Engaged Scholars Academy

Agenda

Workshop 5 – Documenting Engaged Scholarship

Objectives/Outcomes:

- Participants will have a greater understanding of how to document engaged scholarship for review by promotion and tenure committees;
- Practice using the NRB Criteria in preparing documentation for promotion and tenure;
- Participants will know how to work with other faculty and evaluators in their own units to increase understanding of engaged scholarship within their discipline.

Welcome

Review of Scholars’ Projects and Preparing a Case as Scholarship
Facilitated by Dr. Lorilee Sandmann

Preparing a Case as Scholarship Presentation
Presentation by Dr. Lorilee Sandmann

Preparing Your Case Exercise

BREAK

Presenting Your Case: Models/Features of a Case
Cases to be reviewed include: Mary Beth Lima, Gregg Lindsay (Integrated Scholarship), Lorilee Sandmann (Impacts), Shelley Jarrett, Miami of Ohio (Outcomes), and Susan Curtis (CV)

Presenting Your Case as Scholarship—Application

Closure
Engaged Scholars Academy
Workshop 5 – Documenting Engaged Scholarship

Preparing Your Case

Part I: Begin the first two parts to make your case...

*Project Title and Description:*
1. Provide the title of your project and briefly describe its purpose and participants/collaborators.

2. Describe the significant intellectual question(s) that provide the scholarly foundation of this project.

3. Describe the community need that provides the foundation of this project.

*Academic Fit of Project:*
4. Describe faculty assignment (with respect to this project) and how your participation furthers your scholarly agenda.

Part II: Share your writing with a partner

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Preparing the Evaluators in Your Unit

Part I: Assessment

1. Is quality scholarly engagement recognized and rewarded in your unit? Explain how.

2. Do evaluators have knowledge about engagement as scholarship, about criteria and standards for quality?

3. What changes are needed in your unit’s evaluation, recognition, and reward system to ensure that quality scholarly engagement is rewarded appropriately?

Part II: Actions

1. Considering your responses above, list feasible steps to be taken to prepare evaluators to recognize and reward scholarly engagement in your unit?

2. Compare your list with a partner.

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Purpose, Goals, and Significance: (1) How did the project come about—did the community contact the university or vice versa? (2) How did you identify goals which were beneficial to all stakeholders? (3) Identify 2-3 specific goals of the project. (4) State the value of this project to the scholarly community, stakeholders, and the public.

Context: (1) Describe how the project’s goals are consistent with your scholarly agenda, unit, university, and the community? (2) What expertise do you bring to this project? (3) How are multiple sources and types of resources being utilized? (4) Who are the project’s collaborators and to what extent are all stakeholders involved in the planning, implementation, and assessment of the project? (5) Briefly describe the project’s methods.

Scholarship: (1) How did you evaluate the outcomes and impacts of the project? (2) How has this project generated, integrated, or applied knowledge in a new or innovative manner?

Outcomes and Impacts: (1) Were the project goals and objectives met? (2) Were the stakeholders satisfied? (3) What impacts did this initiative have on the field, unit, university, community, and your own professional development? (4) Did the stakeholders work toward developing mechanisms for the project’s sustainability?

Critical Reflection: (1) What unanticipated challenges or opportunities arose during the project and how did you respond? (2) What lessons did you learn and what would you do differently next time? (3) What follow-up steps to this project do you recommend? (4) How did the project help you to develop further as a faculty scholar?

Artifacts/Attachments: (1) What artifacts would you recommend including in the portfolio to provide evidence of the project’s development and impact?