Engaged Scholarship and Promotion and Tenure at Michigan State University

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Introduction

National Collaborative for the Study of University Engagement (NCSUE)

Studying the processes, relationships, and impacts of engaged scholarship on faculty, the academy, and communities

<u>Diane M. Doberneck</u>

- Ph.D. in community & organizational resource development

- Engaged teaching in rural Co. Mayo, Ireland

- Research about engaged faculty and engaged scholarship

- Professional development for community engagement for undergrads, grad students, and faculty

Today's Presentation

Engaged Scholarship at MSU

- MSU's definition of engaged scholarship
- Points of Distinction

MSU's Revisions to the R, P, & T

- Process of revising the form
- Changes to the form itself, including a range scholarly products

What Faculty Reported on the Revised Form

- Types of engaged scholarship
- Integrated engaged scholarship

Future Considerations

Questions and Answers

Engaged Scholarship at MSU

UOE convened MSU faculty and administrators to address institutional issues related to outreach and engagement:

- **1993:** defined outreach as a form of scholarship and distinguished between professional service and scholarly outreach and engagement

- **1996:** developed indicators for evaluating quality outreach and engagement (*Points of Distinction*, revised in 2000)

- **2000:** revised promotion and tenure form to accommodate the scholarship of outreach and engagement

- **2004:** launched annual Outreach and Engagement Measurement Instrument (OEMI)

- **2006**: professional development programs on community engagement for undergraduates, grad students, new faculty

Definition of Engaged Scholarship

Outreach is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.
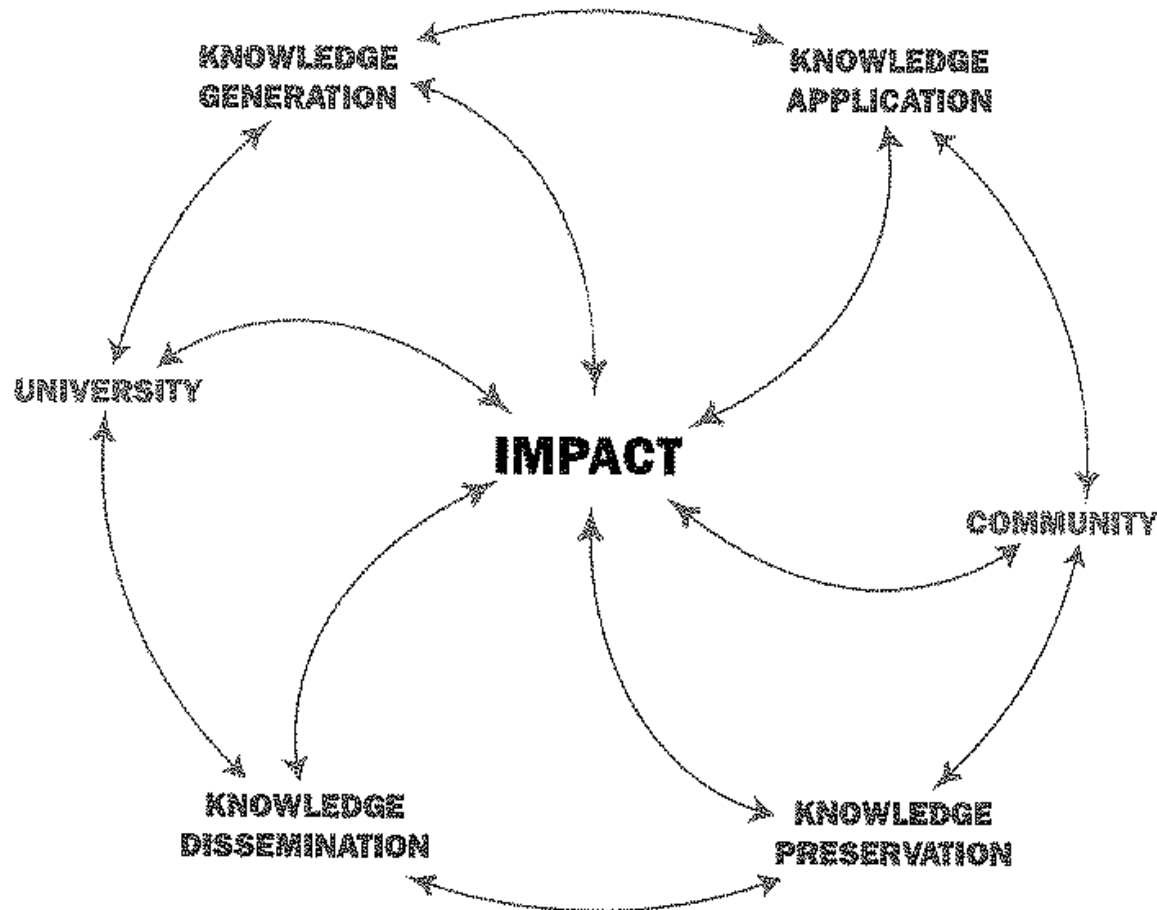
~The Provost's Committee on Outreach, 1993

MSU's Values for Engaged Scholarship

- Mutuality and partnering
- Equity
- Developmental processes
- Capacity building
- "Communityness"
- Cross-disciplinary approaches
- Scholarship and pragmatism
- Integrity

MSU's Model of Engaged Scholarship

Outreach and Engagement Knowledge Model

Points of Distinction: Evaluating Quality

Scholarship

- *To what extent is the effort consistent with the methods and goals of the field and shaped by knowledge and insight that is current or appropriate to the topic? To what extent does the effort generate, apply, and utilize knowledge?*

Significance

- *To what extent does the effort address issues that are important to the scholarly community, specific constituents, or the public?*

Points of Distinction, con't.

Impact

– *To what extent does the effort benefit or affect fields of scholarly inquiry, external issues, communities, or individuals? To what extent does the effort inform and foster further activity in instruction, research and creative activities, or service?*

Context

– *To what extent is the effort consistent with University Mission Statement, issues within the scholarly community, the constituents' needs, and available resources?*

In Summary…

Is a form of scholarship
- *distinct from service to profession*
- *distinct from service to university*
- *distinct from volunteering or consulting*

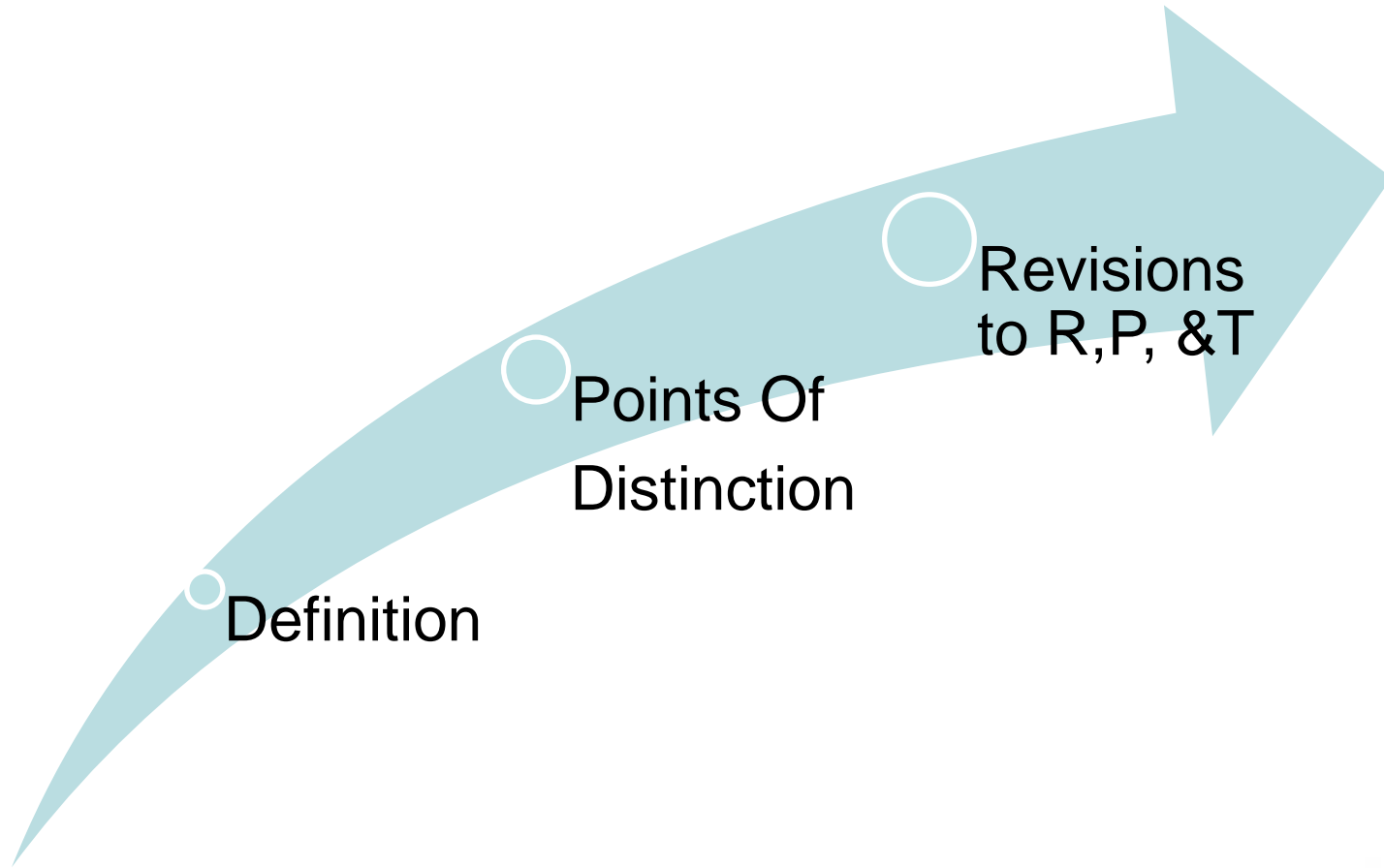**Cuts across teaching, research, and service**
- *Outreach & engagement-teaching*
- *Outreach & engagement-research*
- *Outreach & engagement-service*

Is documented by evidence of quality
- *Qualitative and quantitative indicators*

REVISIONS TO R, P, &T

Definition

Points Of
Distinction

Revisions
to R,P, &T

Process of Revision to R, P, & T

Revision Process

– a committee of faculty and administrators reviewed the P&T form in light of institution's commitment to outreach and engagement as a cross-cutting form of scholarship

– considered evidence of quality in Points of Distinction

– DECISION: embed O&E throughout the form, instead of adding a separate section

– necessitated a complete revision of R,P,&T (Form D)

– revisions approved by Academic Governance in 2001

Revisions to Promotion & Tenure

1. Emphasizes multiple definitions of scholarship
2. Promotes the use of evidence to document the quality of that scholarship
3. Embeds opportunities to report scholarly outreach and engagement throughout the form
4. Distinguishes among service to the university, service to the profession, and to the broader community
5. Includes new questions focused on the scholarship of integration
6. Broadens the list of examples of scholarship to include scholarly outreach and engagement in each section

1. Emphasizes multiple forms of scholarship

The essences of scholarship is thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based on the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism. Consistent with the fact that there are multiple forms of scholarship, the attached forms provide the opportunity to document, provide evidence for, and assess faculty scholarship in the functional areas of instruction, research and creative activities, and service within the academic and broader community, as well as cross-institution missions.

2. Promotes use of evidence to document quality

FORM D - III A   INSTRUCTION

<u>**Summary Evaluation of Instruction by Department Chairperson or School Director**</u>:

Evaluate the faculty member's scholarly contributions whose primary focus is **instructional**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

3. Embeds opportunities to report ES throughout the form

Research and Creative Activities

- Reporting "papers and presentations" as well as "reports and studies"

- In the list of research and creative works, faculty are encouraged to put double asterisks by works with significant outreach components.

- New question added to allow faculty to report "other evidence of research activities, including the formation of research-related partnerships with organizations, industries, or communities" with directions to include evidence of peer recognition "within and outside of the community."

4. Distinguishes among service to university, profession, and community

1.Service within the Academic Community

   a.Service to Scholarly and Professional Organizations:
List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

   b.Service within the University:
List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/ coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. <u>**Service within the Broader Community**</u>:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

5. Includes new question on scholarship of integration

New Question In Chair's Section

FORM D - III D   ADDITIONAL REPORTING

Summary Evaluation of Candidate's Special Foci by Department Chairperson or School Director:

Where appropriate, evaluate the faculty member's scholarly activities and contributions **across the functional areas** of instruction, research and creative activities, and service within the academic and broader community. While the faculty member's accomplishments may be reported under any of the functional areas or on the additional reporting page (D-IVD), this space provides an opportunity for special comments where the faculty member's work shows integration across the functions or has had a particular focus. This is also the appropriate place for discussion of any contributions or accomplishments that do not naturally fit elsewhere.
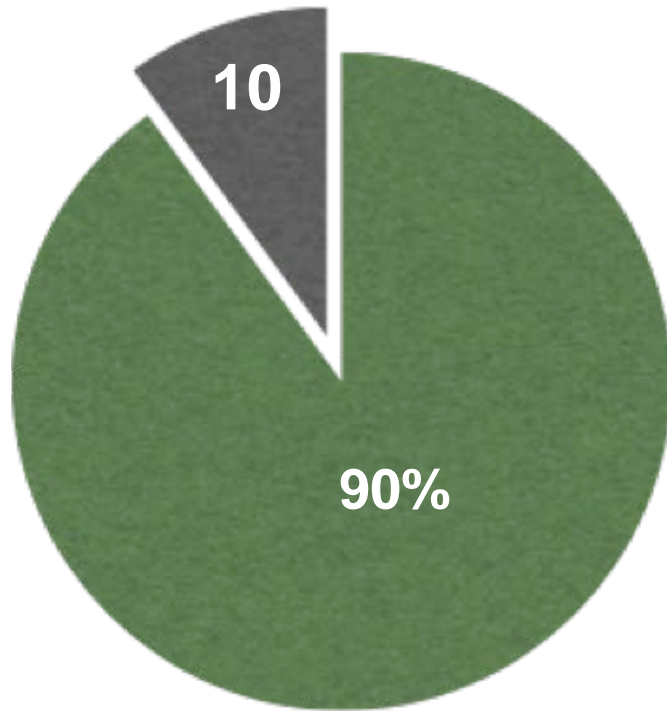
New Question In Faculty's Section

2. **Integration across Multiple Mission Functions**:
Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

6. Broadens list of examples of scholarship

FORM D - IV A   INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1.**Undergraduate and Graduate Credit Instruction**:
   Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught Lec Rec Lab	Number of Students	Number Of Assistants**	Notes

WHAT THE FACULTY REPORTED, 2001-2006

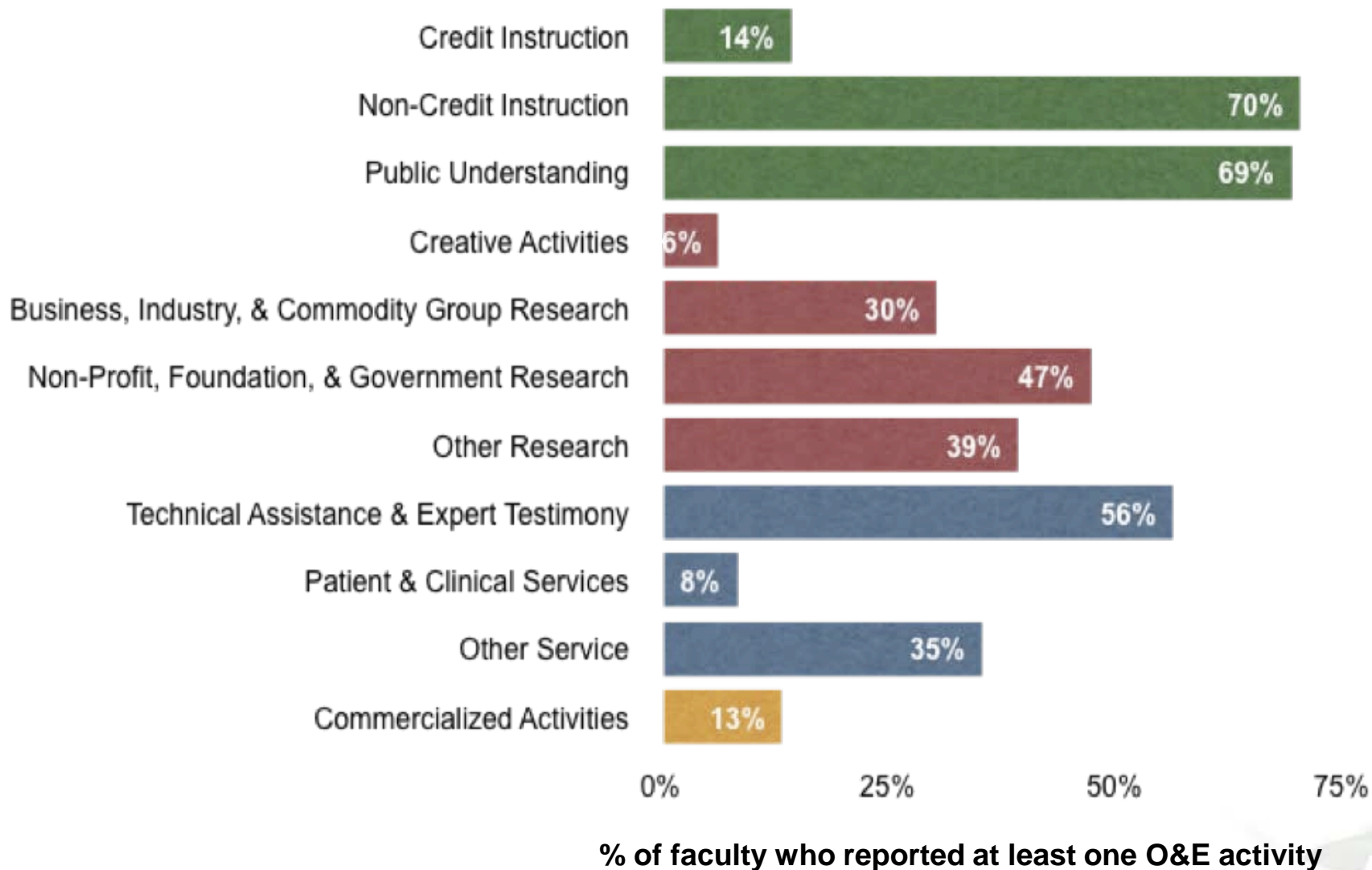# Overall Reported Engaged Scholarship

90% of MSU faculty reported <u>at least one</u> outreach and engagement activity on their P&T form.

10% of MSU faculty reported absolutely no outreach and engagement activities at all.
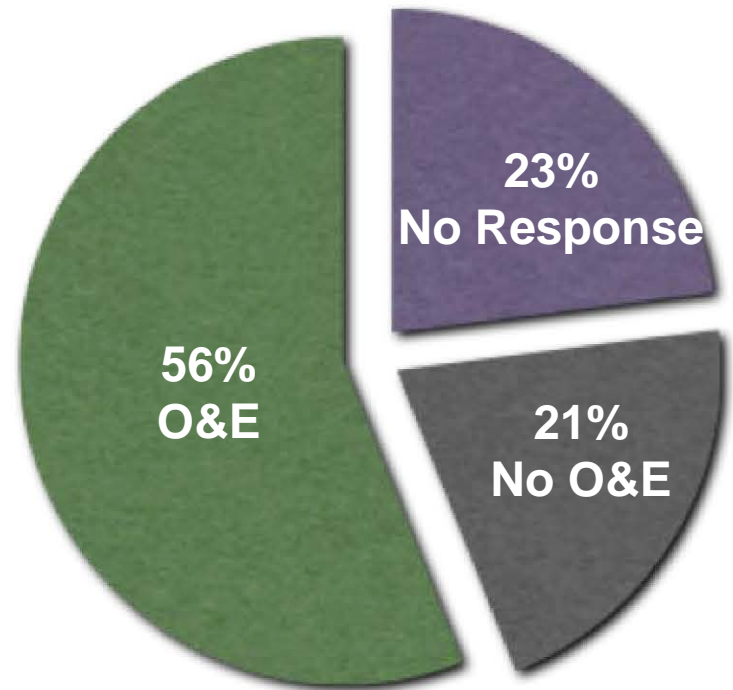
Engaged Scholarship By T, R, & S

47%

27%

16%

10%

47% Across Three Missions

- 47% across teaching, research & service

27% Across Two Missions

- 2% across teaching & research
- 21% across research & service
- 4% across teaching & service

16% In One Mission

- 3% teaching
- 4% research
- 9% service

10% No Outreach & Engagement

Types of Reported Engaged Scholarship

% of faculty who reported at least one O&E activity

Reported Integrated Engaged Scholarship

On the form, faculty members report on their "scholarly activities and contributions" that demonstrate "integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader communities."

56% O&E

23% No Response

21% No O&E

Intensity of Reported Engaged Scholarship

10% None	27% Low	23% Medium	40% High
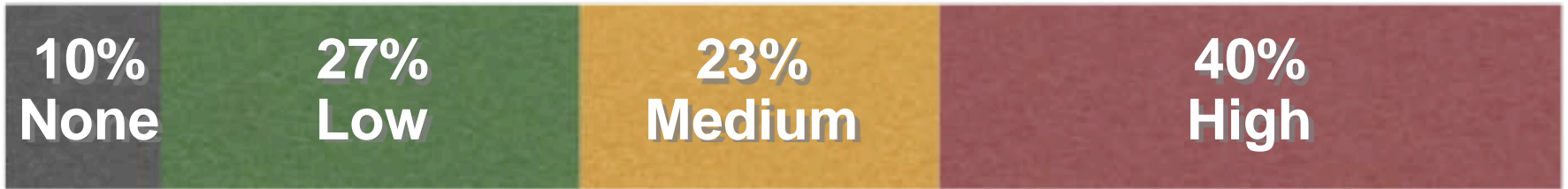
The rating combined:
- types of O&E
- number of types
- frequency of O&E activities
- scholarly output
- awards/other evidence

Degree of Reported Engaged Scholarship

10% None	52% Low	28% Medium	10% High
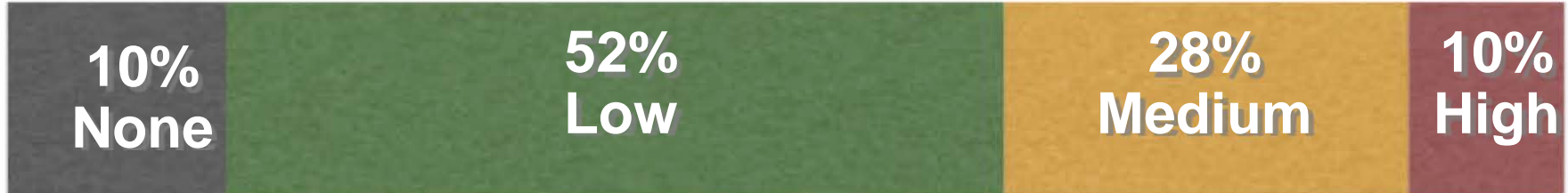
None indicates absolutely no outreach and engagement activities reported on P&T forms.

Low indicates mostly unidirectional, transfers of expert knowledge from MSU to external audiences for the public good.

Medium indicates a mixture of unidirectional and collaborative, co-created outreach and engagement activities.

High indicates predominantly collaborative, mutually determined, reciprocal flow of cogenerated engagement activities.

Faculty Concerns re: Engaged Scholarship

- ES lacks quality and rigor; it is watered down scholarship.

- All faculty will be required to do ES.

- All faculty will have to conduct their ES in the same way.

- ES will either not count (or count against the candidate) in R, P, & T.

FUTURE CONSIDERATIONS

Future Considerations for RPT

1. Definition of engaged scholarship
2. Importance of discipline-based descriptions & language
3. Range of degrees of collaboration
4. Multiple definitions of communities or publics
5. Many types of engaged scholarly activities
6. Variety of engaged scholarly products
7. Different motivations for engaged scholarship
8. Many ways of integrating scholarly engagement with faculty work
9. Different ways of engaging over career span
10. Supportive environment of engaged scholarship

1. Definitions of Engaged Scholarship

Penn State, 2000

Community engagement/ community-engaged scholarship consists of scholarly and pedagogical activities that are carried out in collaboration with, and with potential benefit for, groups and organizations in the municipality or region that contains the university. Such scholarship reflects a range of faculty work in communities from discovery to the integration and interpretation of discovery, with application to communities.

Methods for community engagement include community service, service learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, and economic development.

University of South Florida

Community entails a group of people who share a common location, interests, values, work, or identity, and who have an association due to common traditions, or political, civic, social, cultural, or economic interactions.

Community engagement is the application of institutional resources to address and solve challenges facing communities, through collaboration with these communities.

Scholarship is teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer reviewed.

Commission on Community Engaged Scholarship in Health Professions, 2005

Community engaged scholarship involves the faculty member in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement.

Community engaged scholarship integrates engagement with the community into research and teaching activities (broadly defined). Engagement is a feature of these scholarly activities, not a separate activity. Service implies offering one's expertise and effort to the institution, the discipline, or the community, but it lacks the core qualities of scholarship.

CCPH 2007

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.
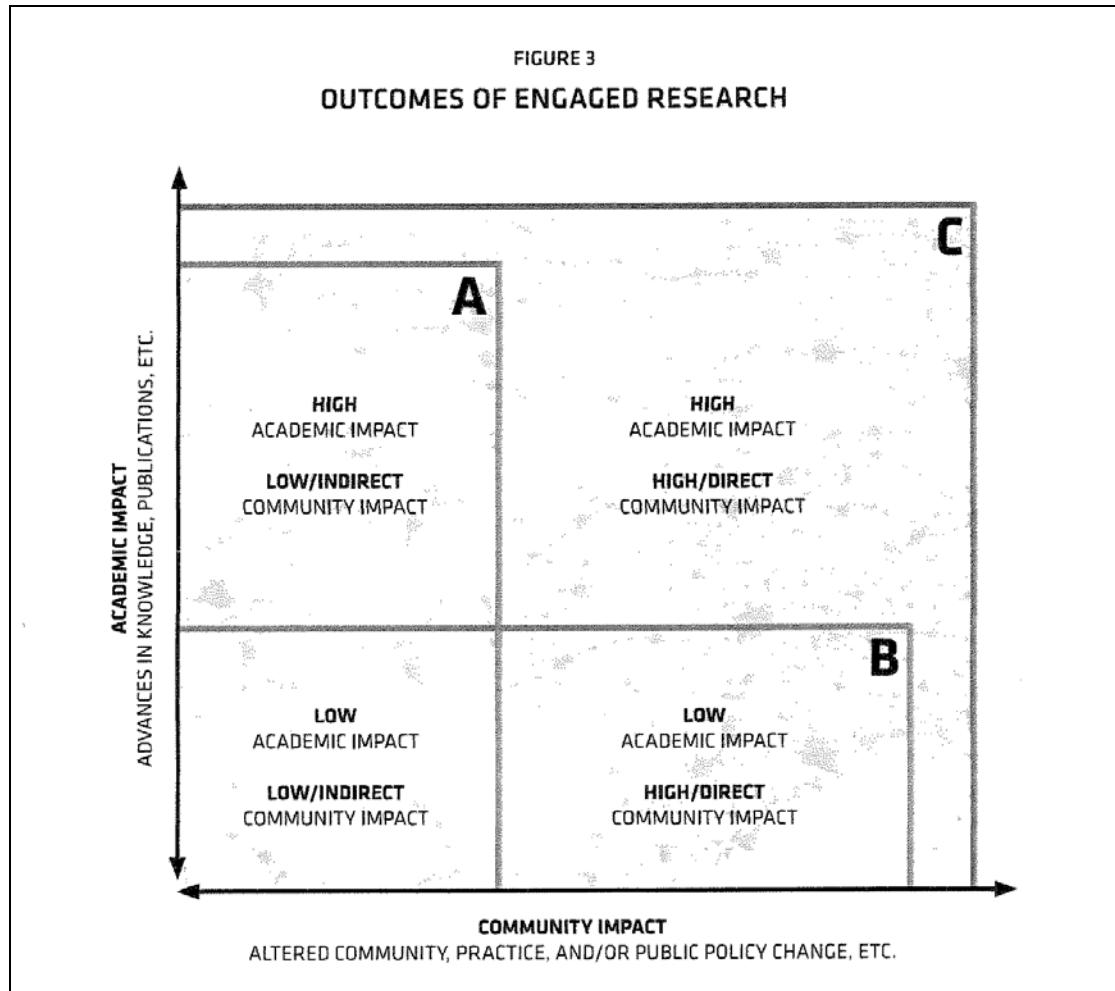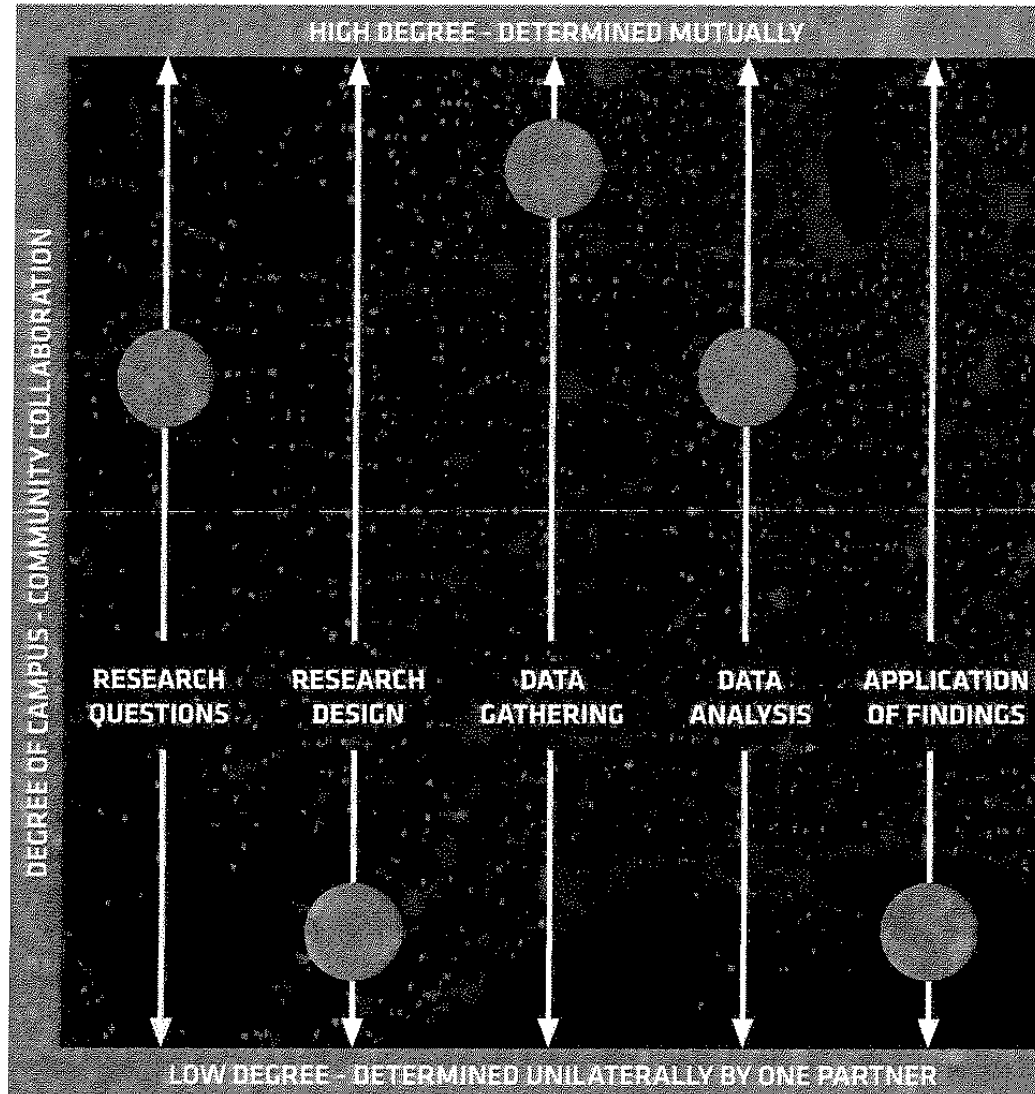
Imagining America, 2008

2. Importance of Disciplinary Language

3. Range of degree of collaboration

TRUCEN, 2007

3. Range of degree of collaboration, con't.

TRUCEN, 2007

4. Multiple definitions of community, publics

- Place
- Identity
- Affiliation or interest
- Circumstance
- Faith
- Kin

- Profession
- Support
- Inquiry
- Purpose
- Practice

Fraser, 2005; Gilchrist, 2009; Ife, 2002; Marsh, 1999; Mattessich & Monsey 1999

5. Many types of engaged scholarship

Engaged Teaching

– For credit, non-traditional audiences

– For credit, curricular, community engaged learning

– Non credit, classes & programs

– Non credit, managed learning environments

– Non credit, public understanding, events, & media

Engaged Research

– Business, industry, community group funded research

– Nonprofit, foundation, government funded research

– Intramurally or unfunded research

– Creative activities

Engaged Service

– Technical assistance, expert testimony, legal advice

– Co-curricular service learning

– Patient, clinical, & diagnostic services

– Advisory boards & other disciplinary related service

Commercialized Activities

6. Variety of engaged scholarly products

- Books
- Book chapters
- Monographs
- Articles
- Reviews
- Papers
- Presentations
- Artistic & Creative Endeavors (shows, exhibits, scores, performances, recordings)
- Reports, studies

- Courses, curriculum
- Certificate programs
- Non-credit classes
- Conferences
- Seminars
- Workshops
- Broadcasts
- Websites
- Collections
- Curatorial services
- Diagnostic services
- Clinical services

7. Different motivations for engaged scholarship

1. To facilitate student learning and growth
2. To achieve disciplinary goals
3. Personal commitments to specific social issues, people, or places
4. Personal and professional identity
5. Pursuit of rigorous scholarship and learning
6. A desire for collaboration, relationships, partners, and public-making
7. Institutional type, mission, appointment type, and/or enabling reward system and culture for community engagement

O'Meara, 2008

8. Many ways to integrate ES with faculty work

Description of which faculty roles the integrated engaged scholarship affects

_____ Research & creative activities

_____ Research (& creative activities) mentoring of undergrads, grads, & post-docs related to engaged scholarship

_____ For credit teaching

_____ Non credit teaching

_____ Curriculum development related to engaged scholarship

_____ Service to university related to engaged scholarship

_____ Service to profession related to engaged scholarship

_____ Service to communities

_____ Clinical service

_____ Commercialized activities

_____ Other, please specify, including administration

9. Different ways of ES over career span

Pathways for Public Engagement at 5 Career Stages

- Deciding to be an engaged scholar
- Building knowledge for public scholarship
- Developing skills—prioritize & start acquiring them
- Doing public scholarship
- Exercising leadership

Imagining America, 2008

10. ES requires a supportive environment

Holland (2004)

- Mission
- Leadership
- Promotion, Tenure, Hiring
- Organizational Structure, Funding
- Student Involvement, Curriculum
- Faculty Involvement
- Community Involvement
- External Communications, Fundraising

Criteria—Indicators—Evidence

Glassick, Huber, Maeroff (1997)

1. Clear Goals
2. Adequate Preparation
3. Appropriate Methods
4. Significant Results/Impacts
5. Effective Presentation/Dissemination
6. Reflective Critique

CCPH (2007)

7. Leadership and Personal Contribution
8. Consistently Ethical Behavior

Criteria—Indicators—Evidence

North Carolina State University (2010)

1. Issue, need, focus
2. Communities engaged
3. Goals and objectives
4. Methods and actions
5. Program integration
6. Products and deliverables
7. Results, including outcomes and impacts
8. Communication and dissemination
9. Recognition and awards
10. Collaboration and partners

QUESTIONS & ANSWERS
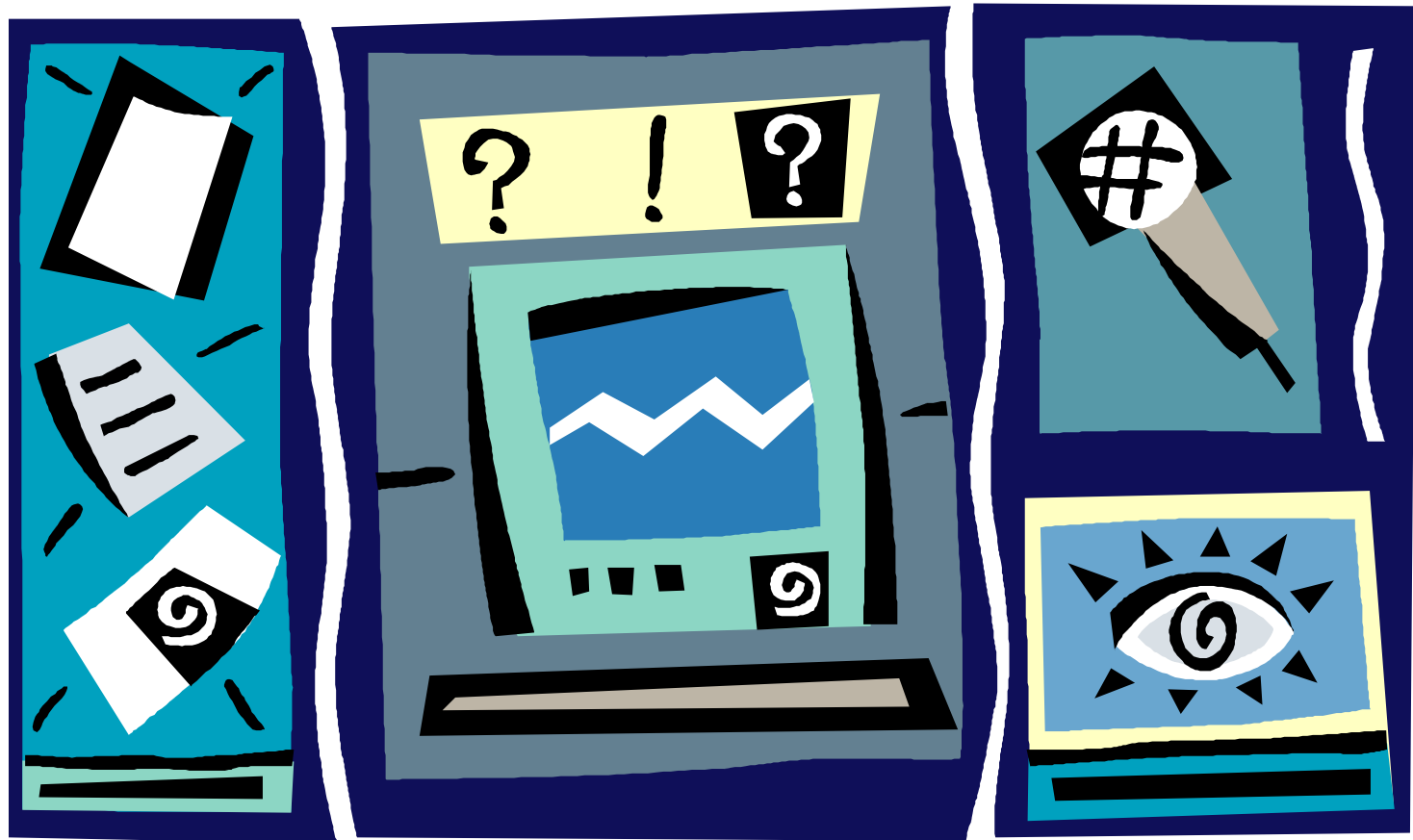
Model Documents/Reports to Consider

Campus Community Partnerships for Health

Center for Urban and Environmental Solutions. (2007, November). *Engaging academia in community research: Overcoming obstacles and providing incentives*. Boca Raton, FL: Florida Atlantic University.

Holland, B.A. (2004). Analyzing institutional commitment to engagement. *Michigan Journal of Community Service Learning 4*: 30-41.

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