

# UNIVERSITY of NEW HAMPSHIRE

## *Outreach Scholars Academy*

### Workshop #3 - Documenting Engaged Scholarship

Audience: Class of 10-15

Duration: Three hours

Equipment needed: Interactive internet link and projection; projector for PPT presentation, flip chart, markers

Handouts:

- Exercise 1 – Preparing Your Case
- Exercise 2 – Preparing the Evaluators in Your Unit
- Exercise 3 – Post-Workshop Documentation Exercise
- NRB Criteria (already have)
- PPT – Preparing A Case as Scholarship
- Readings (sent ahead):
  - Ellison, J., & Eatman, T. K. (2008). *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Syracuse, NY: Imagining America: Artists and Scholars in Public Life, Tenure Team Initiative on Public Scholarship.  
<http://www.imaginingamerica.org/TTI/TTI.html>
  - Stanton, T. K. (Ed.). (2007). *New times demand new scholarship: Research universities and civic engagement: Opportunities and challenges. A conference report*.  
[http://www.compact.org/resources/research\\_universities/](http://www.compact.org/resources/research_universities/)
- Institution's Faculty Handbook and Cooperative Extension Guidelines (if appropriate) for promotion and tenure

Objectives/Outcomes:

- Participants will have a greater understanding of how to document outreach 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.

Workshop Component	Time	Method
<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• <b>Review of Scholars' Homework</b></li> </ul>	<p><b>30 minutes</b></p>	<p>Local Outreach Director or facilitator</p> <p>Review the partnership program maps that scholars' bring with them</p>
<p><b>Presentation - Preparing A Case as Scholarship</b></p> <ul style="list-style-type: none"> <li>• Review readings</li> </ul>	<p><b>1 hour</b></p>	<p>Lecture/ PPT presentations</p>
<p><b>BREAK—Technology Check</b></p>	<p><b>15 minutes</b></p>	
<p><b>Presenting Your Case as Scholarship Presentation and dialogue with Dr. Greg Lindsey, University of Minnesota (video hookup if necessary) OR another exemplar scholar who has been promoted for engaged scholarship work.</b></p> <ul style="list-style-type: none"> <li>• Evaluating and documenting the project</li> <li>• Demonstrating broader impacts</li> <li>• Evaluating and documenting the scholarship for faculty RPT</li> </ul>	<p><b>45 minutes</b></p>	<p>Facilitator to interview (or other exemplar engaged scholar from local institution)</p> <ul style="list-style-type: none"> <li>• How was engagement framed as scholarship</li> <li>• How was your work evaluated demonstrating broader impacts</li> <li>• How did he document work for purposes of promotion to full professor</li> <li>• Discuss role as mentor to those in your college or department/ field going up for tenure or promotion</li> <li>• Your role as serving on faculty review committees</li> </ul>
<p><b>Follow Up and Discussion</b></p> <ul style="list-style-type: none"> <li>• Review and Questions from Scholars' Case for Promotion and Tenure</li> <li>• Nuts and Bolts—How they could do it at our institution</li> <li>• Review Guidelines at your institution</li> <li>• How can our institution move outreach scholarship forward?</li> </ul> <p><b>Closure</b></p>	<p><b>45 minutes</b></p>	<p>Group Discussion Exercises 1-3 Point to web resources</p> <p>Institution's Faculty Handbook and Cooperative Extension Guidelines (if appropriate) for promotion and tenure</p> <p>Local outreach director</p>

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#### **Exercise 1 - 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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## NOTES

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## **Exercise 2 - Preparing the Evaluators in Your Unit**

### **Part I: Assessment**

1. Is quality scholarly outreach recognized and rewarded in your unit? Explain how.
2. Do evaluators have knowledge about outreach 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 outreach 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 outreach in your unit?
2. Compare your list with a partner.

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 **NOTES**  
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#### **Exercise 3 - Post-Workshop Documentation Exercise**

**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?

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