

UNIVERSITY of NEW HAMPSHIRE

Excellence in Outreach Scholarship

Outreach Scholars Academy

Workshop # 3 Documenting Engaged Scholarship

Audience: Class of 10-15

Duration: Two hours

Equipment needed: Projector for PPT presentation, flip chart, markers

Handouts:

- Exercise – Preparing Your Case
- Exercise – Preparing the Evaluators in Your Unit
- Exercise – Post-Workshop Documentation Exercise
- 2 example case studies (from own university or other)
- NRB Criteria (already have)
- PPT – Documenting and Evaluating Engaged Scholarship

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
Check In and Warm Up <i>Handout case samples and ask participants to scan/read through them.</i> In groups of three or four, begin to critique the cases, based on National Review Board Criteria	15 min – report out from each group	Brainstorm and put pointers on newsprint Refer back as workshop goes on
Presentation – Documenting & Evaluating Engaged Scholarship	30 minutes	Facilitator - PPT
BREAK	15 minutes	

Exercise - Preparing Your Case Individually, begin writing information about your project, after 5-10 minutes, pair up and share information with a partner.	15 minutes	
Presentation – How to prepare evaluator for case	10 minutes	Facilitator – resume PPT
Exercise – Preparing the Evaluators in Your Unit Depending on the size of the group – split into two (8-10 people in each group) or keep group together for discussion.	20 minutes	Coordinator to facilitate discussion based on exercise. Scribe – record on newsprint
Summary, HOMEWORK	15 minutes	Coordinator
Resources to be most helpful		Point to web resources

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Check In and Warm Up

Documenting & Evaluating Engaged Scholarship

BREAK

Exercise – Preparing your case

How to Prepare Evaluators for Engaged Scholarship

Exercise – Preparing the Evaluators in Your Unit

Summary and Homework

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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.



NOTES

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PART III: *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?