant to the public good.
Section IV: Summary of Major Accomplishments

1. Significantly advanced the conceptualization and intellectual foundation of the scholarship of engagement
2. Produced cutting-edge knowledge about actors and structures that integrate engagement into the academic enterprise
3. Catalyzed and strengthened institutional systems to support engagement
4. Developed innovative graduate-level service learning as engaged instruction
5. Pioneered professional development for engaged scholarship for graduate students, faculty, and higher education administrators
Dr. Shelly Jarrett Bromberg

Associate Professor
Spanish and Portuguese
American and Latin American Studies
Hamilton, Ohio
jarretam@muohio.edu
TABLE OF ACCOMPLISHMENTS

DEFINED BY THE MIAMI UNIVERSITY HAMILTON, EVALUATION OF SERVICE FOR REGIONAL CAMPUS FACULTY FOR PROMOTION AND TENURE GUIDELINES

Shelly Jarrett Bromberg, PhD, prepared for tenure and promotion to Associate Professor

Criteria for tenure and promotion are based on “productive professional service” in one or two areas. I have chosen service primarily in three of the four areas with profound engagement in two. Criteria are ranked in order of depth of engagement.

I. Public service
   i. Outreach

A. Su Casa – Hispanic Outreach Center for Greater Cincinnati Area
   a. faculty liaison - Since 2002, I have worked to connect Miami students and faculty with Su Casa and the organization’s work in the local Hispanic communities.

<table>
<thead>
<tr>
<th>Activities/Projects</th>
<th>Focus/Outcomes</th>
</tr>
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<tbody>
<tr>
<td>1. Cincinnati Coalition for Immigration Reform (2004)</td>
<td>This initial meeting led to the creation of a Cincinnati Coalition for Immigration Reform under the auspices of the Archdiocese of Cincinnati.</td>
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<tr>
<td>At the request of Su Casa, I helped to bring together area leaders interested in learning more about the proposed McCain-Kennedy Bill. I designed the informational postcards and flyers, created the information packet for each participant and moderated the meeting. Several Miami students were involved in this effort as well.</td>
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<tr>
<td>2. Meeting with State Senator Courtney Combs</td>
<td>The purpose of our meeting was to speak with Mr. Combs about his &quot;English First&quot; bill and his often anti-immigrant rhetoric in the local press. Along with Mr. Combs and Mr. Anchondo, several faith leaders were present. While Mr. Combs continued to pursue the bill, to date, no English Only bill has been successful in Ohio.</td>
</tr>
<tr>
<td>Working with Su Casa and the Archdiocese of Cincinnati, I organized a meeting with Leo Anchondo (then director of the “Justice for Immigrants” campaign for the National Council of Catholic Bishops) and State Senator Courtney Combs at St. Julie Billart in Hamilton, Ohio.</td>
<td>This meeting was significant in terms of ecumenical cooperation on immigration reform as it was the first time these faith leaders had gathered for this purpose.</td>
</tr>
</tbody>
</table>
TABLE OF ACCOMPLISHMENTS (continued)

DEFINED BY THE MIAMI UNIVERSITY HAMILTON, EVALUATION OF SERVICE FOR REGIONAL CAMPUS FACULTY FOR PROMOTION AND TENURE GUIDELINES

Shelly Jarrett Bromberg, PhD, prepared for tenure and promotion to Associate Professor

Teaching and Research related to Service

A. TEACHING

a. Development of courses related to public scholarship

1. Latin American Studies
   i. LAS260 - Latin Americans in the United States: In the Spring 2004, I made significant changes to the existing course by integrating public and course work together. Unlike the LAS277X, which is an extra credit option, this LAS 260 asked that students either complete 10 hours of civic learning or develop a community based project. While I continued to offer service learning options I, likewise, designed a Community Project alternative based upon requests by community organizations. The findings of these students were shared with community representatives at the end of the semester. In the Fall of 2007, I made one more change in the course in terms of the integrated component. Based on what I have learned through the Wilks Think Tank, I realized that the most valuable civic engagement experience for a class takes place in one particular site focused on one particular project. Working with students from the Wilks program, many of whom served as mentors, we started a second Language Exchange at Princeton Pike Hispanic Church of God in Hamilton with the LAS260 group. Our two day a week course, thus, became evenly divided between formal academic class work and civic work. Although there were some minor adjustments to be made I believe, overall, that this was a much deeper experience for students and the community than a random hodgepodge of various projects.

   ii. LAS315 - The Latin American Diaspora: Communities, Conditions and Issues (see Appendix F.3 for a copy of the 2008 syllabus of the course). This course was an outgrowth of the Title VIA Grant: “Building Bridges to Global Citizenship through Latin American Studies at Miami University” – Approved 22 of March 2004

As one of the principle participants in the development of the Title VIA Grant, along with Susan Paulson, I was asked to elaborate upon our initial Service Learning course proposal, ultimately titled “The Latin American Diaspora: Communities, Conditions and Issues.” LAS315 was offered for the first time in the Spring 2005 semester at Miami University’s Hamilton campus. While all of Latin America is represented in the greater Cincinnati area, in Hamilton, the Mexican community is, by far, the largest followed by substantial populations from Guatemala, and the Dominican Republic. Taking these three countries as a point of departure, the course was divided into 3 sections of 5 weeks each. For each section, students read a novel or collection of essays along with readings drawn from anthropology, political science and sociology. Additionally, students were given the choice of working with one of three local non-profit agencies or of participating in an “applied community research” project. Dr. Arturo Arias, Evaluator of the Title VIA Grant described the
Dr. Greg Lindsey  
Indiana University  
Promoted: Full Professor

Now Assoc. Dean HHH Institute of Public Affairs at U. of MN

- Ph.D., Geography & Environ. Engineering, Johns Hopkins University
- M.A., Systems Analysis & Economics for Public Decision Making, Johns Hopkins University
- M.A., Geography and Environmental Studies, NIU
CHARGE

- School of Public and Environmental Affairs
  - Assess significance of work
  - Rate average, above average, excellent in quality/quantity
  - Assess the promise of his future
Major Initiatives involving R/T/S

- Analysis of land-use practices
- Comprehensive planning and zoning ordinances from 44 counties and 50 municipalities for indices of smart growth and sustainable development—policy makers and planners
- Greenways Use and Management project
  - Students as part of instruction, community-based, applied research, scholarly work, publications and presentations.
- Writing about integration of R/T/S; service on Uwide committee=contribution to thinking and practice of civic engagement.
- (Could better address the nature of collaborators with partners in the “engaged” work.)
Making the Case...

- R/T/S contains intent to conduct academic and scholarly work that contributes to the public good

  “My research and professional public service are intertwined and inseparable.”
  - Clear sense of purpose and focus
  - Shows unified nature of work as a scholar and faculty leader
Making the Case...

- Good academic work grounded in disciplinary knowledge and contributes to that knowledge base
  - *Interplay between theory and practice*
  - *Contributions to contingent valuation and environmental planning*
  - *Record of publishing and extramural funding*
  - *Consequential to academic communities, and state, regional, local government bodies, as well as practitioners and students.* (Could provide explicit evidentiary results beyond pubs, and testimonials)
Making the Case...

- Effectively communicated and evaluated by peers. Given nature of discipline products to academic and non-academic audience used appropriate modalities and various qualities of exposition.
  - *Professional conferences, scholarly journals recognized as best in field*
  - *Practitioner publications through Center for Urban Policy and Environment—technical reports/ briefing papers/ links to public agency web sites.*
### Figure 1. Linkages Among Teaching, Service, and Research on Greenways

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses Taught</th>
<th>Contract Research / Technical Publications</th>
<th>Academic Refereed Papers</th>
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<tbody>
<tr>
<td>2002</td>
<td>Greenway Workshops - traffic counts</td>
<td>National Transportation Research Board, conference proceedings</td>
<td>Transportation Research Record - patterns of greenway use, in review</td>
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<td>Spears Perspectives</td>
<td>Journal of the American Planning Association, forthcoming - sustainability and greenways</td>
</tr>
<tr>
<td>2001</td>
<td>Greenway Workshops - traffic counts</td>
<td>SPEA Perspectives</td>
<td>Professional Geographer - equity of access</td>
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<td></td>
<td>NPS/INDOT/IDNR/Eppley Institute - Indiana Trail Study (2001 Eppley/Center reports - 7)</td>
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<tr>
<td>2000</td>
<td>Greenway Workshops - traffic counts, speed measurements</td>
<td>Planning Workshop - access, land use, surveys</td>
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<td></td>
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<td>IDNR grant - preferences for trail landscapes: ongoing; (2002 web-site)</td>
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<tr>
<td>1999</td>
<td>Independent Study - equity of access, benefit-cost analyses</td>
<td>Planning Workshop - user counts, surveys</td>
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<td></td>
<td></td>
<td>IDNR grant - synthesize greenway studies (1998 Center/IDNR reports - 5)</td>
<td>Journal of the American Planning Association, - willingness to pay for greenways</td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td>IDNR grant - riparian forest cover / condition; resident support for greenways (1998 Center/IDNR reports - 2)</td>
<td>Landscape and Urban Planning - greenway use</td>
</tr>
<tr>
<td>1996</td>
<td>Planning Workshop - user counts, surveys</td>
<td></td>
<td></td>
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<tr>
<td>1995</td>
<td>Planning Workshop - survey, literature review</td>
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### CV Format

#### Format Before

I. Contact Information  
II. Academic Appointment  
III. Education  
IV. Awards  
V. Research and Publications  
VI. Teaching  
VII. Service

#### Format After

I. Contact Information  
II. Academic Appointment  
III. Education  
IV. Historical and Interdisciplinary Research and Publications  
V. Teaching, Mentoring and Service-Learning  
VI. Civic Engagement and Service to the Community  
VII. Administrative Experience and Professional Service
Making the E.S. Case at UNH

- What from the cases might apply?
- What are the UNH...
  - Guidelines (u-wide, college/department specific, position type/rank)
  - Processes
  - Practices
  - Timelines
  - Other Nuts and Bolts
Scholarship

Scholarship is a discipline-based, multidisciplinary activity that advances knowledge and learning by producing new ideas and understanding. Scholarly contributions include peer-evaluated, discipline-appropriate works such as books, articles, chapters, films, paintings, performances, and choreographic or theatrical design. Scholarship can be divided into five sub-categories: application, creative activity, inquiry, integration, and the scholarship of teaching.
Engaged scholarship now subsumes the scholarship of application. It adds 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.
How to Prepare Evaluator for Case

- What is...
  - the institutional standards/policies/procedures?
  - the common conceptualization of scholarship?
  - recognized and valued?

- Who are the evaluators?
  - Mentoring committees
  - Role of department P&T committee
  - Role of department chair
  - Communities of Practice

- What is the most convincing format?
Your UNH Context—Today & Tomorrow

Assessment:
- Is quality engaged scholarship recognized and rewarded in your unit?
- Do evaluators have knowledge about engagement as scholarship, about criteria and standards for quality?
- What changes are needed in your unit’s evaluation, recognition and reward system to ensure that quality engaged scholarship engagement is rewarded appropriately?

What needs to be done to strengthen the evaluation of engaged scholarship at UNH? What will work?

Action plan:
- Act locally, Draw globally
  - Expose, educate
    - National/disciplinary movements
    - Campus wide discussions
    - Samples
  - Experience
- Your role
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