American Association of State Colleges and Universities

Delivering America's Promise

ADP COORDINATORS GUIDE:

A Living Document to Provide a Process for the Creation and Development of Campus Civic Engagement Work

A Product of the Georgia ADP Caucus

University of West Georgia • Valdosta State University • Georgia College and State University
Kennesaw State University • University of North Georgia • Middle Georgia State University • Gordon State University

Contents

Preface

We welcome you to a community of practitioners that cares deeply about our democracy and ensuring that our students are prepared to be fully informed and engaged citizens. The campuses and coordinators are the heartbeat of ADP. Without you, the work could not occur. The national framework of ADP exists to serve our campuses and coordinators; we work to strengthen connections, enhance opportunities, and expand the conversation.

ADP grew out of concern about the erosion of civic engagement in the country and disengagement of college-aged students evidenced by distrust of government and historically low voting rates. We started the 21st Century with a deep concern for how we might keep and renew our democracy, but the bitter partisanship of the early years of this century, which encouraged and animated the creation of the American Democracy Project, seems quaint by today's standards. Heated political rhetoric and vindictive charges shape almost every aspect of public life in America today. The deep divisions that marked the beginning of the 21st-century have become chasms of almost unimaginable depth. Rather than shy away from political discourse, we need to teach civil discourse and deliberative dialogue, to link our democratic engagement across the entire spectrum of experiences.

ADP and civic engagement are more than just voting and elections, however. The ability to engage in civil discourse on all topics whether political or not, creativity in approaches to public problems, and overcoming the inherent nature of collective action problems in communities are all skills that ADP and civic engagement activities help develop.

In thinking about what to write for this preface, we went back to some documents from the start of ADP, even before it was given a formal name, and saw notes that spoke to early conversations about the role of higher education in a democracy and a commitment to move beyond episodic, casual thinking to a deeper understanding of how to help prepare students with the knowledge, skills and experiences to be informed and engaged citizens.

In early 2003 we referred to ADP as the "project on civic engagement" and George Mehaffy noted that; "*This project has already become a national conversation, started at the winter academic affairs meeting in San Antonio, then at the Committee on the Undergraduate Experience meeting in Washington, at the Summer academic affairs meeting in Monterey, CA., and at the meeting of the Committee on the Undergraduate Experience in Naples in November.*"

We penned some early thoughts about the nature of the work ahead and tried to capture why it was so important.

PROPOSITIONS for the Project (Jan. 2003)
1. Democracy is a learned skill.
2. The core principle within democracy is a sense of community – service to those beyond self and a responsibility for and to others.
3. Institutions that promote civic engagement of all types are declining.
4. Civic engagement among university students is also declining.
5. Universities share responsibility with others for teaching civic engagement.

But the words that really drove home the why of what we were embarking on, were the simplest, said by George Mehaffy at one of our initial conversations, *"If we don't do this, then who?"*

Introduction and Background

The American Association of State Colleges and Universities' (AASCU's) American Democracy Project (ADP) – a network of 297 public colleges and universities serving 2.7 million students across 48 states plus D.C. and the Bahamas – is committed to equipping students with the ability to understand and employ interdisciplinary perspectives to address pressing issues. AASCU institutions represent the largest undergraduate cohort in the country. We also serve the most diverse demographic with 42 percent of the nation's first-generation students and 49 percent of all minority undergraduate students, including 61 percent of all African American students, and 45 percent of all Hispanic students in undergraduate education. AASCU's members include 38 Historically Black Colleges and Universities. As "Stewards of Place," [1] committed to public higher education for the public good, our institutions serve their communities. Most of the students come from the region and stay after graduation to work and live and raise families and AASCU institutions strive to fulfil their commitment to our students' community's success.

Our work to prepare students with the knowledge, skills and experiences to be informed and engaged citizens, ready to address the current and future challenges facing our society and enact change for the public good, is more important than ever. Our campuses live the mission of public higher education for the public good. Our goal to equip our students with the skills that ensure deliberative dialogue, open inquiry and a commitment to strengthening the economic and social capital of our regions and the nation are integrated throughout the work we do with the leadership, staff, faculty and students on our campuses. On a national, regional and local level we create the conditions and programming that supports deliberative dialogue and trans-partisan civic engagement for our 2.7 million students.

ADP was established under the leadership of George Mehaffy in 2003 as an initiative of the AASCU in partnership with *The New York Times*. Felice Nudelman served as executive director of education at *The New York Times,* and was a contributing designer of the Project. Former president of Indiana University and Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, Tom Ehrlich, was also one of the founding Project developers. We began integrating ADP into the summer and winter AASCU Academic Meetings and then in August of 2004 we held the first ADP convening in Albuquerque, New Mexico.

In June 2004, a group of the founding members along with education thought-leaders, presidents and provosts came together at Wingspread for a strategic dialogue entitled "Creating Civically-Engaged Campuses" to discuss the need for greater civic engagement and make a commitment to expand civic engagement at the university level. Using works such as *Bowling Alone* (Robert Putnam, 2000, Simon & Schuster) and *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (Thomas Ehrlich, 2000,

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[1] AASCU Task Force on Public Engagement, *Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities*. (Washington, DC: American Association of State Colleges and Universities, 2002).

Jossey-Bass) the group first agreed on a common definition of civic engagement, taken from Ehrlich's work:

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.
- Preface, page vi

A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.
- Introduction, page xxvi

The result of the Wingspread Conference was a monograph, *Democracy and Civic Engagement: A guide for higher education* (American Democracy Project. 2004 Washington, D.C.: American Association of State Colleges and Universities) and a commitment to expand civic engagement as an intentional component to a student's college experience.

Using that monograph as a guide, institutions from coast to coast began joining ADP through their AASCU participation. Since launching in 2003, the American Democracy Project has become a brand identity on participating campuses, a central coordinator for civic engagement. For institutions such as yours, either starting your ADP involvement or looking to reinvigorate your efforts, we have prepared this startup guide to help. The guide is the result of nearly two decades of ADP participation and experience, and while it is no means comprehensive we hope that this will allow you to begin a process whereby you can help your students become tomorrow's community leaders.

The time for civic engagement is now. Since 2017, college students have been more interested in government than at any time for decades. Voting has increased, and protests have been a common companion to those votes. After decades of trying to show students their vital participatory role in government, now it is time to capitalize on that interest. The summer 2020 BLM protests and insurrection at the US Capitol on January 6, 2021 provide examples that there is a growing level of interest on the part of young people and that without intentional engagement that latent power can be used for desultory purposes.

ADP's National Structure

ADP's work is a combination of national multi-campus initiatives managed from the AASCU office in Washington, D.C. and uniquely local activities developed and led by the ADP Coordinators at individual member campuses. An advisory Steering Committee made up of presidents, provosts, faculty and student affairs staff help further link the national leadership with the campuses and provide a sounding board and brain trust for current and new initiatives. Our Civic Fellows, made up of faculty and subject experts from multiple disciplines and universities,

help inform our approaches, identify new civic engagement initiatives and provide support for faculty and staff development efforts. ADP's work on the member campuses, through the national initiatives and at convenings has reached into all areas of academic and student life. ADP has a proven track record of success and our ability to bring together faculty from across disciplines and institutions, design and implement curricula that results in increased CAT (critical thinking) scores, and integrate deliberative dialogue, as a few examples, speaks to the efficacy of our work. The national initiatives – including Digital Polarization, Voter Education and Engagement, Global Challenges, Political Ideology Diagnostic, Science for Citizens, Stewardship of Public Lands and Measuring the Campus Civic Climate – along with the hundreds of campus activities focused on civic engagement, community service, speakers, deliberative dialogues and citizen outreach, drive ADP's ability to create opportunities for millions of students across the country to develop the awareness, knowledge and skills needed to become informed and engaged citizens.

We have worked diligently to build civic engagement as a lifelong practice and to instill civic agency in our students, and across our institutions. The Civic Learning Democratic Engagement Theory of Change, led by ADP Civic Fellow, David Hoffman, draws from the Crucible Moment, [2] and is based on the understanding that our democratic engagement efforts are best when:

- **Integral:** Woven into the fabric of the institution and reflected in all its activities, including research, teaching and learning in every discipline and across disciplines; student affairs programs and services; and campus cultural practices.
- **Relational**: Involving opportunities to build authentic connections across difference, and not just complete tasks or study people and problems from a distance.
- **Organic**: Involving unscripted opportunities to imagine, create, and grow together with partners in public work and to forge new paths.
- **Generative**: Directed at continually improving conditions and relationships, opening up even more powerful possibilities for collective action.

National Programming

We strive to maintain an active community of practitioners and host regular webinars, all-ADP meetings, and institutes. Much of our programming comes from the campuses, is incubated and then opened to all ADP campuses. If you have ideas for programming or research we encourage you to reach out to us to support, showcase and share your work with others.

Below are some examples of the work being done across the nation; the results are indicative of an intentional and holistic approach to democratic engagement. Please contact ADP's administrative offices to request additional information.

- **4 Quad Ideological Diagnostic**: The 4Quad Ideological Diagnostic is designed to quickly break down the ideological stereotyping that students, faculty and staff, have about themselves and others. Training is provided to faculty and staff and the tool is available for use in the classroom or for co-curricular programming to help encourage a culture of inclusion and civil discourse.

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[2] National Task Force on Civic Learning and Democratic Engagement. A Crucible Moment: College Learning and Democracy's Future. (Washington, DC: Association of American Colleges and Universities, 2012).

- **Civic Learning and Democratic Engagement (CLDE) meeting**: An annual flagship event that brings together the entire civic learning and democratic engagement community. This conference is open to all campuses, faculty, staff, senior leadership and students, held in partnership with NASPA and designed to advance civic engagement in education.
- **Global Civic Literacy with World101**: Funded cohort initiative that brings together teams from campuses to collaborate with the Council on Foreign Relations / World101 team to design curricular and co-curricular programming to deepen student understanding of the interdependent global society we live in.
- **Digital Polarization Initiative**: Resources and training to improve faculty and student digital literacy by teaching to fact check, annotate and contextualize information they encounter online, including emergent news stories promulgated by social media.
- **Global Challenges**: Curricular resources and full curricula open to all faculty to help teach global awareness across the disciplines.
- **Science for Citizens**: Ready-made curriculum available to all AASCU campuses. The curriculum introduces students to the value of science in a thriving democracy and provides students with the ability to understand empirical and evidence-based research without having to relinquish their core beliefs or religion.
- **Stewardship of Public Lands**: This conflict resolution program, open to all campuses, is designed to help our campuses live their role as Stewards of Place and build awareness of the need for stewardship of public lands. Teams from campuses participate in the program typically held in a national park then take the learning back to their institutions to identify the role that they and their institutions play as civically engaged campuses.
- **New York Times Partnership**: A campus partnership with The New York Times includes direct digital access to NYTimes.com and core news apps for all members of your campus community. In addition, resources for faculty are available via The New York Times inEducation website. Access to The Times introduces students to diverse viewpoints, promotes critical thinking and improves media literacy. For more information on a partnership, please contact kandace.rusnak@nytimes.com.
- **Times Talks/Global Literacy Talks**: Open to all campuses, faculty, staff and students, these online discussions of current events and hot topics moderated by The New York Times, Council on Foreign Relations and ADP facilitators. Times Talks/Global Literacy Talks are opportunities to engage with peers from across the country and hone civil discourse skills. Times Talks are also conducted on individual campuses as a way to use civil discourse to discuss hot topics.
- **Creating Healthy Campus-Community Relationships**: Funded cohort initiative to help institutions define healthy campus-community civic engagement relationships. Engagement in the project helps campuses define the who, what, where, when and why of strategies, activities, and programming with and for our communities and leverage data about our campus-community partnerships to achieve common goals.
- **Extending Empathy Project: Extending Empathy.** This is a new initiative in pre-launch phase and led by Civic Fellow faculty from Illinois State University to address the deep concern they have about the growing lack of empathy they are witnessing across multiple levels of our culture, including personal interaction, group communication, and political discourse. Treating others with compassion, particularly children, victims, members of minority groups, and refugees, is a fundamental to our human experience.

The focus of their work is to promote the emergence of a more equitable, democratic society in which diversity and inclusivity are encouraged and able to flourish.
- **Voter Education and Engagement**: Campuses are provided with the resources, training and support to engage in a comprehensive approach to preparing students with the knowledge, skills and experiences to be informed citizens and to understand the importance of voting. Voter Education material and training provides staff and faculty with the tools to integrate voter education across curricular and co-curricular programming.

CLDE Theory of Change

The CLDE Theory of Change serves as a sort of vision statement for civic engagement efforts.

The theory of change suggests that campuses consider how best to construct campus cultures and contexts that foster:
- **Civic Ethos** of campus: The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.
- **Civic Literacy & Skill Building** as a goal for every student: The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.
- **Civic Inquiry** integrated within the majors and general education: The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.
- **Civic Action** as lifelong practice: The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.
- **Civic Agency** involves the capacities of citizens to work collaboratively across differences like partisan ideology, faith traditions, income, geography, race, and ethnicity to address common challenges, solve problems and create common ground; requires a set of individual skills, knowledge, and predispositions; also involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action.

A wise ADP coordinator or participant will keep those five concepts close to mind, making sure that what they do aligns with the CLDE Theory of Change as a method of empowering students to be the leaders they seek to be in their lives and communities.

[Fast Forward to the CLDE Theory of Change here]

Another planning source that ADP teams can use is the same guiding document used by the initial participating campuses in ADP: the campus audit. Campus leaders at the initial ADP schools followed the four-step model of getting a 30,000-foot view of their campus' culture, cataloging the curricular and co-curricular engagement efforts already underway on their campuses, and thinking deeply and intentionally about how to measure those activities (as well as new ones) for effectiveness and impact.

Campus Audit

[Fast Forward to the Georgia Audit Summary here]

For many campuses, the next step will likely be creating a strategic plan for their American Democracy Project work. The audit gives an excellent starting point for the discussions that will guide ADP work, but many campuses will expect a more formal plan to be developed. For campuses that do not have an expected strategic plan template, the University of West Georgia (UWG) has provided their 2018 ADP strategic plan as an example. The UWG plan includes their rationale and background in ADP, the results of their campus audit, their civic engagement definition terms, goals, and vision.

Writing An ADP Strategic Plan for Your Campus

Most - if not all - ADP institutions will operate according to a strategic plan. Every institution's strategic plan will be unique to itself, but the tenets outlined in that strategic plan will give entrepreneurial leaders the opportunity to show how their projects align with the plan and therefore the institution's overall direction.

Some institutions will require all administrative subdivisions to create their own strategic plans. Even if your institution does not require your ADP-supervising subdivision to have its own strategic plan, it is often a wise tactic to show the value of civic engagement work through developing an ADP strategic plan. The University of West Georgia created a strategic plan for its reorganization in 2019, and is included here as an example. You do not need to follow the plan step-by-step, and in fact your institution may have its own template or expectations for development of a plan. As an ADP campus leader, it is wise to discover what format the ADP plan should take and how it should show alignment with the university's overall plan.

[Fast Forward to the UWG American Democracy Project Strategic Plan 2019 here]

Organizing Your Campus Infrastructure

Recognizing that some institutions do not have the capacity to support the ADP as its own organization on campus, campus coordinators may be able to advance the ADP through existing initiatives and resources.

Identifying existing campus culture

Conducting a campus civic engagement audit would be the best approach to learning about existing campus programs and resources as well as support from campus stakeholders. Campus coordinators may reach out to their campus Office of Institutional Research (or similar office) to inquire about conducting this audit or to see if relevant data has already been collected. This data will help campus coordinators develop a strategy and timeline to assist in organizing their efforts to engage their campus in ADP programming and events. Also, while it is not an instrument focused specifically on campus civic engagement, institutional data from the National Survey of Student Engagement (NSSE) may help campus coordinators gain more knowledge about student engagement and institutional practices.

If a campus audit is not a possibility, there may be other ways to collect data. For example, campus coordinators may reach out to faculty that are teaching research methods or capstone courses to have students design a survey and collect data on campus civic life (this may require the approval of the campus Institutional Review Board). This not only provides the campus coordinator with data, but also provides students an opportunity to build on academic and professional skills.

Another way to learn about existing campus culture is to consult institutional strategic plans, vision, value or mission statements, and accreditation reports.

Identifying and engaging administrative personnel

Campus coordinators may face challenges engaging upper-level administrative personnel such as presidents and provosts/VPAAs due to the many responsibilities of those positions. One approach to engaging upper-level personnel may be to identify existing initiatives or areas where ADP programming and initiatives may enhance the work of the institution. For example, if engagement is a core value in an institution's strategic plan or mission statement, campus coordinators may highlight the various ADP initiatives that engage students in the classroom and the community. If the institution has to complete a Quality Enhancement Plan (QEP) as part of its accreditation process, there may be a way to build in ADP programming and initiatives in that plan. Highlighting how the ADP may already fit into the institutional culture and programs may help elevate its status and assist in securing resources.

Engaging academic deans and department chairs is also important in helping establish relationships with upper-level administrators as they may be an intermediary between the campus coordinator and upper-level administration. They may also help the campus coordinator establish relationships with faculty in their respective schools or departments. These administrators may also have access to funding or other resources to support the ADP.

Identifying and engaging faculty and staff

There are a variety of ways that faculty may champion the work of the ADP. While there may be a belief by some faculty that the ADP is only relevant to political science curriculum, the campus coordinator may counter this belief by showing the relevance of ADP programming and initiatives across disciplines by highlighting work at other campuses. Faculty should be encouraged to include ADP work in their curriculum and research and that could be incentivized by funding from departments, schools, or faculty development grants offered by campus faculty development committees or Centers for Teaching and Learning (CETL). If faculty are engaged in planning for institutional first year experience (FYE) programs, they could also promote civic engagement initiatives in that curriculum.

Another consideration for engaging faculty is through campus and community service. While service requirements will vary by institution, most institutions do require faculty service and they are evaluated on it annually. Faculty should be rewarded for their engagement in ADP programming and initiatives beyond positive reviews on annual evaluations. For example, campuses may establish an award recognizing faculty (and staff) for civic engagement activities.

Campus staff are a valuable resource for ADP programs and campus coordinators should reach out to staff from various campus offices for assistance in identifying how to grow ADP on campus, such as student life (or student affairs), residence life, and career services. Additionally, campus librarians are key resources for assisting campus coordinators in their work. For example, librarians may assist in the development of subject guides on civic engagement that may be available on the library website, provide space in the library for educational displays, place voter registration forms at the front desk, and provide other types of support for research and outreach.

Identifying and engaging students

Active student engagement can help ADP programming grow and students may be some of the greatest champions for this work. There are a variety of ways to identify and engage students in this work, such as through curriculum, student organizations, and residence life.

Integrating the work of ADP in the curriculum is one way to reach a broad audience of students and campus coordinators may serve as a resource to those faculty interested in this work. Through engaging course activities and assignments across a broad spectrum of subjects, students may be inspired to be more involved in campus and civic life. For example, students in IT or new media programs may want to engage in developing a social media strategy for ADP programming. Student opportunities for service/experiential learning, internships, undergraduate research, and study away (domestic) or study abroad programs are all avenues for enhancing civic education and engagement.

Most campuses have a student government association or campus activities board that may promote and participate in events that align with ADP programming and initiatives, such as voter information and registration events, Constitution Day, and other events focusing on campus and civic engagement. There may also be other campus organizations that are engaged in projects that align with ADP work such as student leadership programs or recognized student organizations. Student groups, even those with partisan components such as College Democrats and Republicans or Young Americans For Liberty, are already engaged in civic engagement activities and can be participants in ADP programs with safeguards to ensure that events do not become partisan. Campus coordinators may work with campus student life/student affairs staff to identify these organizations and student leaders that may be campus

champions for ADP. Student media may also be a valuable resource for informing the campus community about events.

Residence life is another avenue for student engagement and campus coordinators may engage residence life staff in conversations about collaboration on activities. Residence life programming is diverse and there may be opportunities to participate in workshops or lecture series, movie nights, or debate or election night watch parties in residential facilities. Additionally, ADP related programming may be advertised in residential facilities, such as posting or distributing flyers in communal living spaces and voter registration forms may be placed at the front desks of facilities. If an institution has an existing living-learning communities program, campus coordinators may work with other faculty and staff to develop a living-learning community with a theme that aligns with ADP programming and initiatives.

Identifying and engaging community partners

Many institutions have already established strong partnerships in the local and regional communities and those partners may wish to engage in this work. Conversations with faculty and staff may reveal existing relationships with community partners that may prove valuable. Campus offices, such as career centers and offices of service learning/experiential learning, may also have connections to community partners. Additionally, foundations that are responsible for institutional fundraising should be engaged in these conversations as they will have important contacts in the community and have specific processes for working with community partners when securing financial resources.

Looking beyond the institution and existing relationships, campus coordinators may also reach out to other local, regional, or state organizations to form partnerships. For example, there may be opportunities to work with a local chapter of a national or international community service organization, especially if there are university level equivalents of those organizations.

Identifying financial resources

If there is not a dedicated budget for ADP there may be ways to secure support for ADP work through partnering with other campus stakeholders that do have a budget, such as student life. For example, the campus coordinator may work with student life to host a Constitution Day event. The campus coordinator may coordinate faculty and staff participation and student life may work to promote student engagement and provide funding for items like pocket Constitutions or other materials for the event.

Institutional foundations may offer grants to faculty doing work to advance the institution's mission and they may also be able to assist the campus coordinator in securing outside funding for projects. Additionally, if a campus has an Office of Sponsored Programs, they may be able to assist faculty with securing grant opportunities.

Adapting and Adjusting to Leadership Change

Because change has become rapid and in some cases constant at the state comprehensive university, it is vital to build an ADP infrastructure that accepts change and maintains a significant role for civic engagement and leadership across periods of leadership transition.

While crafting your institution's strategic plan, make sure that your plan is aligned with your overall university strategic plan. When the university revises its plan, ADP leadership should review their plan to ensure continued alignment.

Furthermore, student civic engagement provides a wealth of values to the university, its faculty and staff, students, and community. At a time when university leaders are considering more ways to tell the story of student success, effective ADP leadership provides regular communication that makes clear the impact that a committed civic engagement program has. Regularly sharing the impact ADP has through dedicated social media and through your university's public communication office is an important way to get civic engagement to be a priority and to keep it as an area of focus.

Assessing Your Student Climate

When one participates in ADP and CLDE activities, one notices something that is relatively uncommon at other academic venues: the presence of and leadership from students. From an early day, many ADP institutions brought students to ADP meetings not only to network and testify to their work but to co- or lead present scholarship of engagement from their campus' work. The spirit of ADP is to provide students leadership opportunities at every level, including the management and guidance of ADP itself.

Consider if your institution can include students on the ADP supervisory body. Part of the campus audit should also be taken up with gaining knowledge from student affairs, student government, and student organizations themselves. Regular focus groups and surveys can help assess the student climate and present opportunities for growth that one might otherwise miss.

Best Practices

Times Talk

Information literacy is a core skill for the civic leader, and with a partner in the New York Times ADP has the ability to access significant resources toward ensuring civic leaders are armed with knowledge. That same spirit led many institutions to harness their Times partnerships in brownbag lunches where faculty, staff, students, and community members share insight based around NYT articles. Over time Times Talks have come to include multi-campus and even nationally-scheduled events such as 2020's Times Talks during the Presidential election. Georgia College and State University has developed a Times Talk toolkit for any institution seeking to start a program on their campus.

[Fast Forward to Times Talk Tool Kit revision here]

Another important element of designing an ADP campus body is leveraging resources unique to their campus, as Valdosta State has done with their Holocaust literacy and Honors programs. Not all colleges will develop the same type of programming VSU has, but these examples serve as a starting point to ask what programs identified in your campus audit are unique and that can integrate with ADP.

[Fast Forward to VSU Models for ADP Projects here]

Recognition

ADP Awards

The American Democracy Project [recognizes and rewards leadership in civic engagement on AASCU member campuses through four annual awards](#). Three of these awards—the Barbara Burch Award, the William M. Plater Award and the John Saltmarsh Award—are given to individuals who are working to advance civic learning and engagement on AASCU campuses. The fourth award, the Civic Learning and Community Engagement Award, is a campus-level honor that is part of AASCU's Excellence and Innovation Awards program.

- The [Barbara Burch Award for Faculty Leadership in Civic Engagement](#) recognizes exemplary *faculty leadership* in advancing the civic learning and engagement of undergraduate students and the work of AASCU's American Democracy Project on campus and/or nationally.
- The [William M. Plater Award for Leadership in Civic Engagement](#) recognizes exemplary leadership of *AASCU chief academic officers or provosts* in advancing the civic learning of undergraduates through programs and activities that encourage greater knowledge, skills, experiences, and reflection about the role of citizens in a democracy.

- The [John Saltmarsh Award for Emerging Leaders in Civic Engagement](#) recognizes exemplary *early-career leaders* who are advancing the wider civic engagement movement through higher education to build a broader public culture of democracy.

Beyond the national awards, each individual institution must ensure that its recognition system makes note of ADP and civic work. Credit for civic engagement must be built into faculty evaluation systems for an engagement culture to fully take root. For institutions new to civic engagement work, the University of Massachusetts-Boston and Portland State University have provided briefing documents on their work to integrate civic engagement recognition into their evaluation program, a report on best practices of integrating new forms of scholarship into evaluation criteria. Georgia College and State University have provided their civic engagement guidelines for tenure and promotion as well. Finally, we include two think pieces on public-facing scholarship and how well universities recognize this important work.

[Fast Forward to CES at UMB Final Report.pdf here]

[Fast Forward toPortland State Univ T&P resources and guidelines.pdf here]

[Fast Forward to Challenges of rewarding new forms of scholarship here]

[Fast Forward to GCSU College of Arts and Sciences scholarship standards for P&T here]

[Fast Forward to How well are we rewarding public civic scholarship and pedagogy here]

[Fast Forward to IA scholarship in public here]

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Resources:

Public Achievement Digital Manual:
http://web.augsburg.edu/sabo/PublicAchievementDigitalManual.pdf

Higher Education's Role in Enacting a Thriving Democracy

Civic Learning and Democratic Engagement Theory of Change

David Hoffman, Jennifer Domagal-Goldman, Stephanie King, and Verdis Robinson

June 2018

ADP
AASCU's American Democracy Project

NASPA.
Lead Initiative

TDC
THE DEMOCRACY COMMITMENT

Introduction

T he essays in this collection reflect the collaborative work and thoughts of participants in three national higher education networks focused on civic learning and democratic engagement. The three networks, the American Association of State College and Universities' American Democracy Project, the NASPA LEAD Initiative, and The Democracy Commitment, first convened together in New Orleans for the inaugural Civic Learning and Democratic Engagement (CLDE) Meeting in 2015. Since then, the three organizations have convened the annual CLDE conference and worked with colleagues to envision the thriving democracy toward which our work is directed, aligning learning outcomes, pedagogies, and strategies with this vision.

The five essays in this collection were originally published on the Forbes platform from November 2017 to April 2018. The emergent CLDE Theory of Change described in these essays remains a work in progress. While we believe that the theory in its current iteration offers a rich framework for building the democratic contexts and cultures necessary for advancing a thriving democracy, we recognize that colleagues like you will be able to expand on this work and apply it in powerful ways. We hope that you'll share your insights and applications with us.

Thank you to our partners and colleagues for being sources of inspiration for this work. Together we will enact the thriving democracy we have yet to actualize.

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Too often civic learning and
democratic engagement can be categorized
as celebratory, episodic, marginal and scripted.

The best civic learning and democratic engagement efforts are likely to be:

Integral: Woven into the fabric of the institution and reflected in all of its activities, including research, teaching and learning in every discipline and across disciplines; student affairs programs and services; and campus cultural practices.

Relational: Involving opportunities to build authentic connections across difference, and not just complete tasks or study people and problems from a distance.

Organic: Involving unscripted opportunities to imagine, create, and grow together with partners in public work, and to choose or forge new paths.

Generative: Directed at continually improving conditions and relationships, and so opening up even more powerful possibilities for collective action.

Hoffman, D. (2015). Describing Transformative Civic Learning and Democratic Engagement Practices. AASCU's American Democracy Project blog.

The CLDE theory of change builds on threads of the 2012 *A Crucible Moment* report's figure asking What Would a Civic-Minded Campus Look Like?. Both the report and the theory in its current form argue that higher education must cultivate campus environments (civic ethos) as well as individuals are collective capacities (civic literacy & skill building; civic inquiry, civic action, and civic agency) to advance civic learning and democratic engagement:

Language in italics denote additions/changes to *A Crucible Moment*'s Figure 4: What Would a Civic-Minded Campus Look Like

Cultivating Campus Environments:

❯ **Civic Ethos of campus -** The infusion of democratic values into the customs and habits of everyday practices, structures, and interactions; the defining character of the institution and those in it that emphasizes open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others; a spirit of public-mindedness that influences the goals of the institution and its engagement with local and global communities.

Cultivating Collective (and Individual) Capacities:

❯ **Civic Literacy & Skill Building as a goal for every student -** The cultivation of foundational knowledge about fundamental principles and debates about democracy expressed over time, both within the United States and in other countries; familiarity with several key historical struggles, campaigns, and social movements undertaken to achieve the full promise of democracy; the ability to think critically about complex issues and to seek and evaluate information about issues that have public consequences.

❯ **Civic Inquiry integrated within the majors and general education-** The practice of inquiring about the civic dimensions and public consequences of a subject of study; the exploration of the impact of choices on different constituencies and entities, including the planet; the deliberate consideration of differing points of views; the ability to describe and analyze civic intellectual debates within one's major or areas of study.

❯ **Civic Action as lifelong practice -** The capacity and commitment both to participate constructively with diverse others and to work collectively to address common problems; the practice of working in a pluralistic society and world to improve the quality of people's lives and the sustainability of the planet; the ability to analyze systems in order to plan and engage in public action; the moral and political courage to take risks to achieve a greater public good.

❯ **Civic Agency -** Involves the capacities of citizens to work collaboratively across differences like partisan ideology, faith traditions, income, geography, race, and ethnicity to address common challenges, solve problems and create common ground; requires a set of individual skills, knowledge, and predispositions; also involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action.

Essay 1: Hope And Strategy For A Thriving Democracy

> Let America be the dream that dreamers dreamed--
>
> Let it be that great strong land of love
>
> Where never kings connive nor tyrants scheme
>
> That any man be crushed by one above.
>
> …
>
> O, let America be America again--
>
> The land that never has been yet--
>
> And yet must be--the land where every man is free.
>
> **Langston Hughes**
> *Let America Be America Again (1935)*

It has been a challenging couple of years for people in higher education working to fulfill the promise of American democracy.

Most of us have chosen our careers and commitments in part because of our profound optimism about the American experiment in self-governance. Our work with students in communities on campus and beyond reflects our belief that We, the People, appropriately oriented to our collective power, can work together across differences in background, experience, and perspective to promote the general welfare wisely and justly.

Participants in the 2017 Civic Learning and Democratic Engagement Meeting grapple with higher education's role in contributing to a thriving democracy. Photo credit: Gregg Dohler

Yet today our democracy is in crisis. New hostilities and old prejudices seem to be consuming the body politic. Confidence in our collective institutions and the nation's overall direction has fallen precipitously. Higher education is under pressure to do more with less, and to focus student learning on workforce development and career preparation, potentially at the expense of civic learning and democratic engagement.

In the face of these pressures, it is tempting to yearn for simpler times, and to direct our work toward restoring what we sense has been lost. For decades, much civic learning and democratic engagement work in higher education, even the most innovative, has embedded a subtle retrospectivity: a longing for aspects of a partly mythic collective past. Higher education's service-learning and nonpartisan political engagement initiatives have harkened back to a time when people spent more of their lives engaged in common activities rather than consuming content, and seemingly each other, through electronic screens. They have grasped for an elusive yesteryear of communal investments in projects and people, for the public good. With considerable success, educators supporting civic learning and democratic engagement have endeavored to regenerate the sense of empathy, shared responsibility, initiative, and courage celebrated in some Norman Rockwell paintings and in tales from the freedom movements of bygone days.

The four of us also feel that tug of nostalgia. Furthermore, we know that stories of democracy and civic agency from our collective past are vital cultural resources for anyone hoping to foster civic learning and democratic engagement today. Yet like one of the narrators of Langston Hughes' Let America Be America Again, we recognize that even in better times, the promise of American democracy has never been completely fulfilled. Too many Americans have been kept at the margins. Even people not excluded from formal civic power by discriminatory laws and practices have been reduced to consumers and spectators of democracy by cultural conventions that have defined

citizens simply as voters and volunteers, but only rarely as potential community-builders, civic professionals, innovators, and problem-solvers.

We believe higher education and its partners in communities across America need a vision of civic learning and democratic engagement for our time: oriented to the thriving democracy we have not yet achieved, but can build together. The influential 2012 report *A Crucible Moment* expressed such a vision in its call for weaving civic learning and democratic engagement into all of higher education's work involving students. That call conceptualizes democratic engagement as a central practice in everyday life and relationships, not a particular set of activities undertaken on special occasions. It evokes John Dewey's (1937) framing of democracy as a way of life that must be "enacted anew in every generation, in every year and day, in the living relations of person to person in all social forms and institutions."

At the 2017 Civic Learning and Democratic Engagement (CLDE) Meeting in Baltimore, Maryland, participants worked together to begin developing shared answers to four central questions facing higher education's civic learning and democratic engagement movement:

1. **The Vision Question:** What are the key features of the thriving democracy we aspire to enact and support through our work?

2. **The Learning Outcomes Question:** What knowledge, skills, and dispositions do people need in order to help create and contribute to a thriving democracy?

3. **The Pedagogy Question:** How can we best foster the acquisition and development of the knowledge, skills, and dispositions necessary for a thriving democracy?

4. **The Strategy Question:** How can we build the institutional culture, infrastructure, and relationships needed to support learning that enables a thriving democracy?
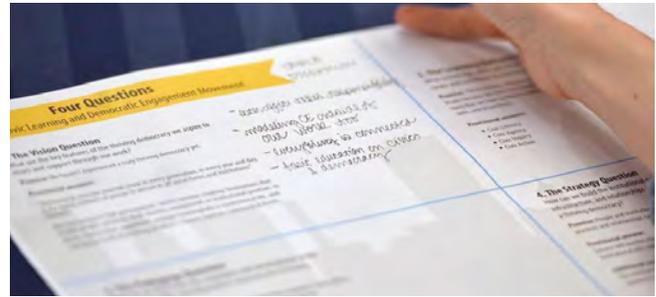
Answering the four central questions facing higher education's civic learning and democratic engagement movement. Photo credit: Gregg Dohler

Those energetic conversations, and the ideas they generated, are a very promising early step in an inclusive process of reimagining our collective work to meet democracy's needs. In the coming months, we will share thinking emerging from within our networks and invite broad participation in refining tentative answers to the four key questions. At the 2018 CLDE meeting in Anaheim, California from June 6-9, participants will continue to shape and begin to apply our shared answers.

Langston Hughes concluded *Let America Be America Again* with this injunction:

We, the people, must redeem

The land, the mines, the plants, the rivers.

The mountains and the endless plain --

All, all the stretch of these great green states --

And make America again!

We believe higher education is well-positioned to contribute to the fulfillment of this charge by extending and deepening our support for students as co-creators of a thriving democracy.

7

Essay 2: Civic Learning And Democratic Engagement For What?
Envisioning A Thriving Democracy

In recent decades, higher education's civic learning and democratic engagement (CLDE) efforts have encouraged students to view themselves as having a significant stake in government, politics, and the welfare of people beyond their immediate social circles. As we have described, this focus has reflected a subtle retrospectivity, harkening to a partly mythic past of deeper affiliations within communities and with public institutions. Yet there have always been visionary elements in this work as well, directed at fulfilling, at long last, democratic possibilities to which Abraham Lincoln (1863), John Dewey (1937), Langston Hughes (1936/1994), and the Reverend Martin Luther King, Jr. (1963) famously alluded: government of the people, by the people, and for the people; democracy enacted through empowering relationships in every social institution; America as "that great strong land of love," with opportunity for all; and freedom ringing from every mountainside, respectively.

In these challenging times for U.S. democracy, when the only sentiments that seem to unite people across party lines are feelings of powerlessness and alienation, higher education must lift up the visionary elements of its civic learning and democratic engagement work and give them renewed creative attention. With new clarity about our highest aspirations, we must develop strategies that can empower everyone as co-creators and co-producers of the thriving democracy we hope to enact and support through our work.

This new clarity can emerge in part from what Walter Brueggemann (2001) has called prophetic criticism: critical analysis of our everyday world that liberates our imaginations, enabling us to develop an energizing vision of an alternative future. What do you see when you examine our political culture, beyond a coarsening of public discourse and hardening of partisan positions?

Like some participants who shared their insights at the 2017 Civic Learning and Democratic Engagement Meeting, the four of us see how advances in technology have fueled the rapid adoption of the values and perspectives subtly encouraged by our apps and devices: blurring boundaries between reality and fiction; substituting status updates for deeper relationships; and conditioning us to expect infinite customization and instant gratification. Ironically, partly as a consequence of the ways in which we have become more thoroughly networked, Americans seem to be living increasingly as isolated, frustrated, individual consumers of civic life.

Participants at the 2017 Civic Learning and Democratic Engagement Meeting grapple with higher education's role in contributing to a thriving democracy. Photo credit: Gregg Dohler

This pattern is compounded by sometimes-dehumanizing norms and practices that have become pervasive features of our everyday world. Our national culture valorizes individual achievement, mastery, and command. Institutional cultures within U.S. higher education often reproduce and enact these values, in part by rendering knowledge into content, holistic learning into transactions, and people into objects to be shaped, managed, and measured through the application of context-independent "best practices." In a time of scarcity within and beyond higher education, the imperatives of control and efficiency threaten to displace organic, relational, inclusive, and contextual approaches to knowledge creation, teaching and learning, problem-solving, and collective decision-making.

Most fundamentally of all, our failure as a society to embrace every person as fully human, morally equal, and entitled to full participation (Strum, Eatman, Saltmarsh & Bush, 2011) in civic life regardless of race,

religion, class, gender, sexual orientation, age, ability, and other aspects of identity prevents us from pooling and leveraging all of our talents so we can thrive together.

There can be no single, simple antidote to the frustration and fatalism engendered by these features of our common world. Yet we can imagine a new era in which higher education's civic learning and democratic engagement work helps to unleash the latent energy of Americans yearning for inclusion, connection, and collective agency.

Drawing from ideas shared by participants at the 2017 Civic Learning and Democratic Engagement Meeting, we envision that future, thriving democracy foregrounding interrelated values we have yet to fully enact collectively in our lives and institutions. Among them:

- **Dignity -** respect for the intrinsic moral equality of all persons
- **Humanity -** embracing environments and interactions that are generative and organic; rejecting objectification, and the marginalization of people based on aspects of their identities
- **Decency -** acting with humility and graciousness; rejecting domination for its own sake
- **Honesty -** frankness with civility; congruence between stated values and actions; avoidance of deceit, evasions, and manipulative conduct
- **Curiosity -** eagerness to learn, have new experiences, and tap the wisdom of other people
- **Imagination -** creativity and vision, including with respect to possible futures in which all of these values have become more central to our society and institutions
- **Wisdom -** discernment; comfort with complexity; non-manipulability
- **Courage -** fortitude to act with integrity even when there is a cost; capacity to thrive in the midst of ambiguity, uncertainty, and change; willingness to acknowledge vulnerability
- **Community -** belief that advancing the general welfare requires organized, collective work, enacted through relationships, partnerships, and networks, leveraging the diverse perspectives and talents of many people in order to produce benefits greater than the sum of their individual contributions
- **Participation -** action with other people to develop and achieve shared visions of the common good
- **Stewardship -** responsibility to act individually and collectively in ways that support others' well-being, and the preservation and cultivation of resources, including norms and processes, necessary for all to thrive

- **Resourcefulness -** capacity to improvise, seek and gain knowledge, solve problems, and develop productive public relationships and partnerships
- **Hope -** belief in the power of people to bring about desired transformations; tenacity

In that new era, ordinary people will experience and expect full participation, not just in elections but in dialogue, problem-solving, organizing, and the creation of new laws, policies, and social resources for their communities, nation, and world. Rather than conceptualizing civics as confined in particular activities such as voting or providing voluntary service, Americans will build empowering democratic relationships and understand themselves

Responding to the vision prompt: what are the key features of the thriving democracy we aspire to enact and support? Photo credit: David Hoffman

to be potential civic co-creators in their workplaces, on their campuses, and in the everyday interactions that give meaning to their lives. In every institution, leaders will devote time and care to fostering environments and practices conducive to the fulfillment of core democratic values.

We believe higher education's civic learning and democratic engagement work should be directed at enacting those values within our institutions, in our work with partners addressing community challenges and opportunities, and through the lifelong engagement of our graduates.

What thoughts does this tentative vision spark for you? We know there are already initiatives in higher education designed to fulfill aspects of the vision we have described. How does your work do so? How could it go further? How can all of us grow and connect our work to refine, communicate and enact this vision?
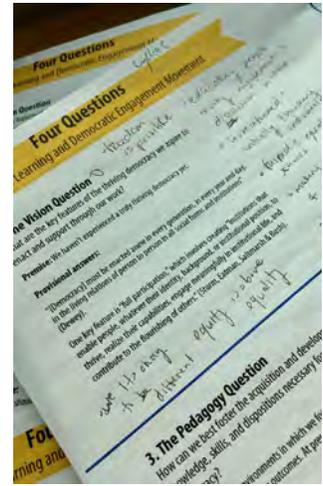
Essay 3: Civics Unbound: Knowledge, Skills, And Dispositions For A Thriving Democracy

Higher education institutions across the United States are doing creative, painstaking, hopeful work to prepare students for lives of meaningful engagement in their communities and democracy. Typically the focus of these efforts is on developing the knowledge, skills, and dispositions students need to cast informed votes, deliberate about public issues, appreciate perspectives and experiences they may not share, and serve as responsible stewards and change-agents.

Live illustrator Ellen Lovelidge illustrates a plenary discussion about higher education's role in contributing to a thriving democracy at the 2017 Civic Learning and Democratic Engagement Meeting. Photo credit: Gregg Dohler

Yet if the collective goal of the CLDE movement in higher education is to support a thriving democracy grounded in values (dignity, humanity, decency, honesty, curiosity, imagination, wisdom, courage, community, participation, stewardship, resourcefulness, and hope) that support all of us in being fully human in all of our relationships and institutions, then we also must prepare students to attend to issues closer to home. Educating for engaged participation in our democracy must mean, in part, preparing and equipping people to recognize, navigate, address, and transform common, everyday cultural practices, in higher education and elsewhere that inhibit us from adopting and enacting these values.

While institutions of higher education can be forums for learning and discovery that open new possibilities for human development and progress, they also can reproduce and amplify some of our national culture's least democratic features, reducing students to consumers and objects to be manipulated and managed. Especially in this era of big data, on-demand services offering instant gratification, resource scarcity, and increasing student debt, colleges and universities are under pressure to deliver immediate, quantifiable results. Responding to this pressure, institutions may favor carefully designed and bounded learning experiences and disfavor organic, improvisational learning, which can get messy and produce unexpected outcomes. Yet the more they stick to scripts and constrain the scope of students' agency, the less educational experiences can embody and communicate many of the core values of a thriving democracy.

Even beyond the boundaries of designed learning experiences, students may experience familiar, everyday aspects of campus culture as subtly restricting their sense of power, agency, and connection—as may we all. Students, faculty, and staff alike accept the constraints and demarcations imposed by the built environment, academic calendar, schedule of classes, the need to represent students' achievements with scores and grades, the division of knowledge and exploration into disciplines, and all the hierarchies and ritualized interactions that are commonplace features of institutional life. We may also take for granted distinctions between campus and community, service provider and service recipient, citizen and professional, civic activity and everyday life, that are so deeply embedded in our culture that they seem given and eternal, as opposed to having been constructed by people. By us.

Some of this design work and boundary-creation is necessary: In order to foster learning, educators must gather students and create contexts for focused exploration. Doing so requires planning, coordination, and infrastructure. Yet in order to foster the values we believe are central to a thriving democracy, institutions also must embody the civic ethos we hope will ultimately prevail in our society (Hoffman, 2016). Doing so is likely
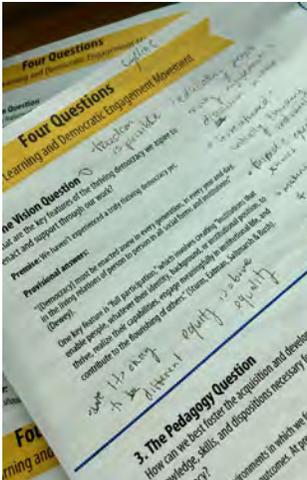
Responding to the vision prompt: what are the key features of the thriving democracy we aspire to enact and support? Photo credit: David Hoffman

to involve relaxing our expectations relating to control and quantitative measurement, as well as intentionally eliminating some of the boundaries we have placed around our imaginations, relationships and learning processes.

At the 2017 Civic Learning and Democratic Engagement (CLDE) Meeting in Baltimore, Maryland, participants discussed a list of individual and collective capacities that could serve as a guide for higher education in preparing students for lives of active, engaged citizenship. That list, drawn mostly from the influential 2012 report *A Crucible Moment*, included:

> **Civic Literacy and Skill Building**
> (emphasizing historical knowledge and critical thinking);

> **Civic Inquiry**
> (the practice of inquiring about and considering civic dimensions, public consequences, and different points of view);

> **Civic Action**
> (the capacity and commitment to work together across difference to solve problems); and

> **Civic Agency**
> (emphasizing vision and strategy, including with respect to institutional arrangements that can support collective action).

Based on feedback from conference participants, as well as our own reflections on the importance of "close to home" capacities needed to engage cultures and practices that inhibit personal agency and democratic relationships, we would rework and expand this list. We believe that the knowledge, skills and dispositions necessary for contributing to a thriving democracy can be expressed as the following civic capacities:

> **Civic Literacy and Discernment -** encompassing individual and collective knowledge of democracy's principles, contested features, history, and expressions in the U.S. and around the world; knowledge of the philosophical and practical dimensions of public policy issues, and understanding of different perspectives on those issues; and the capacity to distinguish factual claims made credibly and in good faith from error and propaganda.

> **Civic Agency -** encompassing individuals' self-conception as active agents shaping their world, as well as their capacities to recognize cultural practices, navigate complex institutions and undemocratic environments, imagine alternative arrangements and futures, and develop strategies for effective individual and collective action; and the collective capacities to develop a vision for our common life, recognize and respond to problems, make decisions generally accepted as legitimate, and foster the ongoing development of all of these capacities.

> **Real Communication -** encompassing individual and collective capacities to engage in civil, unscripted, honest communication grounded in our common humanity, including about issues in connection with which individuals disagree based on their different stakes, life experiences, values, and aspirations; and the sensitivity and situational awareness to listen well and communicate authentically and effectively with different audiences.

> **Critical Solidarity -** encompassing individual and collective recognition of the intrinsic worth and equality of all human beings, capacity to envision and identify with each other's journeys and struggles, and disposition to work for the full participation (Strum, Eatman, Saltmarsh & Bush, 2011) of all Americans in our democratic life and against violations of people's agency and equality.

> **Civic Courage -** encompassing individuals' willingness to risk position, reputation, and the comforts of stability in order to pursue justice and remove barriers to full participation in democratic life, openness to learning from others, including people with less formal training, positional power, and social status, and resilience in the face of adversity; and the collective capacity to embrace changes in cultural practices and institutional arrangements when such changes promote the general welfare and full participation in democratic life.

> **Integrity and Congruence -** encompassing individual and collective capacities and commitments to enact democratic values in our everyday interactions, professional roles, cultural practices, institutional arrangements, public decisions, policies, and laws.

What do you think of this revised list, and the idea of focusing in part on "close to home" civic capacities like navigating and engaging institutional cultures and practices? How would adopting and pursuing the objectives on this list impact your work?

Essay 4: Integral, Relational, Organic, And Generative: Pedagogy For A Thriving Democracy

Previously we sketched a vision of a thriving democracy in which people would work together to nurture and express values such as courage, honesty, wisdom, and stewardship, not just as voters on Election Day or in episodic service projects, but in every relationship and institution. We asserted that preparing students to create and contribute to that thriving democracy would involve cultivating knowledge, skills, and dispositions not always nurtured by our current approaches to civic learning and democratic engagement. We proposed that such knowledge, skills, and dispositions would include civic literacy and discernment, civic agency, real communication, critical solidarity, civic courage, integrity, and congruence.


Passing the Gavel at the University of Maryland Baltimore County (UMBC). Photo credit: David Hoffman

In this essay, we ask: What approaches to teaching and learning can succeed in achieving these profoundly ambitious learning outcomes? In particular, we must grapple with the question of how to educate in ways that do not subtly reproduce the dehumanizing, disempowering aspects of our broader culture. Within the academy, these cultural conventions can take the form of boundaries, hierarchies, and protocols that isolate faculty and staff members and reduce them to content transmitters and service providers. Those same conventions can undermine students' agency and sense of connection to each other and to their communities.

For inspiration, we can look at spaces in which students have developed approaches to cultivating their own responsible, hopeful, and empowering civic mindsets.

As an example, at the conclusion of each University of Maryland, Baltimore County (UMBC) Student Government Association (SGA) meeting, the chair initiates a time-honored ritual of reflection called "Passing the Gavel." It begins with the chair passing the wooden gavel they've used during the meeting to the left or right. The person receiving the gavel offers thoughts about the process of the meeting: Did participants have productive discussions, or did they get bogged down in minutia and distracted by petty squabbles? What behaviors were helpful and should be reinforced at future meetings? What changes in facilitation or communication strategies would produce greater inclusion, productivity, and collective wisdom? The gavel travels from person to person around the room, with each participant offering perspectives. When a meeting has been particularly awkward or contentious, these post-adjournment reflections can take up to an hour.

Passing the Gavel encourages participants to take responsibility for the performance and health of the group. It encourages the silent to speak, and the talkative to listen. The ritual also embeds and enacts the UMBC SGA's values of inclusion and reflection. While there is a danger that, as with any ritual, familiarity and repetition could hollow out its meaning, Passing the Gavel has served as an important vehicle for transmitting ideals from person to person and across generations of leaders, both at UMBC and at other institutions where student governments employ the practice.
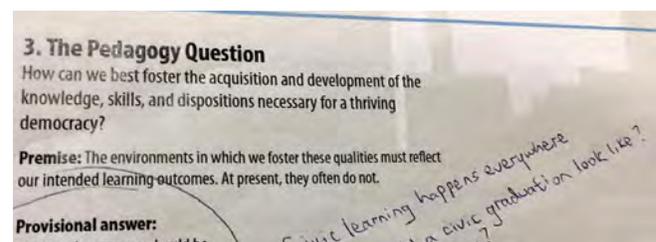
Responding to the pedagogy prompt: How can we best foster the acquisition and development of the knowledge, skills, and dispositions necessary for a thriving democracy? Photo credit: David Hoffman

Every pedagogy enacts a philosophy about learning and learners. Passing the Gavel enacts a philosophy of knowledge as constructed by members of a community, and of learners in that community as active agents and co-creators. In contrast, when an educator reads prepared lecture notes to an auditorium full of silent students, or directs students through a heavily scripted activity, the pedagogy prizes expertise and authority, casts knowledge as information and teaching as content transmission, and regards students as objects: empty vessels to be filled, or clay to be sculpted. The philosophy behind a lecture from a prepared text or a heavily scripted activity favors certainty and quality control, and abhors spontaneity and the risk that information will be distorted or changed in transmission.

The practical challenge for civic educators is to strike an appropriate balance: neither waiting passively and wishfully for students to make the imaginative leaps that lead to spontaneous learning, nor so enclosing and dominating their experience that they internalize unintended lessons about their own powerlessness and isolation. The UMBC student government's Passing the Gavel tradition would not have emerged more than a decade ago without some gentle coaching, over a period of years, by a staff advisor. But had the ritual been imposed as a civic duty or dictated as the one right way to conclude a public meeting, its meaning for students would have been distorted and diminished.

Probably none of us involved with civic learning and democratic engagement in higher education view ourselves as authoritarian content-disseminators or script managers. However, it is well worth asking whether our current practices are striking the right balances, and whether there is more room than we have sometimes recognized to model and enact the values that are central to our emergent, collective vision of a thriving democracy. Specifically, can we achieve our ambitious civic learning outcomes more effectively by planting more seeds and imposing less structure?

We can begin answering that broad question by interrogating our current practices and considering some new possibilities:

- **Sharing Responsibility and Control -** Is there room within courses and programs to shift some responsibility and control from educators to students?
- **Enabling Spontaneity -** To the extent that courses and programs involve scripted content-delivery, directed behaviors, or rote learning, is there room to afford students more flexibility and space for spontaneity?

- **Embracing Vulnerability -** Can we approach courses, programs, and everyday campus interactions with more humility and a greater willingness to be vulnerable, so that students are more likely to experience faculty, staff, themselves, and each other as human beings who are fully present and engaged in collective work within a community of learners?
- **Fostering Relationships -** Can we do more, both within and beyond courses and programs, to create opportunities for students to build authentic, mutual, and reciprocal relationships with each other, with faculty and staff members, and with community partners?
- **Building Collective Capacities -** Can we do more to support students in activities that both enrich individual students and help them build collective civic capacity over time (as in the Passing the Gavel ritual), in forums that can evolve as their collective capacity grows?
- **Choosing Empowering Language -** Both within our courses and programs and in our everyday relationships and communications, can we do more to choose inclusive and empowering language? Among other things, this would entail avoiding some very common uses of "institution voice," as when "we" or "us" (meaning, the institution) shares information with "you" (students, who are symbolically reduced to customers, implicitly excluded from "we" and "us").
- **Providing Support for Learning from Everyday Interactions -** Can we do more to support students in learning from their unstructured experiences of navigating everyday politics, on campus and beyond, so that they become increasingly resilient and sophisticated? Can we do so without disrupting the organic character of those experiences or undermining students' agency?
- **Transcending Categories and Boundaries -** Can we ask ourselves all of the foregoing questions, not just about courses, programs, and other settings with obvious civic dimensions (service-learning, explorations of public policy or public opinion, deliberative dialogues, voter engagement programs) but about every learning context at our institutions: orientation sessions, student organization meetings, faculty office hours, commencement exercises? Can our entire institutions become teeming civic ecosystems in which students experience and develop the knowledge, skills, and dispositions useful to a thriving democracy in many settings?

As American Democracy Project founder George Mehaffy has observed about that initiative's early work, too often higher education's civic learning and democratic engagement efforts have been marginal, episodic, and celebratory: too shallow to fulfill our purposes. Taking a candid look at our current practices and considering new possibilities, using the questions listed above as a guide, is likely to reveal opportunities to make our civic learning and democratic engagement work more integral, relational, organic, and generative (Hoffman, 2015), and so congruent with our aspirations for a thriving democracy..

What pedagogies do you believe would support the vision and learning outcomes described in previous essays in this series? What questions do you think people in higher education should be asking about our current civic pedagogies?

Essay 5: A Gathering Of Hopes And Stories: Organizing For A Thriving Democracy

The vision animating this series of essays on higher education's role in supporting a thriving democracy is fundamentally about culture. What would a thriving civic culture look like, and be like? How would it feel to live and learn in that culture? How would people interact, support each other's growth, work through and across differences, make collective decisions, and pursue life, liberty, and happiness together? How can colleges and universities support the development of that culture through both structured and unstructured learning experiences, and through campus practices that embody the thriving democracy to which we aspire?
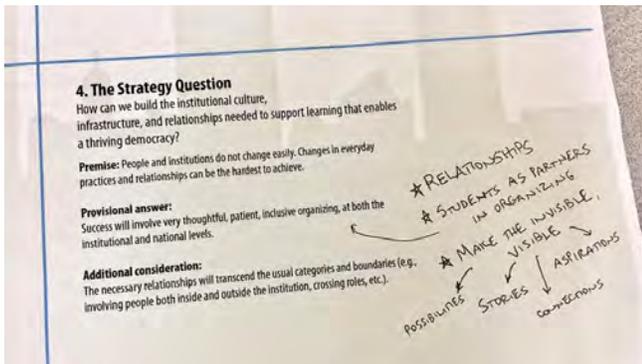
How can we build the institutional culture, infrastructure, and relationships needed to support learning that enables a thriving democracy? Photo credit: David Hoffman

Cultures are notoriously difficult to change. From the vantage of a person immersed in any particular culture, alternative aspirations, arrangements and practices can appear irrational and impractical if not outright threatening. People working to support a thriving democracy by changing higher education from within have to contend with narratives, relationships, decision processes, reward structures, and communication practices rooted in the values and assumptions of the status quo.

Many also have to contend with a sense of isolation. We have spoken with any number of colleagues and students who harbor deep democratic aspirations for their institutions but feel misunderstood, marginalized,

and unable to gain real traction. So many of us were inspired by *A Crucible Moment*, the influential 2012 report from the National Task Force on Civic Learning and Democratic Engagement that called for moving teaching and learning for democracy from the margins to the core of our institutions' work. We want to see colleges and universities respond to that call by enacting the values and practices of a thriving democracy in every department and program. Yet we live in a time of scarcity, in which institutions of higher education have increasingly defined their value proposition to students in terms of customer service, career preparation, and future monetary compensation. It can be difficult just to secure colleagues' understanding and support for preserving existing spaces in which students have opportunities to experience and enact democracy.

Despite being sobered by the magnitude of the challenge, the four of us are optimistic about the possibility of initiating meaningful changes in and through institutions of higher education. Our hope is grounded in experiences with community organizing and long-term change strategies, and in the recognition that champions of the democratic values and practices described in our previous essays in this series (links provided in the opening paragraph, above) have extraordinary assets on which to build. Successful strategies for institutional change are likely to hinge on recognizing, cultivating, and leveraging the following assets, among others:

- **Civic work that is not (yet) named as such, and the people who do that work.** Notwithstanding the myriad challenges of the present day, the work of building a thriving democracy is happening all around us, though it can be hard to see. It takes place in departments, centers, programs, organizations, committees, and physical locations across our institutions. The difficulty is that it goes by names other than "civics" or "democracy," or by no name at all. It occurs outside the lines often drawn around recognized "civic" activities such as voting or providing voluntary service, including in classrooms where

faculty members show up as vulnerable human beings rather than dispassionate conveyors of expertise and analysis; in the modeling, advocacy, and mentoring done by members of marginalized populations in non-traditional roles; and in forums where students, faculty, and staff work in genuine collaboration to create institutions' policies and programs. Even the people engaged in such important work may dismiss or devalue its civic dimensions, believing that they are simply being helpful, acting in accordance with their values, or making stylistic choices. What changes could those people produce if their civic skills, commitments, and contributions were appropriately illuminated and organized?

- **Democratic threads in institutions' stories.** The stories colleges and universities tell about themselves often depict linear ascensions from humble beginnings, accomplished largely through the contributions of heroic, visionary individuals in formal leadership positions. Such stories can obscure the messy, grassroots, collaborative, and contested work behind many aspects of institutions' built environments, programs, cultures, and practices. Those messier stories may be hiding in plain view, disconnected from the larger campus narrative. For example, stories from the time of UMBC's opening in 1966 often reference the fact that campus planners waited to install sidewalks until people's footsteps had created paths across the grounds. Understood in one way, this anecdote makes vivid the institution's humble origins, and attests to the resilience of the campus pioneers: they pressed onward with dirty shoes. Yet the story is also about democracy: students, faculty, and staff collectively chose the pathways and created them with their feet, literally making the roads by walking. When the paving story and other democratic aspects of campus history are assembled and linked to campus attributes that already inspire pride, they become a powerful cultural resource: a way of opening new ground for collective path-making in the present day. What will our assembled stories empower us to create together?

- **The widely felt yearning for consequentiality and connectedness.** People are not merely the roles they play within institutions. Nor can they be reduced to the accommodations they have made to fit comfortably within cultures that valorize individual achievement, technical rationality and expertise, control, and efficiency. Behind a student's seemingly narrow careerism may be a partially suppressed, hard-to-name wish to do something that truly matters to others. Behind a faculty member's professional distance and adherence to protocol may be feelings of vulnerability and the hope of being valued by students and colleagues. The challenge for an organizer of cultural change is to make these aspirations to consequentiality and connectedness safely visible, link them with the values of a thriving democracy, and help people to act on them together. What new relationships can emerge when people in different roles connect around their common desire to live with purpose and matter to their communities?

Beyond these important assets, the sheer boldness of *A Crucible Moment*'s vision, encompassing changes in purposes and practices throughout higher education, makes almost every resource at institutions' disposal a potential source of support for a thriving democracy. While it will take time and work to bring about the changes, in the long run it should not cost extra for faculty, staff, and students to pursue more inclusive approaches to fulfilling their current responsibilities, relate to each other in more democratic ways, and tell new stories about the meaning of affiliation with their institutions.

Intersecting walkways on the University of Maryland, Baltimore County (UMBC) campus. Photo credit: David Hoffman

Utilizing and leveraging these assets will involve applying tools long used by community organizers. These include asset maps, one-to-one relational meetings, and story circles. In addition, we will need to develop some new tools, building on promising work already underway, to help assess current practices and enact the values of a thriving democracy in everyday settings (course syllabi, advising appointments, student orientations, hiring processes, and many more). Those new tools will help identify and link hidden democratic aspects of institutions' stories, and help institutions develop powerful local languages to support a thriving democracy in terms that resonate with their constituents. Adapting and creating the tools together will be among the most important next steps for our collective work.

When added to those taken by creative, caring people over decades to align higher education's practices with its public purposes, those steps will create promising new paths to the thriving democracy we envision but have not yet achieved.

What other assets would you add to our list? What thoughts has this series of essays sparked for you, and how would you like to be involved in the work ahead.

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Authors:

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Jennifer Domagal-Goldman is the national manager of AASCU's American Democracy Project (ADP). She earned her doctorate in higher education from the Pennsylvania State University. She received her master's degree in higher education and student affairs administration from the University of Vermont and a bachelor's degree from the University of Rochester. Jennifer's dissertation focused on how faculty learn to incorporate civic learning and engagement in their undergraduate teaching within their academic discipline. Jennifer holds an ex-officio position on the *eJournal of Public Affairs*' editorial board and sits on the advisory board of the ALL IN Campus Democracy Challenge. She has contributed to a number of civic engagement publications including co-authoring chapters in *Reimagining Democratic Societies: A New Era of Personal and Social Responsibility* (2013), *Becoming a Steward of Place: Four Areas of Institutional Focus* (2014), and a chapter on institutional characteristics and student civic outcomes in *Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods* (2017).

Stephanie King is the Assistant Director for Civic Engagement, Knowledge Community, and Social Justice Initiatives, formerly the Assistant Director for Knowledge Communities and Civic Learning and Democratic Engagement (CLDE) Initiatives at NASPA where she directs the NASPA LEAD Initiative and co-manages the Voter Friendly Campus program. She has worked in higher education since 2009 in the areas of student activities, orientation, residence life, and civic learning and democratic engagement. Stephanie earned her Master of Arts in Psychology at Chatham University and her B.S. in Biology from Walsh University. She has contributed to a few publications including Effective Strategies for Supporting Student Civic Engagement.

Verdis L. Robinson is the National Director of The Democracy Commitment after serving as a tenured Assistant Professor of History and African-American Studies at Monroe Community College (NY). Professionally, Verdis is a fellow of the Aspen Institute's Faculty Seminar on Citizenship and the American and Global Polity, and the National Endowment for the Humanities' Faculty Seminar on Rethinking Black Freedom Studies: The Jim Crow North and West. Additionally, Verdis is the founder of the Rochester Neighborhood Oral History Project that with his service-learning students created a walking tour of the community most impacted by the 1964 Race Riots, which has engaged over 400 members of Rochester community in dialogue and learning. Currently, Verdis serves on the editorial board for Rochester History journal and and the advisory boards of the ALL IN Campus Democracy Challenge and the Students Learn Students Vote coalition. He holds a B.M. in Voice Performance from Boston University, a B.S. and an M.A. in History from SUNY College at Brockport, and an M.A. in African-American Studies from SUNY University at Buffalo.

Organizations:

The **American Democracy Project (ADP)** is a multi-campus initiative focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The project began in 2003 as an initiative of the American Association of State Colleges and Universities (AASCU), in partnership with The New York Times. The more than 260 AASCU member campuses in this network advance the civic learning and democratic engagement of their students, campuses and communities. These institutions act as "Stewards of Place" and engage in curricular and co-curricular efforts to deepen campus cultures of democratic engagement, to ensure that all students are prepared with the knowledge, skills, attitudes and experiences that will help them flourish in the personal, professional and public spheres of their lives. ADP engages campuses and their stakeholders in a variety of professional and leadership development opportunities as well as research, assessment and programmatic activities intended to advance our collective civic work. Learn more here: http://www.aascu.org/programs/ADP/

For more information on AASCU's American Democracy Project or to get involved, contact: Jennifer Domagal-Goldman, National Manager, American Democracy Project, AASCU at adp@aascu.org or 202.478.7833

The **NASPA LEAD Initiative on Civic Learning and Democratic Engagement (Lead Initiative)** comprises a network of NASPA member colleges and universities committed to encouraging and highlighting the work of student affairs in making civic learning and dem¬ocratic engagement a part of every student's college education. Selected institutions, representing public and private four-year and two-year colleges and universities, have committed to a series of strategies to work in partnership with on and off campus constituents to influence students' ongoing commitment to civic learning and democratic engagement. The NASPA Lead Initiative offers unique professional development opportunities, targeted resources, networking, and recognition for its Lead Institutions. For more information: https://www.naspa.org/constituent-groups/groups/lead-initiative

For more information on how your institution can get involved contact, Stephanie King, Assistant Director for Civic Engagement, Knowledge Community and Social Justice Initiatives, NASPA at sking@naspa.org or 202.719.1193.

The Democracy Commitment (TDC) is a national coalition of American community colleges dedicated to advancing democracy, and to make democratic skills more available to all community college students who desire a voice and a seat at the table of local, state, and national discourse and action. To such end, TDC provides a platform for the development and expansion of community college programs, projects, and curricula aimed at engaging students in civic and democratic learning and engagement. TDC was launched on November 11, 2011, at The New York Times and was modeled after AASCU's American Democracy Project where it is housed in their offices in Washington, D.C. With a network of over 100 community colleges in 25 states, TDC's goal is to ensure that every community college student graduates with an education in civic responsibility and democracy. This includes all of democracy's students whether they aim to transfer to university, achieve an associate degree, and/or obtain a certificate. Learn more here: http://thedemocracycommitment.org/.

For more information on The Democracy Commitment or to get involved, contact: Verdis L. Robinson, National Director, The Democracy Commitment, at tdc@aascu.org or 202.478.4656.

CLDE Theory of Change: A Framework of Four Questions

1. **The Vision Question:** What are the key features of the thriving democracy we aspire to enact and support through our work?

Premise: We haven't experienced a truly thriving democracy yet.

Emergent Answer: In a thriving democracy, the following interrelated values would be enacted collectively in our lives and institutions:

- Dignity
- Humanity
- Decency
- Honesty
- Curiosity
- Imagination
- Wisdom
- Courage

- Community
- Participation
- Stewardship
- Resourcefulness
- Hope

2. **The Learning Outcomes Question:** What knowledge, skills, and dispositions do people need in order to help create and contribute to a thriving democracy?

Premise: These learning outcomes include both individual and collective capacities. In part because we have not achieved clarity in our answer to the first question, it is likely that we have devoted insufficient attention to some important knowledge, skills, and dispositions.

Emergent Answer: In a thriving democracy, people need the following civic capacities:

- Civic Literacy and Discernment
- Civic Agency
- Real Communication

- Critical Solidarity
- Civic Courage
- Integrity and Congruence

3. The Pedagogy Question: How can we best foster the acquisition and development of the knowledge, skills, and dispositions necessary for a thriving democracy?

Premise: The environments in which we foster these qualities must reflect our intended learning outcomes. At present, they often do not.

Emergent Answer: To foster the development of the necessary civic capacities, we can embrace the following pedagogical strategies:

- Sharing Responsibility and Control
- Enabling Spontaneity
- Embracing Vulnerability
- Fostering Relationships
- Building Collective Capacities
- Choosing Empowering Language
- Providing Support for Learning from Everyday Interactions
- Transcending Categories and Boundaries

4. The Strategy Question: How can we build the institutional culture, infrastructure, and relationships needed to support learning that enables a thriving democracy?

Premise: People and institutions do not change easily. Changes in everyday practices and relationships can be the hardest to achieve.

Emergent Answer: To build the needed institutional culture, infrastructure and relationships, we can recognize, cultivate and leverage the following assets, among others:

- Civic work that is not (yet) named as such, and the people who do that work.
- Democratic threads in institutions' stories.
- The widely felt yearning for consequentiality and connectedness.

Higher Education's Role in Enacting a Thriving Democracy
Civic Learning and Democratic Engagement Theory of Change

June 2018

NASPA®
Lead Initiative

Q1 How long has your campus been a participant in the American Democracy Project?

Answered: 6   Skipped: 0
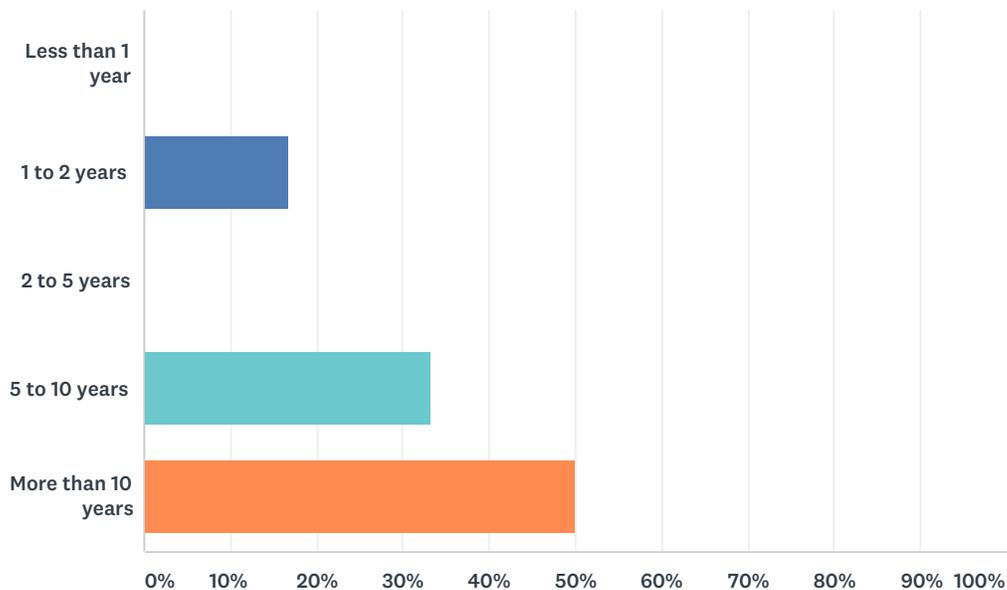
ANSWER CHOICES	RESPONSES	
Less than 1 year	0.00%	0
1 to 2 years	16.67%	1
2 to 5 years	0.00%	0
5 to 10 years	33.33%	2
More than 10 years	50.00%	3
TOTAL		6

Q2 Which campus leader (Provost, Vice-President, President, Dean, faculty member, etc) began the university's commitment to civic engagement and ADP?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	Ralph Rascati and Charlie Bowen - jointly between Provosts office and Student Affairs	11/26/2019 12:13 PM
2	Myself - I presented the idea to my former department chair and former president and former provost (those people are no longer at our institution)	11/19/2019 4:47 PM
3	Provost	11/4/2019 7:41 PM
4	President William McKinney	10/31/2019 5:39 PM
5	Chair of the Political Science Department	10/14/2019 12:14 PM
6	Greg ? Jan Hoffman will remember.	10/11/2019 5:32 PM

Q3 Who is the designated campus leader and/or liaison with AASCU for your American Democracy Project participation?

Answered: 6   Skipped: 0

#	RESPONSES	DATE
1	KSU does not have an officially designated leader at the moment. The points of contact are currently Tom Yannuzzi & Ryan Keesee from Student Affairs and Carl Snook from the School of Government and International Affairs	11/26/2019 12:13 PM
2	Myself	11/19/2019 4:47 PM
3	myself, Janet Hoffmann. I report to the Provost	11/4/2019 7:41 PM
4	Emily Rogers	10/31/2019 5:39 PM
5	Kathleen Barrett	10/14/2019 12:14 PM
6	Jan Hoffman	10/11/2019 5:32 PM

Q4 How many other faculty, staff, and students participate in ADP leadership on your campus?

Answered: 5   Skipped: 1

#	RESPONSES	DATE
1	We do not have an organized committee for ADP as we do not have any financial resources for programming. We do have an ad hoc committee for the All In Campus Democracy Challenge consisting of several faculty and staff members as that does not require any significant financial commitment.	11/19/2019 4:47 PM
2	in terms of numbers three other faculty, 2 students, one staff member	11/4/2019 7:41 PM
3	2 faculty members	10/31/2019 5:39 PM
4	Regular participation as we ramp up is by one student with strong support from student engagement and support from other groups.	10/14/2019 12:14 PM
5	Jan Hoffman, Steven Elliott-Gower (me) and I just learned the other day that Rob Sumowski is involved with the Stewards program. There may be others.	10/11/2019 5:32 PM

Q5 Which divisions within your campus are represented on ADP's leadership team? Please select all that apply.

Answered: 6   Skipped: 0
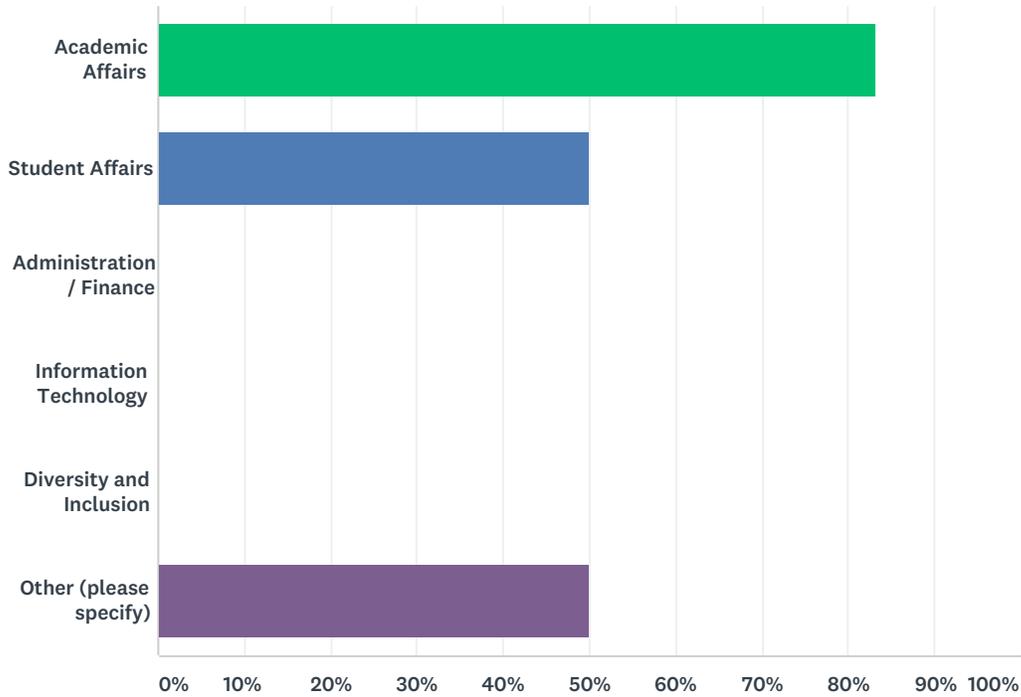
ANSWER CHOICES	RESPONSES	
Academic Affairs	83.33%	5
Student Affairs	50.00%	3
Administration / Finance	0.00%	0
Information Technology	0.00%	0
Diversity and Inclusion	0.00%	0
Other (please specify)	50.00%	3
Total Respondents: 6		

#	OTHER (PLEASE SPECIFY)	DATE
1	Government Relations and Strategic Communications	11/26/2019 12:13 PM
2	Departmental faculty	11/19/2019 4:47 PM
3	Institutional Research	11/4/2019 7:41 PM

Q6 Does your institution promote ADP participation actively?

Answered: 5   Skipped: 1

#	RESPONSES	DATE
1	KSU treats ADP and CLDE as one overall civic effort. Therefore, from this perspective we actively promote this activity.	11/26/2019 12:13 PM
2	No - my chair and colleagues in the department are supportive, but we don't really exist due to the lack of financial support.	11/19/2019 4:47 PM
3	Not sure what you mean by actively. I and the other specific program coordinators put out advertising on campus for our events and activities, but there is no "recruiting" by our upper administration to any faculty/staff/students on campus. Our President and Provost have publicly lauded our recent Student Voter Engagement increase as documented by our latest NSSLVE campus report.	11/4/2019 7:41 PM
4	Yes	10/31/2019 5:39 PM
5	Yes	10/14/2019 12:14 PM

Q7 Please estimate the budget your ADP participation has available to use on an annual basis.

Answered: 6   Skipped: 0
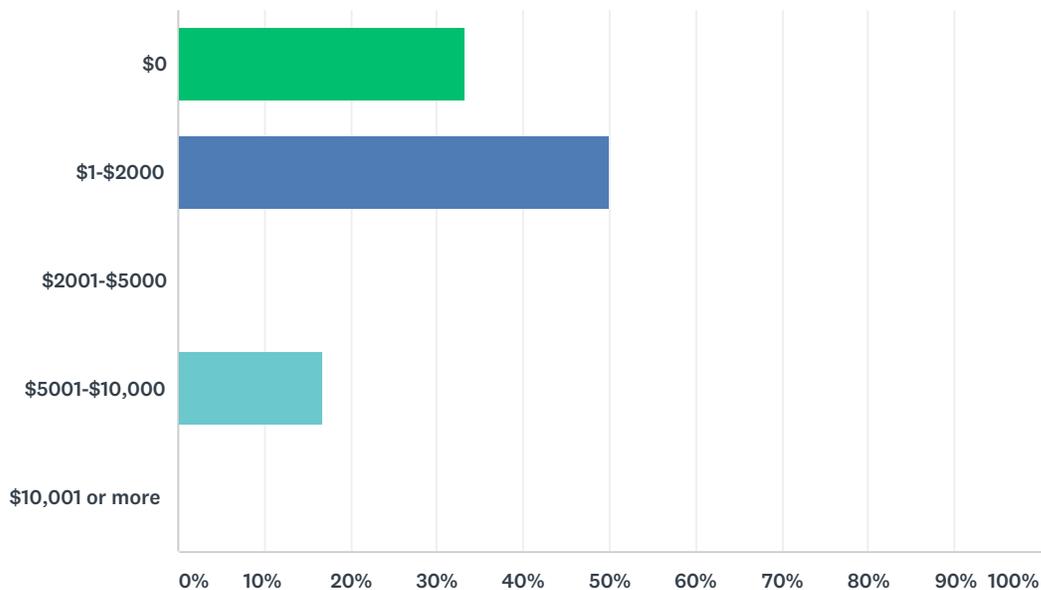
ANSWER CHOICES	RESPONSES	
$0	33.33%	2
$1-$2000	50.00%	3
$2001-$5000	0.00%	0
$5001-$10,000	16.67%	1
$10,001 or more	0.00%	0
TOTAL		6

Q8 How visible outside of your campus (website, community involvement, etc.) is ADP in your work?

Answered: 6   Skipped: 0
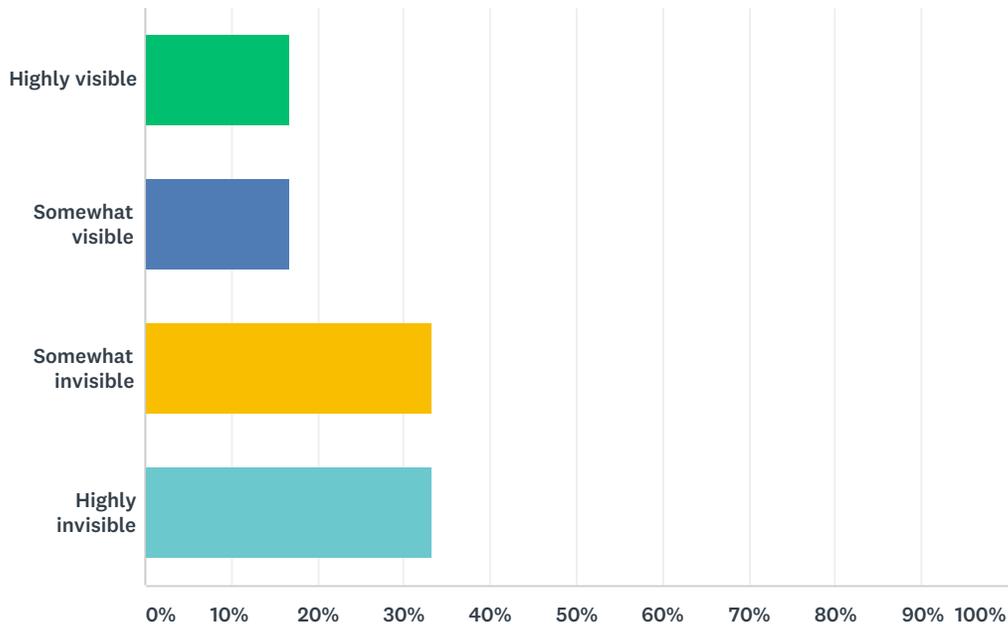
ANSWER CHOICES	RESPONSES	
Highly visible	16.67%	1
Somewhat visible	16.67%	1
Somewhat invisible	33.33%	2
Highly invisible	33.33%	2
TOTAL		6

Q9 Do you believe your institution has integrated ADP into its campus culture?

Answered: 6   Skipped: 0
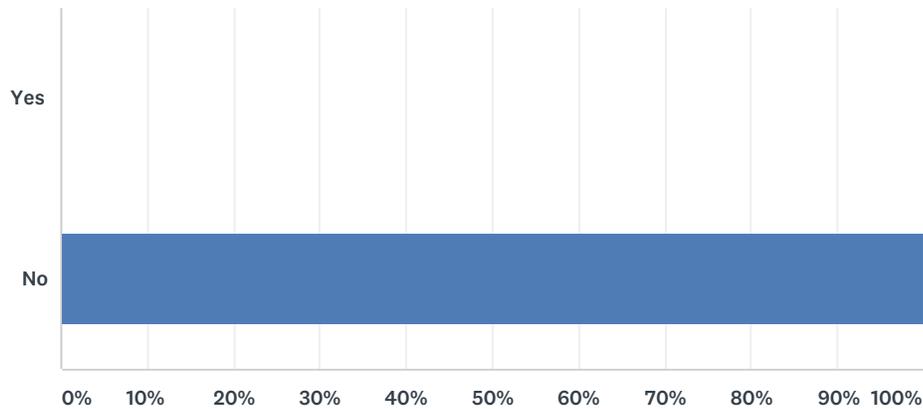
ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	100.00%	6
TOTAL		6

#	IF NO, WHY NOT?	DATE
1	Absence of a systemic and consistent buy-in from institutional leadership, especially within Academic Affairs.	11/26/2019 12:13 PM
2	No resources available and not the focus of the university's curricular interests and growth	11/19/2019 4:47 PM
3	Not yet, but moving closer than we were when we joined ADP in 2003. There is no explicit reference or commitment to civic education or civic engagement in our most recent Vision, Values, and Mission statements or Strategic Plan (2016-2021), nor to my knowledge has there ever been an explicit institutional priority regarding educating students for Democratic citizenship.	11/4/2019 7:41 PM
4	The campus culture is ready for ADP initiatives but the critical mass (support) is still not there.	10/31/2019 5:39 PM
5	We are just ramping up and doing soft openings. Furthermore, the campus is in a transition since we are awaiting a new president.	10/14/2019 12:14 PM
6	Times Talk is visible for sure. We were just accepted to participate in the Global Civic Literacy pilot.	10/11/2019 5:32 PM

Q10 Curricular Focus on Civic Engagement

Answered: 4   Skipped: 2
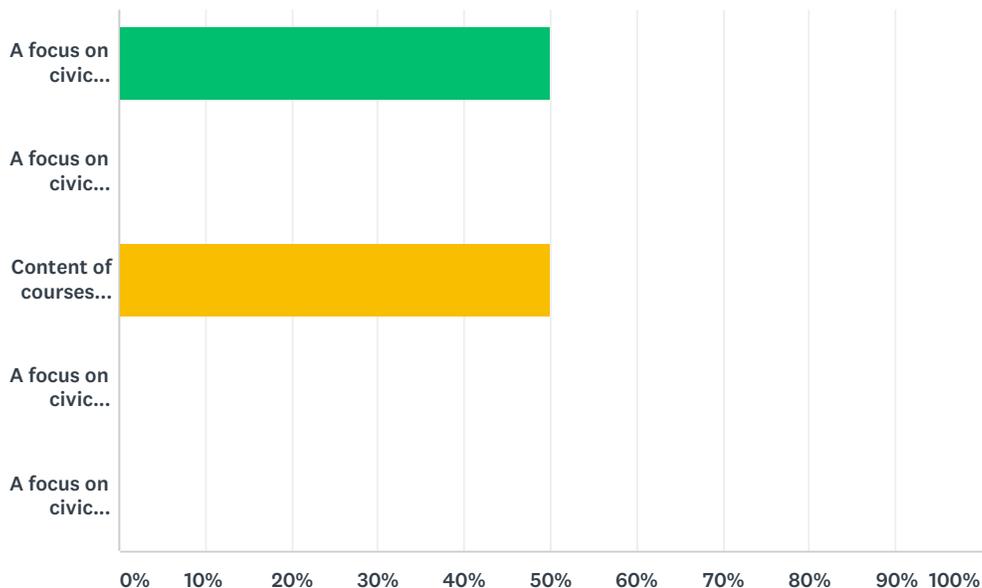
ANSWER CHOICES	RESPONSES	
A focus on civic engagement in General Education courses	50.00%	2
A focus on civic engagement in General Education courses	0.00%	0
Content of courses (features of courses that explore foundations of democracy, core principles of American democracy, key American documents, contemporary issues in American life)	50.00%	2
A focus on civic engagement in First Year courses	0.00%	0
A focus on civic engagement in Senior Year or Capstone courses	0.00%	0
Total Respondents: 4		

Q11 Teaching and Learning

Answered: 4   Skipped: 2
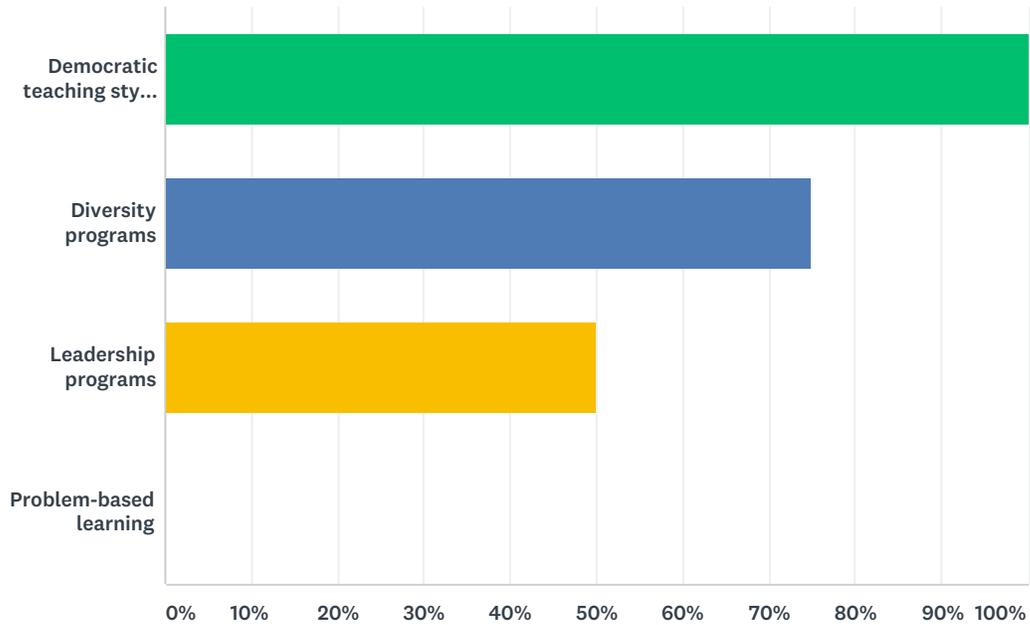
ANSWER CHOICES	RESPONSES	
Democratic teaching styles (encouraging critical thinking, taking independent positions and supporting them, not simply agreeing with the faculty member's point of view, providing opportunities to challenge others in respectful ways)	100.00%	4
Diversity programs	75.00%	3
Leadership programs	50.00%	2
Problem-based learning	0.00%	0
Total Respondents: 4		

Q12 Student Experiential Learning

Answered: 4   Skipped: 2
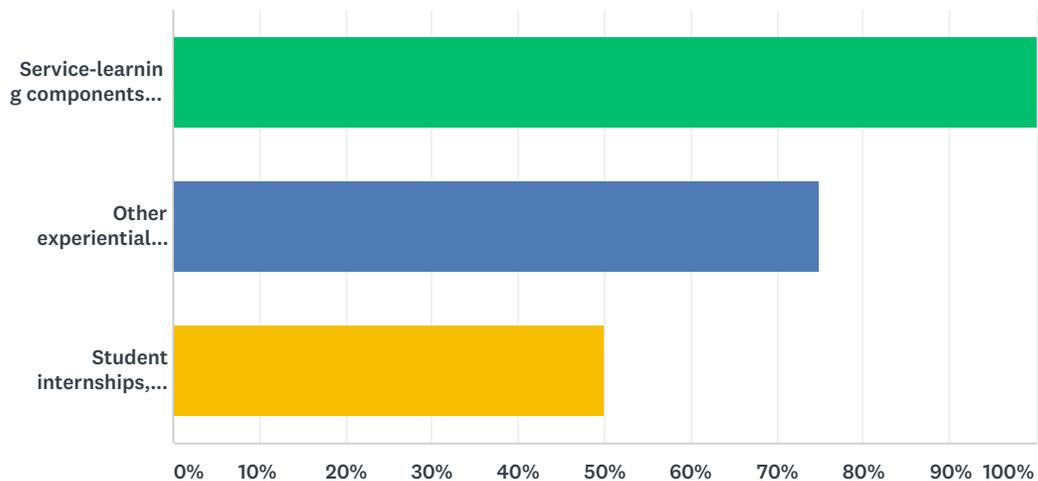
ANSWER CHOICES	RESPONSES	
Service-learning components of courses	100.00%	4
Other experiential parts of courses	75.00%	3
Student internships, practicums	50.00%	2
Total Respondents: 4		

Q13 Colleges and Departments

Answered: 3   Skipped: 3

ANSWER CHOICES	RESPONSES	
Please list colleges and departments that have a special focus on civic engagement	100.00%	3

#	PLEASE LIST COLLEGES AND DEPARTMENTS THAT HAVE A SPECIAL FOCUS ON CIVIC ENGAGEMENT	DATE
1	Odum Library, the Honors College, the College of Humanities and Social Sciences	10/31/2019 5:39 PM
2	Social Sciences	10/14/2019 12:14 PM
3	Communications, Government & Sociology	10/11/2019 5:32 PM

Q14 Programs

Answered: 4   Skipped: 2

ANSWER CHOICES	RESPONSES	
Please list programs that foster civic engagement	100.00%	4

#	PLEASE LIST PROGRAMS THAT FOSTER CIVIC ENGAGEMENT	DATE
1	Not sure what you mean by programs.	11/4/2019 7:41 PM
2	Social Work, Honors, African-American Studies, Women and Gender Studies, Native American and Indigenous Studies	10/31/2019 5:39 PM
3	Political Science, Public Administration	10/14/2019 12:14 PM
4	Times Talk, Honors Program	10/11/2019 5:32 PM

Q15 Co-Curricular Focus on Civic Engagement

Answered: 5   Skipped: 1
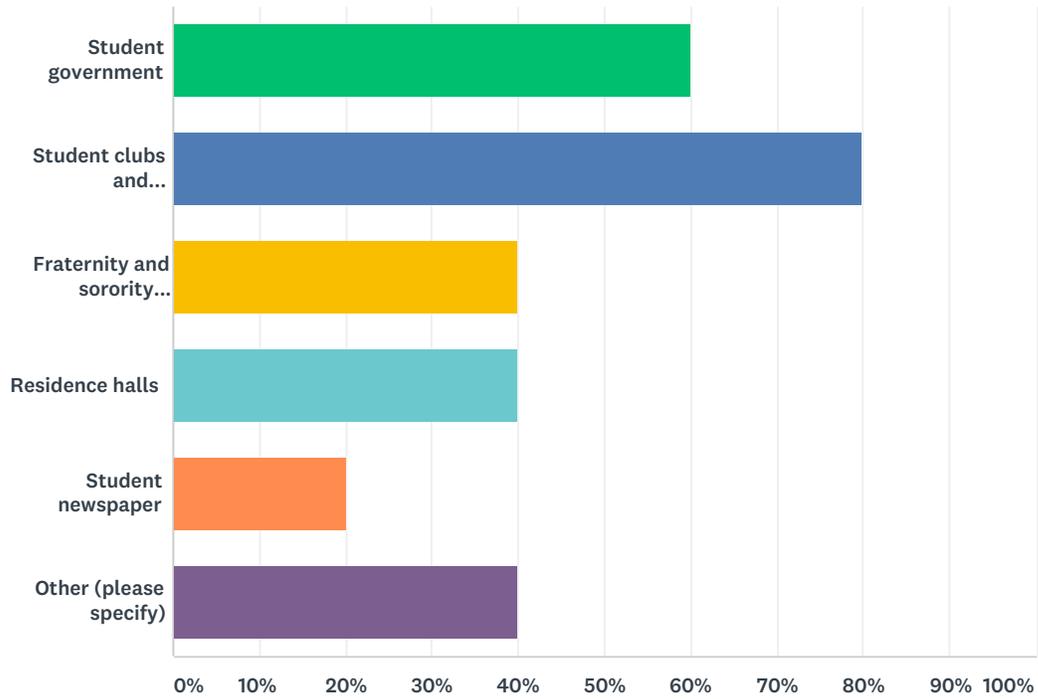
ANSWER CHOICES	RESPONSES	
Student government	60.00%	3
Student clubs and organizations	80.00%	4
Fraternity and sorority organizations	40.00%	2
Residence halls	40.00%	2
Student newspaper	20.00%	1
Other (please specify)	40.00%	2
Total Respondents: 5		

#	OTHER (PLEASE SPECIFY)	DATE
1	Speak-Up Series also in collaboration with Student Advocacy and Cultural Community Centers Library hosts Constitution Con Parent and Family Programs tabling during Family Weekend	11/26/2019 12:13 PM
2	The Global Civic Literacy initiaitive is an Academic/Student Affairs collaboration	10/11/2019 5:32 PM

Q16 In the following section, please describe any existing collaborative activities between the divisions of Academic Affairs and Student Affairs on your campus.

Answered: 3   Skipped: 3

ANSWER CHOICES	RESPONSES	
Leadership of civic engagement activities by Student Affairs personnel	66.67%	2
Projects co-led by Academic Affairs and Student Affairs personnel	100.00%	3
Projects co-funded by Academic Affairs and Student Affairs	33.33%	1
Co-curricular assessment of civic engagement conducted by Student Affairs	66.67%	2

#	LEADERSHIP OF CIVIC ENGAGEMENT ACTIVITIES BY STUDENT AFFAIRS PERSONNEL	DATE
1	All Constitution Week, National Voter Registration Day, Voter Registration and Education, and Civic Learning and Democratic Engagement initiatives are run through the Department of Student Leadership and Service at Kennesaw State. There may be other supplemental programing hosted by other departments on campus but the majority of this activity is managed through the department.	11/26/2019 12:13 PM
2	The office of Student Engagement has included easy access to voter information on the student activity portal	10/14/2019 12:14 PM

#	PROJECTS CO-LED BY ACADEMIC AFFAIRS AND STUDENT AFFAIRS PERSONNEL	DATE
1	The Mock Senatorial Debates, watch parties, and Field Trip Friday's to the Capital.	11/26/2019 12:13 PM
2	Student Affairs works with Academic Affairs to facilitate access to candidate information	10/14/2019 12:14 PM
3	Just beginning to participate in the Global Civic Literacy initiative	10/11/2019 5:32 PM

#	PROJECTS CO-FUNDED BY ACADEMIC AFFAIRS AND STUDENT AFFAIRS	DATE
1	None	10/14/2019 12:14 PM

#	CO-CURRICULAR ASSESSMENT OF CIVIC ENGAGEMENT CONDUCTED BY STUDENT AFFAIRS	DATE
1	There is assessment conducted as a part of Constitution Week but there is no formal assessment of civic engagement on a co-curricular level at this time.	11/26/2019 12:13 PM
2	None	10/14/2019 12:14 PM

Q17 How is your campus evaluating civic engagement?

Answered: 4   Skipped: 2

ANSWER CHOICES	RESPONSES	
Student evaluations of faculty	25.00%	1
Use of NSSE for measuring civic engagement	75.00%	3
Use of freshman survey data (UCLA)	25.00%	1
Other measures of civic engagement	100.00%	4

#	STUDENT EVALUATIONS OF FACULTY	DATE
1	None	10/14/2019 12:14 PM
#	USE OF NSSE FOR MEASURING CIVIC ENGAGEMENT	DATE
1	We use NSSE and BSSE surveys	11/19/2019 4:47 PM
2	Future implementation at our campus	10/31/2019 5:39 PM
3	None	10/14/2019 12:14 PM
#	USE OF FRESHMAN SURVEY DATA (UCLA)	DATE
1	None	10/14/2019 12:14 PM
#	OTHER MEASURES OF CIVIC ENGAGEMENT	DATE
1	We are participants in the All in Campus Democracy Challenge so we have NSLVE data	11/19/2019 4:47 PM
2	Just our NSSLVE reports (since 2012)	11/4/2019 7:41 PM
3	Plans to include in a center for experiential learning	10/31/2019 5:39 PM
4	None	10/14/2019 12:14 PM

Q18 Please feel free to share any additional comments.

Answered: 2   Skipped: 4

#	RESPONSES	DATE
1	Again, there is great opportunity for an ADP initiative and collaborations between Academic Affairs and Student Affairs. With support from the caucus, there may be greater willingness to move forward.	10/31/2019 5:39 PM
2	This survey completed by Steve Elliott-Gower. (Georgia College) Jan Hoffman will have more definitive feedback.	10/11/2019 5:32 PM

University of West Georgia American Democracy Project Strategic Plan 2019

Background

Begun in 2003 by the American Association of State Colleges and Universities (AASCU), the American Democracy Project (ADP) recognized that declining social capital among the youngest generations threatened to significantly decrease the quality of democracy in America in the coming decades and dedicated member institutions to increasing the civic engagement of college-aged students.

In the fourteen years that ADP has been active, hundreds of AASCU member schools (and since 2012, hundreds of community colleges through the parallel Democracy Commitment program) have made significant investments in building civic engagement skills in their students. Recognizing that leadership is more an act than a position, ADP sought to build citizen-leadership toolkits among college students and stave off the decline of social capital noted in the late 1990s and early 2000s.

In the twenty years since Putnam (*Bowling Alone,* 2000, Simon and Schuster) identified declining social capital as a significant problem facing American Democracy, measures of civic engagement have continued to decline: voter turnout, trust in others, trust in government, civility towards others, respect for those with whom people disagree, feelings of efficacy in society, and sentiments of community connectedness all continue to erode. Those erosions have been particularly acute among the youngest citizens.

Potential

Republican democracies require effective and sustained political participation. Regardless of academic discipline, future career, or level of interest, college-aged students are legally eligible to participate in politics. However, the K-12 education system has seen drastically decreased levels of civic education over the last three decades. The university is thus cast in a role to remediate that lack of civic learning so that students may leave college as fully prepared participants in a democracy.

From learning how to respectfully disagree during an argument to critiquing ideological bias in news reports, from advocating for issues of public good to running for office, the American Democracy Project, if well-deployed, will help students become better citizen leaders regardless of the level of their eventual commitment to the American democratic experiment.

Universities are excellent loci for intervention to improve civic efficacy. Students who participate in civic learning co-curricular activities are more likely to succeed in their careers as well as be active citizens. A vibrant ADP initiative on campus will reinforce in-class learning and prepare students to participate at whatever level they choose in political activity in the future.

An entity already exists to guide and support ADP: The Thomas Murphy Center for Leadership and Public Service. ADP and the Murphy Center should be subsumed under a single aegis to coordinate civic engagement and citizen-leadership events.

Intent

The missions of UWG and ADP are compatible, and UWG should increase its intentional commitment to integrating ADP strategies into its work. Other institutions that have implemented ADP with fidelity have followed the principles listed below:

- Bipartisan and nonpartisan evenness and fairness
- Dedicated faculty leadership
- Direct reporting to the university's chief academic officer
- Interdisciplinarity of programming
- Financial and administrative support
- Student leadership at a high level
- Integration of curricular and co-curricular programming

What is Civic Engagement at UWG?
UWG has adopted Thomas Ehrlich's original definition of civic engagement, consistent with many other ADP institutions:

"Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. "

- Preface, p. *vi*. 2000. *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich. Oryx Press

UWG Civic Engagement Vision
A. An enriching university experience includes engagement in the civic life of one's community.
B. Civically engaged students are likely to remain engaged post-graduation, thus enhancing participation and building stronger communities.
C. Intentional curricular and co-curricular activities build the knowledge and skills that are hallmarks of the engaged citizen.
D. Civic knowledge and skills can be enhanced through sustained deliberative, dialogic, and experiential programs.
E. Community leadership ultimately takes the form of action, and those experienced in civic engagement can effectively commit such acts of leadership.

F. In addition to student benefits, communities benefit from an active and engaged population of young participants as well.

UWG Civic Engagement Goals
A. Educating students about current and historical issues related to democracy, participation, and governance.
B. Student interest in becoming politically knowledgeable
    a. Students become critical consumers of political information
    b. Students develop awareness of current issues -and-
    c. Can develop creative solutions to civic problems
C. Promoting the prerequisites of democracy through educational programs that emphasize:
    a. Freedom of speech, expression, and assembly
    b. The value of diverse viewpoints
    c. Respect and appreciation for diversity in all forms
    d. Ethical thinking
    e. Individual and collective empowerment through collaboration
D. Increasing tangible civic engagement activities including but not limited to
    a. Voter registration among students
    b. Increased student voter turnout

UWG Civic Engagement Competencies
A. Developing knowledge of current events relevant to a civic leader's participation
B. Critically evaluate information about civic and political issues, including in terms of credibility, perspective, audience, and purpose
C. Integrating civic leadership skills into personal missions and activities
D. Designing and strengthening interpersonal networks and organizing for collective action
E. Developing, planning, and implementing activities that promote civic engagement
F. Promoting civility in discourse and rational discussion of diverging viewpoints
G. Fostering connections within and between communities
H. Developing potential solutions to civic problems

Composition of the UWG American Democracy Project Campus Civic Leadership Team
- One faculty member serving as ADP Campus Coordinator, receiving a one-course per year reassignment and a stipend of $3,000
- One faculty member from each of the six academic colleges, library, and Honors College
- Two members from the Division of Student Affairs and Enrollment Management
- One student representative
- Director, Thomas Murphy Center
- Provost, as ex officio member

Duties of the Campus Coordinator
- Supervise all civic engagement activities at UWG, serving as an informational hub and clearinghouse for ADP activities
- Support and encouragement expansion of civic engagement activities at UWG
- Engage with campus entities to advocate for embedding civic engagement into curricular and co-curricular programming
- Provide support for all civic engagement activities at UWG
- Collect data on activities and participation for all civic engagement activities at UWG
- Create a regular presence on campus media (West Georgian, WOLF Internet Radio, WUTV)
- Report annually to the Provost on ADP activities
- Conduct periodic meetings of the Civic Leadership Team

2019-2020 Planned Activities for the ADP Campus Civic Leadership Team
- Ongoing Activities
  - Constitution Day
  - Ongoing voter registration, education, and mobilization drives for students including participation in the All In Challenge for 2020
  - Support for Faculty and Staff Speeches and Public Events
  - Support for student activities including debates, sponsorship of guest speakers, panel discussions and provision of faculty to assist with planning and logistics
  - Support for West Georgia Ethics Bowl
  - Coordination with the Murphy Center on civic and community leadership events and opportunities
  - Propose a First Year Seminar course from which a cohort of student peer civic engagement leaders could emerge
- New Activities
  - New York Times integration
  - Advocacy for expanding civic engagement curricular integration

Times Talk Tool Kit

Updated September 2020 by Janet Hoffmann, Professor of Rhetoric, Coordinator of the American Democracy Project at Georgia College

This guide provides a template for setting up and administering a Times Talk program at your college or university. It is based on the experience at Georgia College which was the first institution of higher learning in the United States to institute Times Talk on campus in 2005 by Political Science faculty member Gregg Kaufman.

Times Talk is a weekly discussion/conversation series on current issues and events. At Georgia College faculty, staff, students, and local community members meet at noon on Wednesdays in the campus library to share pizza while engaging in a 50 minute lively dialogue about important issues reported in the *New York Times (NYT)*. Each conversation is facilitated by one or more faculty, staff, students, or local community members who choose the topic and background reading article(s). One or more articles in the *NYT* or other relevant credible information sources provide a starting point for each discussion. Our Times Talks are open to all campus and local community members, though your college or university will set your own guidelines based on your individual goals and constraints.

Times Talk and Informed Citizenship

Times Talk has become an integral part of the Georgia College experience, rooted in the liberal arts and based on the fundamental value of the pursuit of knowledge and truth for the public good. See a short video at https://www.youtube.com/watch?v=xlvCnaQM7wo . Our institution

provides a complimentary digital *NYT* subscription to all current faculty, staff, and enrolled students. Times Talk is one of our flagship co-curricular civic engagement programs administered by our campus chapter of AASCU's American Democracy Project, a network of 296 state colleges and universities focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. Now more than ever, digital information literacy is a necessary and fundamental skill for responsible citizenship and having a Times Talk program on campus has been a great way for us to implement our institutional mission and reach across differences and into the community beyond our campus. The best thing about Times Talk is that everyone is there because they want to be! There are no grades, no papers, and no expectations other than abiding by the norms of good conversation and contributing to the spirit of inquiry and perspective sharing (while sharing pizza). Enjoy your experience!

Ten Basic Steps to Get Started

1. **Choose a coordinator** to organize and administer the program and promote the series.

2. **Determine a schedule, place, and time**. Weekly, semi-weekly, monthly? Your location should be central, accessible, conducive to conversation (allow for circular seating), and have access to parking if you are inviting people from off-campus. We have found the campus library best meets our needs. In terms of timing, keep it to 50-60 minutes ideally and think about what times of day/week there might be the fewest conflicts for the people you want to attend. Because we wanted to maximize staff and local community member access, we chose noon-12:50 for our weekly discussions, which also fit into class session times on Wednesdays.

3. **Recruit** faculty, staff, and students to facilitate discussions at the beginning of each semester. Prospective student facilitators may be drawn from specific courses or student organizations. Facilitators choose a topic and send one or more articles from the *Times* to the Times Talk coordinator ahead of their session.

4. **Promote** and disseminate the week's topic several days before the scheduled Times Talk. Use email, social media, and other university communication outlets. Include a URL link to the background article(s).

5. **Create** and strategically place Times Talk signs, posters, and banners around campus in places where they will be widely seen.

6. **Free food** helps! Arrange for food and/or beverages to nourish participants.

7. **Provide copies** of the background article(s) at the venue for those who might not have had a chance to read in advance.

8. **Welcome** the participants and announce the day's topic.

9. **Launch the discussion**. If necessary, assist the facilitator(s) in drawing as many people as possible into the conversation with a particular focus on student contributions.

10. **End promptly**. Thank the facilitator and participants and announce the next session's facilitator.

50 minute timeline template

1. The coordinator/host takes 2-3 minutes to a) welcome the participants, b) review discussion etiquette (silence devices, be present, actively participate, listen to understand, hear each other out, disagree respectfully, be brief), and c) introduce the day's discussion topic, the background NYT articles that will be referred to during the discussion, and the day's facilitator(s).

2. The facilitator(s) typically take(s) 10-15 minutes max to share their perspectives and insights on the topic question, integrating information from the background articles to set up a shared context or frame for the group discussion. The more interactive the facilitator can be the better, as Times Talk is designed to be a conversation rather than a lecture. When you meet FTF, I recommend you set up the seating in a circle (or use circular tables) to encourage participation.

3. As much as possible of the 50 minutes should be devoted to eliciting participant comments, perspectives, questions, and dialogue.

4. The host should give a 2 minute warning and hand it back to the facilitator(s) for their closing remarks, after which the host will thank everyone, invite them to stay for one on one conversation if they would like, and encourage everyone to attend the next scheduled Times Talk.

5. It is imperative to strictly adhere to the time limit and make sure to let everyone go at the designated end time, as people will need to get to classes and back to their offices on time.

Facilitator pre-discussion preparation tips

1. We recommend that Times Talk discussion topic titles be composed to end with a question stem, so that participants are primed for a conversation and exploration of a variety of perspectives and insights rather than a lecture. For example: "Should the U.S. make college tuition free?"

2. Prepare a brief well formulated summary or key quotes from each background article. Be sure to define any necessary terms and explain any confusing aspects. If you have questions about anything in the article, more than likely everyone else does too. A good summary gets everyone on the same page. Odds are not everyone has read the article and a concise summary will help clarify terms and definitions and get the group thinking.

3. Bring prepared discussion questions and/or interactive breakout activities: Have a set of questions to ask to keep the discussion moving. Your questions should be a) about the article and/or issues surrounding it, b) help move the discussion/keep it going, c) be open-ended (who/what/when/why/how/where…) rather than yes/no. Try to have at least five prepared open-ended discussion question prompts. You might also use a mini-debate or breakout pair-share or small group format at any time to respond to the discussion questions and increase participant involvement. *Note: A good first question to ask is if "anyone has any initial responses, comments, or concerns relating to the article?"

Discussion moderating tips

1. Limit your intro/summary to 10-12 minutes max and leave 35-40 minutes for the participants to interact and contribute.

2. Be comfortable waiting 20 seconds for a response to any question you throw out before you speak again. This is very hard but very necessary. Research tells us it takes up to that long for the receiver to process the question asked and formulate a response in their head, so make yourself count silently to 20 in your head while smiling and waiting for someone to respond. They will if you give them time, trust me. The rookie mistake is for the facilitator to move on or say something too quickly because they are uncomfortable

with silence. Silence is your friend more often than you think for promoting good discussion.

3. Listen to each response and let the discussion develop authentically by encouraging piggybacking on previous comments and asking spontaneous follow-up questions. Trust the room. Odds are the discussion won't go exactly the way you planned and that is the beauty of a good conversation, you dive in and end up with unanticipated insights you hadn't imagined beforehand because of the variety and diversity of participant's contributions. As long as there is meaningful, lively, and relevant discussion it is a success!

4. If more than one person has an immediate response they would like to make to a particular prompt question, tell participants to raise their hand (virtually if not in ftf mode) and then "stack" them by giving each a number or noting their name if you know it so that they can put their hand down knowing you will get to them for that question.

5. If you are using a virtual platform like Zoom, set up the chat box options so that participants can only chat with everyone (disable the private chat function), and encourage them to respond with comments, questions, resource and article links in the chat box, and bring those questions and comments into the discussion.

6. Draw from any examples below that may help you in the moment:

   Questions to stifle a dominator and/or enhance more participation:

   - Thank you. What do others think about that?

   - How would anybody else respond to the concerns just expressed?

   - I'd like to create some space for those of you who have been quieter. Someone else?

   - Would anyone we haven't heard from yet like to weigh in on this?

   - What ideas haven't been expressed yet?

   - Does that bring up anything for anyone?

Transition questions as you move from one issue/topic to the next

   - Is there anything else anyone would like to add or respond to concerning this issue or point before we move on to the next?

   - Let's have one more comment on this issue, and then we have to move on to a new topic.

<u>Questions that re-direct misinformation from a participant</u>

- Does anyone have a different perspective on that?

- (use the article) "the article states….How does that fit in with the information you just gave us?

- Would you give us a specific example to help clarify your point?

Sample templates

<u>Sample call for volunteer facilitators</u>:

The American Democracy Project at Georgia College requests your support for another semester of engaging, lively weekly discussions on current events and topics of local and/or global public interest in any discipline or field. Times Talk is celebrating its 15th year as a GC campus tradition and a nationally innovative civic engagement program by providing a space in the GC library for interested community members to gather from noon-12:50 pm every Wednesday to eat free pizza and discuss a chosen topic of that week's volunteer facilitator who spends a few minutes providing perspective and insights on the topic, uses a New York Times article for factual background/context, and encourages participants to share their perspectives, observations, insights, and questions. Become part of the tradition by volunteering to facilitate a discussion on a topic of interest to you or your class. Co-facilitator teams of faculty, staff, and/or students are encouraged.

To volunteer, send your name (and co-facilitators names if any), topic idea (in question format if possible) contact info, any preferred date if you have one (Wednesdays noon between Sept. 4th and Dec. 4th) to jan.hoffmann@gcsu.edu who hosts and serves as timekeeper/moderator for each

program. You will be contacted as soon as possible for follow-up. Times Talk facilitation dates are filled on a first come first serve basis.
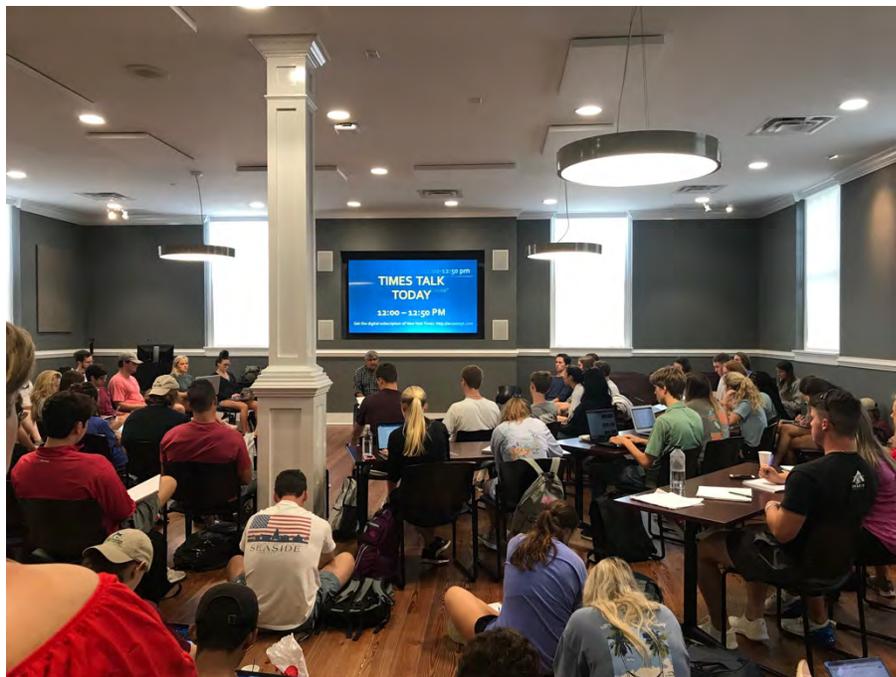
Sample reminder template
TO: all facilitators. CC: host
Thank you for volunteering to facilitate a Times Talk conversation. Can you please confirm the accuracy of the details below regarding your upcoming Times Talk? (Insert topic title, facilitators and article links if sent). If you have any changes to make to this information, please send them to me by the Friday prior to your scheduled date. Please note that we still need a link to the article(s) you plan to discuss. Please reply at your earliest convenience and thanks again!

Sample campus digital publicity announcement:
Join us for this week's Times Talk on Wednesday Sep. 25 at noon-12:50 in the Pat Peterson Museum Education Room in Russell library (Clarke St. entrance) facilitated by English Dept. faculty member Dr. Hali Sofala-Jones, noted Samoan Poet who will facilitate a discussion entitled "Power to the Poets: Can Poetry Save Us During Times of Social and Cultural Upheaval?" The following background articles which will be referenced in the conversation
"Political Poetry is Hot Again"
https://www.google.com/amp/s/www.nytimes.com/2018/12/10/books/review/political-poetry.amp.html
"Room for Debate: Does Poetry Matter?"
https://www.nytimes.com/roomfordebate/2014/07/18/does-poetry-matter
Listen to the Podcast preview of "Why This Times Talk" at https://soundcloud.com/wrgc/why-this-time-talk-podcast-power-to-the-poets, and tune in to 88.3 FM WRGC our local NPR station

Tuesday evening at 8 pm for a half hour interview with our facilitator conducted by station manager Daniel McDonald.

Join the conversation via twitter (#gctimestalk) and Facebook. Times Talk is celebrating 15 years of informed, insightful, and lively campus-wide discussion of current events as reported in the New York Times. Brought to you by the American Democracy Project at Georgia College and the Ina Dillard Russell library. Just bring your brain! Free pizza while it lasts…

Times Talk

Times Talk Schedule
Fall 2019

Join us every Wednesday
12:00-12:50 in the Pat Peterson Museum
Education room
Free Pizza
Just Bring your Brain!

Date	Topic
Aug 28	**Should the US ban hate speech?**
Sept 4	**Do we still need nuclear weapons?**
Sept 11	**The Hong Kong Protests: What's at Stake?**
Sept 18	**Marijuana and the Supremacy clause (constitution week)**
Sept 25	**Power to the Poets: Can Poetry Save Us During Times of Social and Cultural Upheaval?**
Oct 2	**Medicare for All: What does it Really Mean?**
Oct 9	**The 50th anniversary of the Stonewall uprising**
Oct 16	**Should the U.S. make college tuition free?**
Oct 23	**Dinosaurs, Donors, and Determining Science Content: Presenting Climate Change in the new Dinosaur Hall at the Smithsonian.**
Oct 30	**How has Habitat for Humanity affected local housing needs?**
Nov 6	**Globalization: Promise, Peril... Prevail?**
Nov 13	**Fifth Estate or Fifth Column? How social media and dark money are killing our democracy in the name of free speech**
Nov 20	**Why is Colombia Going Back to War, and Why Should We Care?**
Dec 4	**"Resurgent Anti-Semitism and White Nationalism: How will you respond?"**

Access to the NYTimes.com for Georgia College faculty, staff, and students is provided by the Office of Academic Affairs

Directions to get the digital subscription of New York Times:
1. **Visit http://accessnyt.com**
2. **Select Georgia College**
3. **Use your Bobcats email to create an account**
4. **Confirm your email**
5. **Receive an incredible all access, complimentary resource!**

Other Tips

Align with other events. Hold Times Talks in coordination with related events on campus. At Georgie College, we hold a special constitutional Times Talk to coincide with Constitution Week.

Coordinate with all your campus media programs. We have a campus radio station, a local NPR affiliate radio station, a student-run television station and a student-run newspaper. We are able to provide half hour programming to our regional state-wide NPR radio audience via pre-recorded podcast interviews of our facilitators that go out the evening before our live Times Talks, which includes a 3-4 minute preview teaser via soundlcoud we send out with our live event announcements.

Be flexible. Sometimes local, national, or global events will dictate shifting the schedule to allow the time and space to discuss issues that are timely and relevant. Be prepared to revise the schedule as needed.

Look for unexpected facilitators. Faculty, staff and students are obvious choices as facilitators. Don't forget both alumni and the local community have a wealth of talent to draw upon too.

Provide food. Have we said this before? Like it or not, free food is a great incentive!

Valdosta State University Models for ADP Projects

Building Communities through Dialogue: An Oral History Project

In a collaboration with the United States Holocaust Memorial Museum (USHMM), the VSU Honors College participated in the National Campus Leaders Summit, Cultivating Community and (Re)Defining Civic Engagement. As a participant group in this event, the VSU Honors College began an oral history project to compile testimony about ritual and traditions from a variety of participants focusing on community, religion, society, and family perspectives.

The collections of oral histories of individuals from diverse groups engages participants in discussing their cultures and perceptions of others' cultures, serving to reveal common themes across race, ethnicity, and religious boundaries. In particular, all cultures observe the common custom of sharing food at social events and holidays. Researchers brought groups together for an understanding of common experiences that expands our knowledge of diverse practices.

Members of the Honors College participated in video interviews to create and preserve oral histories of food-related social activities and holidays. These recordings are available at
https://www.youtube.com/playlist?list=PLtfNm6czOL-AU_ssmUUPNFkqrmuL4Di9A

In addition, students from the Honors College presented at the Southern Regional Honors Colleges Conference in April, 2018. The video presentation is available at
https://www.youtube.com/watch?v=Pp1uTQTYZ2Y&feature=youtu.be

Honors Summer Institute on Holocaust Remembrance

The VSU Honors College had planned to participate in the Hanzehogeschool Honors Summer Institute on Holocaust Remembrance in Groningen, the Netherlands and Germany, during Summer 2020. This Institute offers students the chance to study Holocaust history with international experts and to work on projects designed to teach lessons about social inequality, discrimination, and refuges to wider audiences. The institute includes excursions to key locations including Amsterdam, former concentration camp Bergen Belsen, and Berlin.

The research and active learning opportunities offered by the Honors Summer Institute align with the ADP goals of civic engagement and social responsibility. The Summer 2020 VSU Honors trip had to be cancelled due to the COVID-19 pandemic, but the College hopes to present future opportunities for honors student participation. More information about the Honors Summer Institute is available at
https://www.hanze.nl/nld/onderwijs/talentontwikkeling/hanze-honours-college/honors-summer-institute-on-holocaust-remembrance

Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston

A Report of the Working Group for an Urban Research-Based Action Initiative 2014

Submitted March 28, 2014

UMASS BOSTON

Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston

A Report of the Working Group for an
Urban Research-Based Action Initiative

Executive Summary

The University of Massachusetts Boston has a rich history of mission-driven commitments that engage the campus with local, state, regional, national, and global communities. In the context of a public urban research university, the mission of community engagement is most clearly expressed through community-engaged scholarship.

In the fall of 2012, the Provost established a nine-member Working Group comprised of faculty, center directors, and a graduate student, to provide a report on effective ways for promoting, supporting, evaluating and rewarding community-based research and engaged scholarship. The Working Group solicited the views of faculty, researchers and graduate students about both the strengths of the campus in community engagement as well as ongoing challenges and unmet needs. While remaining focused on scholarship, the Working Group expanded its lens to include community engaged teaching and learning and community engaged service as it became clear that community engaged scholarship was typically integrated with other faculty roles. In order to advance community-engaged scholarship, the Working Group concluded that an integrated approach was necessary, one that supported community engagement across faculty roles

After a year of study, the Working Group was charged by the Provost with producing a set of recommendations for addressing two key areas.

The Working Group was asked to recommend better ways to evaluate and reward faculty for community engagement and community engaged scholarship. The Working Group found that the dominant perception was that there are not clearly stated policies in place that articulate the value of community engagement as core academic work of the faculty in their scholarship and in their teaching. The pervasive perspective is that if community engagement is going to be part of the institutional identity of a research university, it has to be encouraged, supported, and valued as scholarly activity. The Working Group studied best practices at other institutions of higher education and recommends new guidelines for tenure and review, additions to the Annual Faculty Report, and a new chancellor's award for community engaged scholarship.

The Working Group was also asked to recommend organizational structures to better support, enhance, and deepen community engagement and community engaged

scholarship at the University. The Working Group found that the dominant perception was that while there is a deep commitment to mission-driven community engagement at the University, there is not an adequate organizational structure in place to enable the fulfillment of the commitment. The Working Group studied best practices at other institutions of higher education and recommends establishing a coordinating structure for the university in the form of an office located in academic affairs.

In order to promote and deepen community engagement at the University and establish the University as an international model for community engagement, the campus should build upon its strengths in community engagement and strengthen its community engaged scholarship as well as its structures for enhancing campus-wide capacity for community engagement and community engaged scholarship.

The Working Group is recommending specific actions related to faculty rewards and recognition and the establishment of an Office of Community Engaged Scholarship, Teaching, and Learning in the office of the Provost and Vice Chancellor of Academic Affairs.

The Office of Community Engaged Scholarship, Teaching, and Learning will 1) facilitate building the capacity of faculty to conduct community engaged scholarship and teaching and assist faculty and units in raising external funds to support these projects; 2) connect faculty researchers located in diverse departments and centers who are doing community engaged scholarship and community engagement and provide greater and more strategic support to them; and 3) allow for support for community engagement as core academic work across the campus to effectively propel many engagement efforts to new levels of achievement and impact.

For faculty rewards and recognition, the Working Group recommends 1) that the Provost issue guidelines for the evaluation and reward of community engaged scholarship in the "Suggested Guidelines for Major Faculty Personnel Reviews" and encouraging departments to address how the guidelines would be applied in an appropriate manner to faculty in their departments; 2) revision of the Annual Faculty Report (AFR) to include specific opportunities to document community engagement activities in teaching, research, and service; and 3) the creation of a Chancellor's Award for Distinguished Community Engaged Scholarship.

Detailed recommendations, resource commitments, and a timeline are included in the report.

Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston

A Report of the Working Group for an Urban Research-Based Action Initiative

> *The University of Massachusetts Boston is a public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement…*
>
> *As a campus community, we address critical social issues and contribute to the public good, both local and global. We participate in teaching and public service, as well as in basic, applied, and engaged research, to support the intellectual, scientific, cultural, artistic, social, political, and economic development of the communities we serve. We forge partnerships with communities, the private sector, government, health care organizations, other colleges and universities, and K-12 public education, and bring the intellectual, technical, and human resources of our faculty, staff, and students to bear on pressing economic and social needs.*
>
> Mission and Values of the University of Massachusetts, Boston

Introduction

The University of Massachusetts Boston has a rich history of mission-driven commitments that engage the campus with local, state, regional, national, and global communities. In the context of a public urban research university, a mission of community engagement is most clearly expressed through community-engaged scholarship. The University is positioned to build upon its strengths in community engagement and strengthen its community-engaged scholarship to become an international model for community engagement.

In the fall of 2012, the Provost established a nine-member Working Group comprised of faculty, center directors, and a graduate student, with the following purpose:

1. To coordinate, promote and lead our university-wide efforts in community-based research and engaged scholarship,
2. To play a key role in establishing and supporting a Boston Node of the national Urban Research Based Action Network (URBAN[1]) "to connect scholars across

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[1] Urban Research-Based Action Network (URBAN) is an emerging network of researchers and community members who have come together (1) in order to identify opportunities for collaborative research (and thinking) that addresses critical needs facing urban communities. Additionally, (2) URBAN provides a platform for 'engaged' scholarship where individual faculty members from multiple disciplines (and institutions) can connect with one another and members of communities to share ideas and be supported within the academy as they endeavor to pursue a community based 'activist' research agendas. URBAN.BOSTON is the local node of the URBAN network and is committed to building and sustaining an emerging network in the Boston metropolitan area. UMASS Boston has played an important role in the establishment of URBAN. Associate Professor Mark R. Warren serves as a national

local higher education institutions and community organization leaders to foster collaborative research that serves the needs of Boston area communities,"

3. To facilitate and organize interdisciplinary, multidisciplinary and trans-disciplinary teams across departments, colleges, and institutions to seek external resources to support our projects or programs in community-based research and engaged scholarship, and

4. To advise the provost and his research leadership team on effective ways for promoting, supporting, evaluating and rewarding community-based research and engaged scholarship.

While remaining focused on scholarship, the Working Group expanded its lens to include community engaged teaching and learning and community engaged service as it became clear that community engaged scholarship (CES) was typically integrated with other faculty roles. In order to advance community-engaged scholarship, the Working Group concluded that an integrated approach was necessary, one that supported community engagement across faculty roles.

Based on an internal study by the working group in the fall of 2012 and spring of 2013 that included a series of campus-wide meetings with faculty, staff, graduate students, and community partners designed to gather information and assess successes and challenges associated with community engagement (see Appendix D), the Working Group reported that two key areas needed to be addressed in order to advance community engagement and CES at the University.

One area was the kind of organizational structures needed to support, enhance, and deepen community engagement and CES at the University. The dominant perception was that while there is a deep commitment to mission-driven community engagement at the University, there is not an adequate organizational structure in place to enable the fulfillment of the commitment.

A second area was the importance of faculty rewards for CES and community engagement. The dominant perception was that there are not clearly articulated policies in place that articulate the value of community engagement as core academic work of the faculty in their scholarship and in their teaching. The pervasive perspective is that if community engagement is going to be part of the institutional identity of a research university, it has to be encouraged, supported, and valued as scholarly activity.

The Working Group concluded that effective work in accomplishing the original charges from the Provost, including supporting the URBAN network and organizing cross-campus teams to raise external support for CES depended on the creation of an infrastructure and better reward systems for faculty.

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co-chair of URBAN and chairs the Boston node planning team. Several other UMASS Boston faculty members and graduate students serve on the Boston planning team as well.

Based on these findings, the Working Group was charged in the fall of 2013 with producing a set of recommendations for addressing these two key areas. The purpose of this report is to provide recommendations to the Provost for specific ways to advance CES and community engagement at the University of Massachusetts, Boston. The report includes specific recommendations related to faculty rewards to recognize and encourage community engaged teaching and learning and CES, and recommendations related to infrastructure to support community engagement. With the larger goal of advancing the institutional commitment to and recognition of community engagement as a recognized and celebrated institutional identity of the University of Massachusetts Boston, we also recommend that this report be widely distributed across campus as a basis for facilitating deeper dialogue around advancing community engagement and CES at the university.

Context

Community engagement and CES has been central to the mission of the University since its founding. In the 1965 *Founding Statement of Purpose*, it was envisioned that the University of Massachusetts, Boston would be a University that "must stand with the city" and extend "the service and leadership given rural communities over the past century by the land-grant universities" to urban communities. The University was established with a strong urban mission aimed at responsiveness to community needs.

Community engagement is impacting and changing higher education across the United States and globally. The establishment of the URBAN network, which received an immediate and widespread response from over one thousand faculty members across multiple disciplines, is the latest evidence of the growing trend toward CES across U.S. colleges and universities. One recent example of the significance of global engagement is the 2014 5th World Report from the Global University Network for Innovation (GUNI), *Higher Education in the World 5: Knowledge, Engagement and Higher Education: Contributing to Social Change,* that looks at the critical dimensions in understanding the roles, and potential roles, of higher education institutions as active players in addressing social problems. From a global perspective, community engagement focuses on changing understandings about who the agents of knowledge creation are and how the creation, distribution and use of knowledge are linked to social improvement. According to the authors of the report, community engagement represents "one of the most significant trends in higher education over the past 10–15 years: the growth of the theory and practice of engagement as a key feature in the evolution of higher education." [2]

Higher Education's community engagement positively impacts the local, regional, national, and global community, which in turn enhances the University's local, national, and global reputation. In the 2002 report from the American Association of State Colleges and Universities, *Stepping Forward as Stewards of Place*, a community engaged campus was described as "fully committed to direct, two-way interaction

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[2] Global University Network for Innovation (GUNI), 2014. *Higher Education in the World 5 : Knowledge, Engagement and Higher Education: Contributing to Social Change.* Palgrave Macmillan.

with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit" (2002, 9). When we refer to "engagement" in this report, we are defining **engagement as a two-way, collaborative interaction between the university and communities, variously defined, in which there is mutual benefit and reciprocity.**

One indicator of the national importance of community engagement in higher education is the Elective Classification for Community Engagement from the Carnegie Foundation for the Advancement of Teaching. The University of Massachusetts, Boston applied for and received the classification in 2006. The Carnegie Foundation defines community engagement in this way:

> *Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.*
>
> *The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

The University of Massachusetts Boston is poised to be a national and global leader in community engagement and community engaged scholarship. The university already features a wide array of community partnerships (over 450). A large number of its faculty conducts community-engaged scholarship. Indeed, in a 2009 survey, one third of the faculty identified its research as community or publicly engaged. The faculty's central role in the establishment of the URBAN network offers a key opportunity for leadership in this growing field. However, in order to advance this leadership, community engagement and especially community engaged scholarship need to be better supported. Its value needs to be understood as central to the academic work of the university.

Community engagement at the University of Massachusetts Boston can and should play a meaningful role in the University's primary outcomes:

- Quality Research
    From a community engagement perspective, engaged research provides new means of discovery through collaboration, interdisciplinary and trans-disciplinary approaches, and reciprocity in order to build and apply knowledge to address social problems. Engaged research practices not only contribute to appropriate intellectual and disciplinary traditions, but also impact the community and broadly disseminate knowledge.

- Quality Instruction
  From an community engagement perspective, teaching involves directed, experiential learning that brings theory and practice together to build knowledge and includes student participation in community engaged research projects, academic service learning (integrated into courses), as well as internships and practica in the community.
- Student recruitment, retention, and success
  From a community engagement perspective, student participation in Engaged Scholarship projects provides students with opportunities to use theory and principles they are learning through their coursework to address practical problems in their own community, enhances student retention through active and collaborative pedagogies, creates more engaged community members post-graduation, and leads to professional skills development, leadership development, and career opportunities post-graduation.

Community Engagement takes place primarily through

- *Community-Engaged Research, Scholarship, and Creative Activities*
- *Community-Engaged Teaching and Learning*
- *Community-Engaged Service*

In each of these areas, faculty, staff, and students are involved in collaborative and reciprocal partnerships with individuals and organizations outside of the campus in processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners. Community partnerships are at the core of engagement activity allowing for individuals, groups, and organizations to collaboratively understand and address issues of common concern.

The Working Group also acknowledges that its findings and recommendations build upon the work of many faculty and staff who have produced a number of earlier reports over the past two decades aimed at advancing the community engagement mission of this public urban research campus. The most recent of those reports was issued in 2010 (Civic Engagement at the University of Massachusetts Boston: Report of the Working Group on Civic Engagement) and included, as does this report, a series of recommendations, many of which align with the recommendations offered here.

I. Faculty Recognition and Reward

As it currently stands, the faculty's work in community engagement is typically recognized and rewarded as part of service, sometimes in teaching (e.g. service learning), and seldom if at all in research. The Working Group reached this conclusion based upon an examination of university policy (e.g. current tenure and review guidelines), a survey about department and college practice from unit leaders, and a solicitation of views from faculty, researchers and graduate students. As a research university, however, community engaged scholarship (CES) should be a central form of community engagement. The purpose of this section of the report is to recommend

and clarify reward structures for community engagement across all three forms of work: research, teaching and service. Indeed, community engagement projects variously combine areas of faculty work, for example, integrating research with teaching and service. In this context, however, we stress the importance of rewarding faculty for CES.

Community engaged research and creative activity results from a partnership between faculty member(s) and community groups or members, broadly conceived. Scholarship is community engaged when it involves reciprocal partnerships and addresses public purposes. It also meets the standards of scholarship when it involves inquiry, advances knowledge, and is open to review and critique by relevant scholar and community or professional peers. Scholarship is community engaged when faculty, students, community-based organizations, government agencies, policy makers, and/or other actors work together to identify areas of inquiry, design studies and/or creative activities, implement activities that contribute to shared learning and capacity building, disseminate findings and make recommendations or develop initiatives for change. The findings of community-engaged scholarship can be published in academic venues like peer-reviewed journals and university press books. However, this kind of scholarship often produces other kind of products, including but not limited to published reports, exhibits and multimedia forms of presentation, installations, clinical and other service procedures, programs and events, court briefings and legislation.

The kinds of community partnerships involved with CES fall along a continuum, and it often requires a process of advancing through phases of partnership development to achieve a deeper level of collaboration and reciprocity. Those actively pursuing the kind of collaborative efforts of CES are best served by understanding it as a continuum of relationship building, and the recommendations in this report, in both the area of infrastructure development and reward structures, are made in the spirit of assisting partnerships to move, where appropriate, along the continuum to deeper collaboration and advancing partnerships tied to research and scholarship.

Advancing CES does not mean that all faculty will be involved with CES, but that those who are doing CES or aspire to do CES will be recognized and rewarded for their community engaged research, scholarship, and creative activities. Our proposals are aimed primarily at addressing the situation of faculty involved with CES who are not being appropriately recognized within the existing structures. Thus, we are recommending changes in the reward structure to explicitly recognize and reward community engagement across the faculty roles – in research, scholarship and creative activity, and in teaching, as well as within service – even as we highlight the particular importance of CES.

A review of practices at campuses nationally indicates that in order to expand and strengthen community-engaged scholarship, the work of faculty in this area needs to be documented, recognized and rewarded. The working group first reviewed the current state of faculty recognition and reward for community engaged scholarship (See Appendix F). It then investigated recognition and reward structures at other institutions of higher education. Finally, the working group developed a set of

recommendations to implement at UMB. Reviews and recommendations fall into three areas:

- Guidelines for inclusion in tenure and promotion policies;
- Changes to the Annual Faculty Report; and
- A new award for community engaged scholarship

Findings: Tenure and Promotion

Tenure and Promotion practices for all Colleges, Schools, and Departments at the University of Massachusetts, Boston are guided by the "Red Book"- *Academic Personnel Policy of the University of Massachusetts at Amherst, Boston, and Worcester* (Doc. T76-081, 1976) and by the document "Clarification of Policies in T-76-081." Additionally, promotion and tenure policies are guided by a 2011 document used by the Provost, "Suggested Guidelines for Major Faculty Personnel Reviews."

The Redbook and Official Policies

The Redbook and other official documents are not clear on the value and role of community engaged scholarship as part of tenure and promotion review. However, the language used does not preclude its inclusion. In discussing tenure and promotion, the Redbook consistently uses expansive language for scholarship. It refers to evidence of excellence in "research, creative or professional activity" (see, for example, Section 4.6.b and Section 4.9.a).

The Redbook is also not clear on the process for evaluation of the quality of contribution in community-engaged scholarship. However, the Redbook and associated documents consistently identify both "scholars and professionals" as qualified to make an assessment (see, for example, Section 6.4.c). The FSU contract also uses open language, referring to creating a list of "scholars and/or professionals" (section XII.6(d)).

In the general guidelines for major personnel decisions, the document entitled "Clarification of Policies in T76-081" also uses expansive language, stating that "Letters on the candidate's scholarly activities should come from persons qualified to judge and comment upon the candidate's contributions in his or her particular field" (section III.A.6). This same language is used in the document entitled "University of Massachusetts Boston Campus Implementation Guidelines T76-081" (see III.A.6). Under the sections in both documents on tenure review, the language on reviewers is similarly open, stating "Letters of recommendation from appropriate colleagues, administrators, committee chairpersons, former department chairpersons, students, etc. who are qualified to speak to the issues of scholarship, professional activity, service, and/or teaching contributions of the candidate…" (section II.D.4).

We conclude from this review that the inclusion of community engagement and community engaged scholarship in tenure and review, and the inclusion of relevant and qualified community experts as evaluators, falls within the current guidelines of

the University of Massachusetts as stated in the Redbook and associated documents as well as the Faculty Staff Union contract. Again, we are not recommending that CES become a required form of scholarship; rather, that it be included as one possible form of research and creative activity.

College and Department Policies

With the exception of the College of Education and Human Development, no college or department has written guidelines for tenure and promotion beyond the Red Book and associated university-wide guidelines. Based on reports from the 2013/14 NEASC/Carnegie survey of college and department practice in this area, we found evidence that community engagement is valued in hiring and for tenure and promotion but mostly as a form of service and sometimes teaching. Findings indicate that most units value community engagement as part of the service category in tenure and review. However, there is little evidence that community engaged scholarship is recognized and rewarded as scholarship during the tenure and promotion process. It appears that reward for community engaged scholarship is limited to a few departments or units.

Scan of Tenure and Promotion Policies at Other Campuses

There are an increasing number of colleges and universities that include community engagement in the tenure and promotion process, including in the research and scholarship category. These institutions of higher education include urban public universities like the University of North Carolina at Greensboro, Portland State University and the University of Memphis. They also include other prominent public research universities like Michigan State University and prestigious private institutions like Syracuse University. Additionally, we looked at campuses that are moving toward revision of promotion and tenure guidelines to support CES, such as Tulane University, which has concluded that "given the centrality of engagement to Tulane's mission and to the ongoing strategic planning process, we cannot continue to sustain a culture of academic review that is silent on engagement" (2013, p.3).

Current practice is based upon an understanding of community engagement that incorporates community-engaged scholarship both as a vital way to fulfill the mission of these institutions and as an important way to create new knowledge. We draw excerpts from the tenure and promotion policies of Syracuse University and the University of Memphis.

Syracuse University (a campus that has a Carnegie Classification of Research Very High Activity and Community Engagement)
(quoted from the 2008 Faculty Manual)
Syracuse University recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these

traditions, including faculty who choose to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good.

One can contribute to these goals in many ways -- individually through each of teaching, service and scholarship or in an integrated form, all highly valued by Syracuse University-- but such activity counts as scholarship only when it makes a contribution to knowledge in specific field(s) or relevant disciplines. Such scholarship is to be evaluated with the same rigor and standards as all scholarship.

Reviewers should be chosen from the relevant publics and audiences for the achievements of the candidates. Reviewers should be of sufficient rank, status, and accomplishment to make the judgment asked of them. Those qualities should be assessed by such factors as institutional affiliation, academic rank, prestige in a non-academic enterprise, or membership and knowledgeable participation in a relevant community of experts. The outside reviewers will be selected as appropriate to, and in accordance with, the conventions of the candidate's discipline(s) and college(s). For example, in the professional schools it is not unusual for some of the outside evaluators to be non-academic professionals and some to be academics in senior ranks of comparable professional schools. For another example, in the liberal arts and sciences it is typical that all or at least a large majority of the outside reviewers are from the senior ranks of academia.

The University of Memphis (a campus that has a Carnegie Classification of Research Very High Activity and Community Engagement)
(quoted from the 2012 Faculty Handbook)

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. Departments should refine the definition as appropriate for their disciplines and incorporate evaluation guidelines in departmental tenure and promotion criteria.

Outreach, or service to the community, primarily involves sharing professional expertise with the wider community and should directly support the goals and mission of the university. Under very rare circumstances, outreach may include non-professionally related activities outside the University. Some departments and disciplines, given the nature of their professional work, will be more involved in outreach than will other departments and disciplines. Community outreach is particularly valuable for an urban university such as the University of Memphis.

Recommendations: Tenure and Promotion Policies

The Working Group recommends that the Provost issue a set of guidelines for the inclusion of community engagement in tenure and promotion, where appropriate. The Provost issued "Suggested Guidelines for Major Faculty Personnel Reviews" in 2011 and these recommended guidelines could be added to that document. Departments would be responsible for applying these guidelines in an appropriate manner to faculty in their unit. The detailed guidelines that we recommend the Provost issue can be found in Appendix A to this report.

The working group recommends that community engagement be incorporated in each of the three categories considered in personnel matters concerning tenure and promotion, that is, scholarship, teaching and service. It should be considered one important way to contribute to the university's mission in each area, but not as a required practice for all members of the faculty. In other words, one significant way to contribute to scholarship in a field is through community engaged scholarship. It is not unusual for faculty to make contributions to more than one of the areas, even in the same community engagement project, and, in that case, each area of contribution can be considered as part of the review.

In each area of scholarship, teaching and service, faculty will need to provide evidence of quality and impact. Appropriate evaluators should also be invited to assess the quality and impact of the faculty's work. Each department and college has the responsibility to determine what forms of community engagement are relevant to its fields and how the quality and impact of these forms of engagement can be evaluated. However, in order to evaluate quality and impact, personnel committees may want to request external evaluation letters from community and professional experts, as well as from community engaged scholars, who are capable of making an appropriate assessment.

We recommend that the Provost provide these guidelines to Department Personnel Committees and College Personnel Committees for discussion and implementation. In preparation for the issuing of the guidelines, the working group requests that it make a presentation to the Faculty Council. Finally, the working group recommends that the Provost's Office offer workshops on evaluating community-engaged scholarship to DPCs and CPCs through the Office of Faculty Development.

Findings: Annual Faculty Report

Beyond reward policies, campuses have additional mechanisms for recognizing community-engaged scholarship. As part of the University of Massachusetts, Boston Union contract, and as the basis for merit increases, faculty across the campus annually report on their activities in teaching, scholarship/research, and service. The campus has recently moved to a uniform, electronic Annual Faculty Report (AFR). After reviewing the content and structure of the University of Massachusetts, Boston's

current (AFR), the working group has determined that the AFR does not provide sufficient opportunities for faculty members to describe or make more visible the accomplishments of their community engagement and community engaged scholarship. At the University of Massachusetts, Amherst, which has a similar electronic AFR structure, the AFR was revised two years ago specifically to incorporate a place for faculty to report on community engagement in teaching, scholarship, and service. Nationally, Michigan State University has been a pioneer in incorporating community engagement across the faculty roles in the annual reporting structure used by faculty.

Recommendations: Annual Faculty Report

The Working Group recommends that community engagement not only be documented explicitly in each of the AFR's existing categories (Teaching, Scholarship/Research, and Service), but that community engagement (CE) also be referenced in the "Activities Database Main Menu" with the following language: "To gather better data on faculty collaboration with community partners, for the purpose of the AFR, community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity and enhance curriculum, teaching and learning. It is community engaged when it involves reciprocal partnerships in research, teaching, and service addressing a broad range of issues in local, regional, national, and global communities."

The AFR should provide opportunities for faculty to document community engagement activities in teaching, research, and service. Specific recommendations for revisions to the current electronic AFR are included in Appendix B.

Findings: Grants and Awards for Community Engaged Scholarship

Grants

Community engagement and community engaged scholarship are advanced when faculty receive recognition and resources for conducing it. Currently, the University of Massachusetts, Boston offers a Public Service Grant opportunity for faculty who conduct community-engaged research. This grant is a good example of how the campus can specifically articulate and reward community-engaged scholarship. This grant can also help faculty build the foundation upon which to apply for external funding. The grant is described in this way:

As a public urban research university, one way, and possibly the best way, to foster outstanding public and community service is through community-based research and engaged scholarship. It is expected that community-based research and engaged scholarship will lead to commonly recognized scholarly outcomes. Publicly engaged scholarship involves collaborative, reciprocal partnerships that couple university knowledge and resources with those of the public and private sectors to sharpen and enrich research to increase public knowledge and better inform community service. The purpose of this grant is to build the capacity of the university faculty and other researchers to engage in authentic collaborative research partnerships for public benefit

and to provide incentives that foster and stimulate the conduct of community-engaged scholarship and community-based participatory research.

Recommendation

We recommend continuing this award.

Awards

UMass Boston recognizes faculty excellence each year by celebrating the accomplishments of faculty members who have made exceptional contributions in the three primary areas of faculty responsibility by presenting the Chancellor's Awards for Distinguished Scholarship, Teaching, and Service. The award criteria for teaching includes experimentation with "novel teaching methods," which may include civic or community-engaged teaching strategies. The scholarship award criteria use more traditional language, defining excellence as "evidenced by peer recognition of its import and impact." The service criteria include community as one of the areas where service activities can contribute. While community engagement could be included in any of these awards, it is typically reserved for the service category. Consequently, community engaged scholarship remains unrecognized as a valued form of scholarship.

A growing number of universities have established institutional-level awards that specifically recognize and celebrate faculty members for community engaged scholarship. The following awards represent examples, although this is not a comprehensive survey of all such awards.

Pennsylvania State University: Offers a *Community Engagement and Scholarship Award,* started in 2008, and utilizes a unique model serving as a nominating pipeline for the C. Peter Macgrath/W. K. Kellogg Engagement Award. Up to two faculty are awarded $1000 by a university committee and based on the description of an engaged institution in the Kellogg Commission's report, *Returning to our Roots: The Engaged Institution.* The recipient(s) are then nominated for the regional engagement award that leads to the national Macgrath Award.

Loyola University, Maryland: Offers a *Faculty Award for Excellence in Engaged Scholarship* to recognize and celebrate "a faculty member's extraordinary contributions to Loyola's students, community partners, and institutional mission through sustained involvement and excellence in one or more types of engaged scholarship." The definition seems to be broad and inclusive of various types of scholarly products, such as curriculum. The award includes public recognition, $500, and the awardee designates a community partner to receive $500.

University of Memphis: Offers an Excellence in Engaged Scholarship award annually to a faculty member who has produced scholarship that addresses the concerns and opportunities of urban, regional, state, national, and global communities.

University of Alabama, Center for Community-based Partnerships: Has an annual Awards Luncheon with several awards recognizing "outstanding engagement scholarship" by faculty, staff, students and community partners.

<u>University of Kansas Medical Center:</u> Offers a $7500 *Faculty Award for Scholarship in Community Engagement* for "excellence in developing, implementing, and sustaining regional engaged scholarship initiatives."

<u>UNC Charlotte:</u> Offers *Provost's Faculty Award for Community Engagement* that can be based on public service, student engagement with communities, community-engaged research, or creative scholarship; 2013 was the first year the award was offered.

Recommendation

The Working Group recommends that that a fourth award be added to the annual Chancellor awards, one for community engaged scholarship. Please see Appendix C for award language.

An Observation on Alignment and Consistency

The Working Group's review of policies and structures related to faculty rewards for community-engaged scholarship reveal a lack of alignment and consistency that creates an institutional environment of uncertainty and confusion. For example, in order to indicate the importance of community-engaged scholarship at the campus, the Public Service Grant commits resources intended to encourage community-engaged research. At the same time, that research cannot be adequately claimed in the Annual Faculty Report, nor is it clear that it falls within the policy guidelines for promotion and tenure or by what criteria it will be evaluated. Further, the kind of research encouraged through the Public Service Grant is not referenced in the provost's "Suggested Guidelines for Major Faculty Personnel Reviews." In order to advance community-engaged scholarship, we recommend not only that there are multiple ways that the campus signifies the value of community engaged scholarship, but that the policies, structures, and practices align with each other with consistent criteria.

II. Structures Supporting Community Engaged Scholarship and Community Engagement at the University of Massachusetts, Boston

The University of Massachusetts, Boston has a long, mission-driven history of community engagement. The Office of Community Partnerships has identified over four hundred current community partnerships. However, the university does not have a structure that coordinates and facilitates the integration of community engagement across the campus and, in the context of a research university, focuses particularly on promoting community-engaged scholarship.

Community Engagement is currently anchored in three offices at the University. Each has contributed to advancing community engagement at the University and efforts are underway to address more effective integration of these offices. The **Office of Community Partnerships**, which reports directly to the Vice Chancellor for Government Relations and Community Affairs and indirectly, with a dotted reporting line, to the Provost, is focused on quality community partnerships that impact the

community. The **Office of Student Leadership and Community Engagement** reports to the Vice Chancellor for Student Affairs and is focused on student civic leadership development. The **Office for Faculty Development** reports to the Provost and Vice Chancellor for Academic Affairs and is focused on a wide range of faculty development initiatives, one of which is a time-limited, grant-funded project on faculty development for community engaged teaching, learning, and scholarship.

The Office of Community Partnerships

The Office of Community Partnerships (OCP) seeks to identify, strengthen, and create collaborative community partnerships that advance UMass Boston's mission as a student-centered research university. This effort is aligned with the vision of the university to advance engaged research, teaching, service, and commercialized activities through mutually beneficial and equitable campus-community relationships. This office is helping the University gain a better sense of its partnership activities in order to organize partnership efforts and, per the University's strategic plan, "better tell its story." This office is focused on all types of community-university collaborations and not solely on promoting community-engaged scholarship.

The Office of Student Leadership and Community Engagement

The Office of Student Leadership and Community Engagement exists to empower growth and development in students by engaging them in lifelong learning and self-discovery through community programs that promote social justice and civic leadership. The Office of Student Leadership and Community Engagement offers a variety of leadership training and development opportunities by engaging students with community organizations and partners. The goal is to create effective civic leaders in the classroom, on campus, the community and beyond. Through involvement with the office's programs, students build interpersonal competence and examine humanitarianism as well as civic engagement.

Office for Faculty Development

The Office for Faculty Development at the University of Massachusetts Boston advances the university mission by supporting faculty excellence in research and scholarship, teaching and learning, and service by providing opportunities for professional development at all stages of faculty careers (tenure- and non-tenure-track, from new faculty to emeritus faculty). As one program among many others, the Office for Faculty Development currently offers the grant-funded Civic Engagement Scholars Initiative (CESI). CESI is intended to strengthen the university's ability to cultivate in undergraduates a life-long commitment to civic engagement in their public and professional lives. To achieve this goal, CESI provides faculty and departments opportunities to redesign one or more undergraduate courses to incorporate a civic engagement component for undergraduate students—through community-based participatory research, service-learning, or other means—to address issues of importance to communities and neighborhoods.

Findings: Community Engagement Coordinating Infrastructure

The Working Group examined the internal organization landscape of community engagement at the University of Massachusetts, Boston and found that there are a wide variety of community partnerships tied to scholarship/research, teaching, and service in units across the campus. Indeed, it is clear that community partnerships are pervasive at the campus. It is not clear, however, that the wide range of community partnership activities are coordinated, aligned, or in any way integrated into an institutional whole.

What we heard from faculty who conduct CES is that they typically operate in isolation in their departments and often at a small scale. Some departments and centers are known for CES, but even in these cases, faculty and researchers are working in relatively small silos. Researchers and graduate students have few opportunities to learn from each other – for example, about funding and publishing CES -- and share resources. They lack opportunities to form the kind of cross-disciplinary collaborations that can expand the scale of CES at UMASS Boston, strengthen its quality, and deepen its impact in community well-being and in knowledge production. Collaborations often enhance the possibility for external funding, yet require a facilitating and coordinating structure that is currently absent.

Faculty also reported that they would like more support from the University in integrating teaching and learning with community engagement. There is abundant research indicating that educational practices such as community-based courses and service learning are "high impact practices" that lead to greater student engagement in learning and deeper learning. Research also indicates that high impact practices greatly benefit the retention and academic success of underserved students.[3] While the University currently is involved with hundreds of partnerships, and while the Office of Community Partnership reports that since 2007, nearly sixty percent of tenured and tenure-track faculty are involved with some kind of community partnership activity, the implementation of high impact educational practices at UMB-like courses that include a community-based project -, as measured by the National Survey of Student Engagement (NSSE) indicates need for improvement (see Appendix E). The NSSE results indicate that UMB students are involved in academically-based community engaged activities at a lower rate than our peer institutions. The data indicates that it would benefit UMB to increase its community engaged teaching and learning to improve the retention and success of its students.

The Working Group also studied a number of national models of infrastructure supporting community engagement and community engaged as well as the research literature on community engagement organizational structures at colleges and universities (Appendix F).

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[3] Kuh, G. D. (2008). High-Impact Educational Practices: What They Are. *Who Has Access to Them, and Why They Matter, Association of American Colleges and Universities*.

The literature and the results of our research make if clear that, for campuses seeking to institutionalize community engagement as a core commitment of the campus, creating a coordinating infrastructure is essential to advancing and sustaining community engagement. The "Foundational Indicators" of the Carnegie Foundation's Community Engagement Classification identify such an infrastructure as a core criterion for institutional engagement. The Classification asks for evidence that a campus has "a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement." The Carnegie Classification's inclusion of a campus-wide coordinating infrastructure as a foundational indicator of community engagement reflects a preponderance of evidence in the literature that if campuses are to be effective in community engagement, there needs to be some kind of organizational enabling mechanism to facilitate it.

It is clear from all of the material reviewed that there are certain essential characteristics of the organizational structures that support community engagement and community engaged scholarship:

1) Organizationally, these structures are located in Academic Affairs because community engagement is positioned fundamentally as core academic work and as faculty work. While community engagement may, depending on the institutional context and cultures of the campus, have strong student affairs and outreach (community service) dimensions, these are complimentary to community engagement as curricular and scholarly commitments. Community engagement is a function of academic affairs because it is producing use-inspired scholarship, pedagogical models, and curricular innovations providing new venues for research, communication, and the creation of actionable knowledge.

2) Because community engagement is positioned organizationally as a core academic priority, funding of coordinating infrastructures for community engagement comes from operational funds. The central operation of the infrastructure (staffing, administration, space, overhead) is supported through line items in the operational budget of the campus. Non-operational funds (grants, individual donations, external funding) are an important supplemental component of funding for the coordinating infrastructure, expanding the capacity of the infrastructure, and result from the capacity created by core operational funds. We were unable to identify any organizational models in which the community engagement center was structured in such a way as to be supported entirely by external funding.

3) For the coordinating infrastructure to operate effectively, there needs to be adequate staffing that allows for fulfilling the multiple functions of the campus-wide structure. While there is no one single staffing model that represents best practice, it is apparent that a full time director and full time administrative staff are essential. If the director is not a faculty member or does not have faculty credentials, then it is important to have faculty presence as part of the coordinating infrastructure (e.g., faculty release time to assume the role of chair of the office's standing committee and/or a community engagement scholar).

Part of understanding best practice for coordinating infrastructure for community engagement and community engaged scholarship is to contextualize their emergence and evolution in higher education. During the decade of the 1980s, driven by campus leaders seeking to reclaim the civic mission of higher education (university presidents formed Campus Compact in 1985) and by students seeking opportunities for community service (students formed the Campus Outreach Opportunity League – COOL - in 1984), campus infrastructure to support community engagement began to emerge on campuses. Where it did emerge, it was typically an office or program in student affairs with the aim of fostering student development and leadership.

By the early 1990s, efforts at deeper institutionalization of community engagement shifted attention to the curriculum, to faculty, and to the pedagogical practice of service-learning. Service-learning focused on integrating service with academic study and the infrastructure supporting community engagement took on new roles supporting faculty. With this shift in focus, structures that emerged in the 1990s were increasingly aligned with academic affairs instead of student affairs. For many of the centers that had developed in student affairs, there was a shift in their reporting to academic affairs.

By the late 1990s, and through to the present (2014), community engaged scholarship has emerged as a central feature of engaged campuses, further strengthening the centrality of community engagement to the academic mission of institutions of higher education. The best practice in organizational location of a coordinating infrastructure for community engagement is in academic affairs because community engagement is positioned as part of the core academic work of the campus. The creation of a coordinating infrastructure in academic affairs that supports faculty engagement in teaching, learning, and scholarship and signals that community engagement is an essential component of core academic work is a significant indicator of institutional engagement.

Recommendations: Community Engagement Coordinating Infrastructure

The Working Group recommends that The University of Massachusetts, Boston establish a coordinating infrastructure with the following core features:

- It functions as a support unit for advancing and deepening community-engaged scholarship, teaching and learning, that is already occurring across the campus, while at the same time expanding community engagement
- It is located in Academic Affairs with a reporting line to the Provost and Vice Chancellor for Academic Affairs
- It is an office that has a core budget provided through ongoing operational funding
- It has a core staff, a Director, Associate Director, and a Faculty member with course release to serve as an Engaged Scholar who would chair a standing committee of faculty members and center directors to oversee the office's work.

The establishment of a funded, staffed, distributed, collaborative, facilitative

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infrastructure – an Office of Community Engaged Scholarship, Teaching, and Learning - in Academic Affairs will allow for support for community engagement across the campus to effectively propel many engagement efforts to new levels of achievement and impact. It will function in a way that helps multiple units deepen their engagement and be more intentional in their community engagement. It will help build the capacity of faculty to conduct community engaged scholarship and teaching and assist faculty and units in raising external funds to support these projects. Importantly, it can serve as a convening place to facilitate research collaborations by faculty and students across the campus. There is a lot of community engaged scholarship and community engagement at UMB, but it's not recognized as core academic work. Faculty and researchers do this work on their own or with a few others in a particular department or center and they get very little support for this work as academic work. The purpose of the center is to connect faculty researchers located in diverse departments and centers who are doing CE and CES and provide greater and more strategic support to them.

Further, it will be able to collect data from across the units to be able to demonstrate institutional impact with an emphasis on leveraging university-community partnerships to advance student learning, student success, and student and faculty scholarship. It will function in a way that identifies, recognizes, and makes visible exemplary community engagement practices on campus and publicize them both internally and externally.

What is recommended is a new coordinating unit located in academic affairs that works closely with existing units in order to enhance community engagement as core academic work – in teaching, learning, and scholarship. The new unit has a unique role in advancing community engagement, as do the other units on campus – and thus is not intended to replace any of the existing units or lead to the elimination of existing units. The unique role for the proposed unit is that it will be focused on conceptualizing, piloting, deepening, and expanding community engagement that enhances academic programs and practices. For example, it will work closely with academic units and programs that currently have or can benefit from having community engagement as part of their offerings.

In addition to collaborating with the Office of Community Partnerships, the Office for Faculty Development, and the Office for Student Leadership and Community Engagement, the new coordinating unit in academic affairs can assist the following units with enhancing community engaged teaching, learning, and scholarship:

- Office of Research and Sponsored Programs
- Office of International and Transnational Affairs
- Study Abroad
- The Honors College
- Undergraduate Research
- URBAN- Boston
- Departments in the development of Community Engaged Capstone courses

The new unit can offer programs such as:

- Engaged Scholars Program (Establishing a learning community with faculty focused on CES and developing publications as an outcome.)
- Engaged Partner Program (Establishing a program for developing the capacity of community partners to be more effective co-educators for students involved with community engaged courses.)
- Engaged Department Program (Implementing a program focused on departmental units that want to create an identity as a community engaged department by integrating community engagement across the curriculum in the major.)
- A Graduate Certificate Program in Community Engaged Scholarship open to students across the university (Creating a graduate certificate in community engagement open to all graduate students aimed at building their capacity as community engaged scholars and enhancing their marketability post graduation.)

The unit can provide:

- Facilitation and convening for interdisciplinary and transdisciplinary faculty teams to develop CES projects and seek external funding
- The development and sharing of CES resources for faculty
- Developing assessments for civic learning outcomes (addressing a Vision Project goal)
- Workshops and other development opportunities to help faculty with fundraising and publishing community engaged research
- Assistance to centers for funding of community engaged research
- Assistance to ORSP for seeking grants for faculty
- Assistance to the IRB with ethical issues in community-engaged research
- A speakers series focused on improving best practices in community engaged scholarship
- An audit of community engaged scholarship
- Mechanisms for gathering campus-wide data on community engaged scholarship

What is needed is a coordinating infrastructure that advances community engaged scholarship teaching, and learning in alignment with the Office of Community Partnerships in Government Relations and Public Affairs, the Office of Student Leadership and Community Engagement in Student Affairs, and the Office for Faculty Development in Academic Affairs, all of which make important and essential contributions to advancing community engagement and are what collectively contribute to the engagement of the University as a whole. If community engagement as a core academic priority is to be effectively advanced at the University, a coordinating office in Academic Affairs that works collaboratively with and provides support to the existing community engagement offices is essential.

Summary of Recommendations:

	Recommendation	Timeframe	Funding Commitment
Rewards and Recognition	The Provost issues guidelines for community engaged scholarship in the "Suggested Guidelines for Major Faculty Personnel Reviews" and encourages departments to address how the guidelines would be applied in an appropriate manner to faculty in their departments. The detailed guidelines that we recommend the Provost issue can be found in Appendix A to this report.	Fall 2014	Administrative costs
	Revise the Annual Faculty Report (AFR) to include specific opportunities to document community engagement activities in teaching, research, and service. Specific recommendations for revisions to the current electronic AFR is included in Appendix B. Create a Committee on Community Engaged Scholarship and Community Engagement of the Faculty Council to work with the Faculty Union to implement revisions to the AFR.	Fall 2014	Administrative costs
	Public Service Grant Continue this grant opportunity as is.		No new Resources
	Create Chancellor's Award for Distinguished Community-Engaged Scholarship. Specific recommendations for description the award are	Fall, 2014	$3,000 annually

	included in Appendix C. Establish criteria and solicit nominations for award.		
Coordinating Infrastructure	Hire a Director for an Office of Community Engaged Scholarship, Teaching, and Learning in the Office of the Vice Chancellor for Academic Affairs	FY 2015	$25 K for search process
	Undertake planning, design, and coordination with community engaged units across campus	FY 2015	$50K for planning
	Establish an Office of Community Engagement and community engaged scholarship in the Office of the Vice Chancellor for Academic Affairs	FY 2016	$300K annual budget

Acknowledgements

The Working Group would like to express its deep appreciation to Monica C. Garlick and Kathleen Banfield for their assistance in supporting the activities of the Working Group in preparing this report. Monica is PhD candidate in the Department of Public Policy, McCormack Graduate School of Global and Policy Studies, and Kathleen is the Assistant Director of Community Partnerships in the Office of Community Partnerships. Their commitment, insights, organizational skills, and good humor were invaluable contributions for which we are enormously grateful.

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Appendix A: Proposed Guidelines for Tenure and Promotion

Community Engaged Scholarship

Community engaged research and creative activity results from a partnership between faculty member(s) and community groups or members, broadly conceived. Scholarship is community engaged when it involves reciprocal partnerships and addresses public purposes. It also meets the standards of scholarship when it involves inquiry, advances knowledge, and is open to review and critique by relevant scholar and community and professional peers. Scholarship is community engaged when faculty, students, community-based organizations, government agencies, policy makers, and/or other actors work together to identify areas of inquiry, design studies and/or creative activities, implement and evaluate activities that contribute to shared learning and capacity building, disseminate findings and make recommendations or develop initiatives for change. The findings of community-engaged scholarship can be published in academic venues like peer-reviewed journals and university press books. However, this kind of scholarship often produces other kind of products, including but not limited to published reports, exhibits and multimedia forms of presentation, installations, clinical and other service procedures, programs and events, court briefings and legislation.

Excellence in community engaged scholarship requires that the research be of high quality, make significant contributions to building knowledge, and be recognized by a relevant community of peers, just like other forms of scholarship. A variety of evidence for the quality of community-engaged scholarship can be included, including the products listed above. Impact can also be demonstrated through the broad distribution of community engaged scholarship products and evidence of outcomes in terms of changes in policy and practice, legislative action, enhancing community capacity, and contributing to public discourse. Evaluators of quality and impact should be drawn from a relevant and qualified community of experts, which can include scholars, professionals, community members and civic leaders.

Normally, the overall set of evaluators for the review of faculty scholarship would consist mainly of other faculty; but relevant experts uniquely capable of evaluating community engaged scholarship should be included. As is usual in soliciting external evaluators, letters should not be solicited from someone with whom a faculty member has collaborated, including community experts. Instead, personnel committees can ask the faculty member's community partners to submit letters of support, which may document the nature of the community engagement and the contribution it has made, from the partner's point of view.

Community Engagement in Teaching

Community Engaged Teaching can take a number of possible forms, including service learning within campus-based courses, on-site courses, clinical experiences, community-based internships, professional internships, and collaborative courses.

These community learning experiences for students typically occur locally but could also be part of international study abroad or service projects. In addition, community engaged teaching can take the form of instruction to community members or other constituencies. Since community engagement involves a reciprocal partnership between the university and the community, the impact of this teaching should normally include enhanced student learning as well as contribute to community partner objectives. Another potential outcome of community engaged teaching is the preparation of educated and engaged citizens and the enhancement of democratic values and social responsibility among students.

A variety of evidence can be supplied to demonstrate the quality and impact of community engaged teaching, including course syllabi and other instructional material and student evaluations. Community partners and other knowledgeable experts can be asked for letters of support that speak to the faculty member's contribution to community objectives and, if appropriate, to student learning.

Community Engagement in Service

Contributions to service typically include service to the profession, service to the university and its various components (department and college), and service to the community or public. Community engagement should normally be considered as one way of contributing to community or public service. While a faculty member can provide community service via individual action (e.g., publishing an op-ed piece, testifying to a legislative body), engagement implies a reciprocal partnership. In this case, a faculty member's contribution comes through collaborative efforts with other community and civic actors. Impact can include enhancing community capacity, contributing to new public policies and services, creating innovative products and developmental initiatives, and improving the lives of community residents. If appropriate, relevant and knowledgeable experts including community professionals or members can be asked for letters of support that speak to the quality and impact of a faculty member's community engagement efforts.

One general consideration for faculty who practice community engagement in any of the three areas is the time and energy it takes to build partnerships with community actors and develop joint projects. Appropriate credit needs to be awarded to the development of successful partnerships. Principles of successful partnerships include reciprocity, mutual respect, and recognition of expertise on all sides. Community experts can be appropriate evaluators of the quality and impact of faculty's engagement with community partners along these are other appropriate dimensions.

Appendix B: Annual Faculty Report

The following 12 changes are recommended:

1. **In the Main Menu** of the electronic AFR, there is the text box below:

ADD THIS TEXT TO THE BOX ABOVE:

To gather better data on faculty collaboration with community partners, for the purpose of the AFR, community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity and enhance curriculum, teaching and learning. It is community engaged when it involves reciprocal partnerships in research, teaching, and service addressing a broad range of issues in local, regional, national, and global communities.

2. **In the Teaching section**, there is a tab for "Scheduled Teaching."

ADD AS NEXT LINE WITH DROP-DOWN BOX OF YES/NO:

Is this a community engaged course?

3. **In the Scholarship/Research section,** the first area is **"Artistic and Professional Performances and Exhibits."**

ADD THE FOLLOWING TEXT WITH A DROP-DOWN BOX YES/NO:
Does this work/exhibit use community engaged approaches or methods?

4. **In the Scholarship/Research section,** the next area for revision is **"Contracts, Fellowships, Grants and Sponsored Research."**

Activities Database
Contracts, Fellowships, Grants and Sponsored Research

RETURN TO MAIN MENU

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Type

Title

Sponsoring Organization

Awarding Organization Is

Explanation of "Other"

Investigators
Please either select a person from the drop-down list or enter their name in the input fields.

Investigator						
People at University of Massachusetts Boston	First Name	Middle Name/Initial	Last Name	Role	If a student, what is his/her level?	Affiliation
Saltmarsh, John: John.Saltmarsh						

Add another Investigator: 1   ADD

Amount $

Abstract

ADD TEXT AFTER ABSTRACT WITH A DROP-DOWN BOX YES/NO:
Does this contract, fellowship, grant or sponsored research use community engaged approaches or methods?

5. **In the Scholarship/Research section,** the next area for revision is **"Intellectual Contributions."**

| | Add another Author: | 1 | ⇅ | ADD |

| Journal/Publisher/Proceedings Publisher | |
City and State of Journal/Publisher	
Country of Journal/Publisher	
Volume	
Issue Number/Edition	
Page Numbers or Number of Pages	
Medium of Publication	
Web Address or DOI Link	http://
Editor(s)	
Was this peer-reviewed/refereed?	⇅
Abstract/Synopsis	↓

ADD TEXT AFTER ABSTRACT/SYNOPSIS WITH A DROP-DOWN BOX YES/NO:
Does this contribution use community engaged approaches or methods?

6. **In the Scholarship/Research section,** the next area for revision is **"Presentations."**

1st Presenter/Author

People at University of Massachusetts Boston	First Name	Middle Name/Initial	Last Name	Role	If a student, what is his/her level?	Affiliation
Saltmarsh, John: John.Saltmarsh						

Add another Presenter/Author: 1 [ADD]

Meeting Type

Explanation of "Other"

Academic or Non-Academic?

Scope

Was this peer-reviewed/refereed?

Published in Proceedings?

Published Elsewhere?

Invited or Accepted?

Abstract/Synopsis (30 Words or Fewer)

ADD TEXT AFTER ABSTRACT/SYNOPSIS WITH A DROP-DOWN BOX YES/NO:
Does this presentation contribute to the understanding of community engagement?

7. **In the Scholarship/Research section,** the next area for revision is **"Research Currently in Progress."**

Activities Database

Research Currently in Progress   RETURN TO MAIN MENU

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Title

Description

ADD TEXT AFTER ABSTRACT/SYNOPSIS WITH A DROP-DOWN BOX YES/NO:
Does this contribution use community engaged approaches or methods?

8. **In the Service section,** the first area is **"Department."**

Activities Database

Department

RETURN TO MAIN MENU

SAVE AND RETURN | SAVE AND ADD ANOTHER | RETURN (CANCEL)

Service Name

Position/Role

Explanation of "Other"

Were you elected or appointed?

Responsibilities/Brief Description (30 Words or Fewer)

Brief Description of Key Accomplishments

ADD TEXT AFTER BRIEF DESCRIPTION WITH A DROP-DOWN BOX YES/NO:
Does this activity advance community engagement?

9. **In the Service section,** the second area is **"College."**

Activities Database

College

SAVE AND RETURN	**SAVE AND ADD ANOTHER**	**RETURN (CANCEL)**

RETURN TO MAIN MENU

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Service Name

Position/Role

Explanation of "Other"

Were you elected or appointed?

Served Ex-Officio?

Responsibilities/Brief Description (30 Words or Fewer)

Brief Description of Key Accomplishments

ADD TEXT AFTER BRIEF DESCRIPTION WITH A DROP-DOWN BOX YES/NO:
Does this activity advance community engagement?

10. **In the Service section,** the third area is **"University."**

Activities Database

University

RETURN TO MAIN MENU

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Service Name

Position/Role

Explanation of "Other"

Were you elected or appointed?

Served Ex-Officio?

Responsibilities/Brief Description (30 Words or Fewer)

Brief Description of Key Accomplishments

ADD TEXT AFTER BRIEF DESCRIPTION WITH A DROP-DOWN BOX YES/NO:
Does this activity advance community engagement?

11. **In the Service section,** the fourth area is **"Professional."**

Activities Database

Professional

RETURN TO MAIN MENU

SAVE AND RETURN   SAVE AND ADD ANOTHER   RETURN (CANCEL)

Organization/Committee/Club [   ]

Position/Role [÷]

Explanation of "Other" [   ]

Responsibilities/Brief Description (30 Words or Fewer) [⬇]

Brief Description of Committee's Key Accomplishments [⬇]

ADD TEXT AFTER BRIEF DESCRIPTION WITH A DROP-DOWN BOX YES/NO:
Does this activity advance community engagement?

12. **In the Service section,** the fifth area is **"Public."**

Activities Database

Public

| SAVE AND RETURN | SAVE AND ADD ANOTHER | RETURN (CANCEL) |

Organization/Committee/Club

Position/Role

Explanation of "Other"

City

State

Country

Were you elected or appointed?

Audience

Served Ex-Officio?

Responsibilities/Brief Description (30 Words or Fewer)

Brief Description of Committee's Key Accomplishments

ADD TEXT AFTER BRIEF DESCRIPTION WITH A DROP-DOWN BOX YES/NO:
Does this activity advance community engagement?

Appendix C: The Chancellor's Award for Community Engaged Scholarship

The University of Massachusetts Boston is an urban research university that seeks to serve its urban, regional, national, and global communities in a number of ways. Vital to this mission is scholarship that addresses the concerns and opportunities of these communities. Such scholarship (l) involves academic projects that engage faculty members and students in a collaborative and sustained manner with community groups; (2) connects university outreach with community organizational goals; (3) furthers mutual productive relationships between the university and the community; (4) entails shared authority in the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the results, developing the final product(s), to participating in peer review; (5) results in excellence in engaged scholarship through such products as peer-reviewed publications, collaborative reports, documentation of impact, and external funding, and (6) is often integrated with teaching and/or with service activities.

In keeping with this purpose, the University of Massachusetts Boston has established a Chancellor's award to recognize excellence by faculty in community-engaged scholarship.

Nomination Criteria

This award is based on the scholarly or creative work that the candidate has developed in partnership with communities at local, national and/or global levels. The candidate's work must exhibit excellence, as evidenced by recognition of its import and impact both in its contribution to knowledge and to advancing important community goals. The assessment of relevant experts both in the academy and in the community will be considered in the award process. The ability to engage others in his or her community engaged work, e.g., undergraduate and graduate students, will be considered as well.

Appendix D: UMB Facilitated Conversations

On April 10, 2013, Working Group members gathered the views of the UMass Boston research community during "Facilitated Conversations" workshops at the Second Annual Community-Engaged Partnership Symposium. UMass Boston faculty, staff, researchers, and graduate students were invited to share their views about the university's commitment to community-engaged research.

The Working Group members facilitated six sessions with the following groups: Session 1: Colleges of MGS, CEHD, CAPS, CPCS; Session 2: College of Liberal Arts; Session 3: Early Career Faculty & Researchers; Session; 4: Colleges of CNHS, CM, CSM, SGISD; Session 5: Graduate Students; Session 6: Institutes and Centers.

Participants were asked their views in response to three questions:

- How do you define community-engaged scholarship (CES)?
- How is CES work supported at UMB?
- How do we create an institutional environment to advance CES at UMB?

Participants had much to say in response to these questions. Participants noted the rich history of CES on the campus. They also noted that CES is conducted in many diverse ways. Many stressed that the university values community engagement and supports it in certain ways. However, participants all agreed that CES was not adequately supported on campus.

They offered many suggestions for ways to increase support for CES on campus. The working group compiled these suggestions and integrated many of them into its recommendations in this report. What follows is a selection of comments offered at the facilitated sessions.

<u>**Support for Faculty and Students Conducting CES**</u>

Participants in the UMB facilitated conversations repeatedly mentioned the need for increased recognition and reward for community-engaged research. Participants discussed their concern about the lack of support that researchers sometimes experience. They offered various suggestions as to how to improve the support for this work at UMB. These suggestions included: recognition of integrated faculty roles, mentoring for new faculty and graduate students conducting this type of research, reviewing the search and hiring processes for faculty, and the need to value CES in tenure and promotion policies.

Participants spoke to the challenges of conducting CES within traditional academic institutions. One participant said, "It is hard to conduct community-engaged scholarship as you have to pursue your own scholarship, and there is not enough time on our hands." Faculty and graduate students said they should not "feel like they have to choose between [these] scholarships". Other participants noted that "Time is a struggle" and CES is often process-oriented with longer timelines for work completion.

Graduate students expressed strong interest in CES, but said they need mentorship and training and resources. One participant said that faculty members "devalue" this

kind of research. "If that is how we are taught and trained, then chances are very low that I will continue to do CES."

Mentorship of junior faculty is key and so is having a culture of and/or "expectation" that one's scholarship can be community-engaged. For example one participant stated, "working with departments is very important because that's where languages and values get shaped." Participants thought it would also be important in the tenure and promotion process, if senior faculty mentored junior tenure track faculty.

Participants suggested that department chairs meet with faculty to discuss tenure and promotion decisions related to community-engaged scholarship. How should CES be evaluated? College Deans should also provide a "framework" for supporting CES among faculty and "raising awareness at all levels" including the Institutional Review Board.

Faculty need advice and support in publishing CES. Some faculty said it was becoming increasingly difficult to publish in "traditional academic spaces", and that it may be "even harder" to publish community-engaged scholarship.

With regard to tenure and promotion, people said that "there is some real concern among early career faculty around promotion and tenure" and CES. Tenure and promotion is a "source of anxiety for tenure track faculty" because "guidelines are needed [to evaluate CES]". There was general agreement that CES research is much higher risk, because the academic partner must give up some control – including control of the timeline. This is a very high risk for junior faculty. Someone explained that the challenge of tenure evaluation of a scholar doing community engaged research is that tenure "is based on number of publications and quality of publication. [However CES] takes a really long time to complete research". Further compounding the issue is the fact that "colleges don't yet have a way of categorizing CES as research".

Some participants wanted to make sure that tenure and promotion guidelines for CES would not be used to constrain the kinds of CES faculty could conduct. These concerns were expressed as "guidelines can be a trap" and "a standard can shackle you."

Creating a Stronger Infrastructure across the University

One participant said, "People don't know how to find each other." Some participants suggested developing a "center" or "gestational space" at the university that would foster more collaboration across disciplines, departments, colleges, as well as create opportunities for "finding synergies" and "finding resources". This would be a space/place that would offer "mechanisms for matchmaking" among faculty and graduate students doing CES and where, "we can have cross-disciplinary conversations".

Participants detailed the need for increased support and infrastructure in various ways. They cited a lack of resources, support and engagement for partnerships, a lack of space, difficulty in gaining access to campus center by community groups, and the need for a clearinghouse of information with regard to past, present and future

collaboration among community partners and faculty. They argued that the Office of Research and Sponsored Programs (ORSP) needed to be a "two-way relationship" so that there are co-developers of the project. Participants also discussed the need for training IRB members in collaborative research protocols. Faculty also referenced a need for leadership in certain departments to increase support of community-engaged research.

Participants offered further examples of the need for infrastructure support. One person cited the need for "space for faculty and others to explore and evolve into CE research." Another pointed out that researchers need a longer time period "to build and sustain relationships, which tends to require more funding than in current budgets". Participants suggested revising the IRB such that it captures the collaborative nature of CES research projects. Many CE scholars reported that they did not feel supported by ORSP. Members said that there needs to be more public discussion about the kinds of resources available for faculty. Perhaps have one person who can manage the logistics of funding collaborative research and ongoing partnerships that develop over years.

Some people suggested other activities to support CES: 1) set aside physical space in the campus center for CES; 2) make the policy that UMB pays for Campus Center space if used for CES; 3) set aside parking spaces on campus for collaborating partners from the community; 4) develop data sets for faculty and community to search for partnerships and ongoing CES; 5) run CES workshops for faculty; 6) publicize access for students to CES projects; and 7) renting space in the city with parking would also be helpful.

The discussion of financial support for CES surfaced in many of the facilitated sessions. Some people had suggestions on ways to overcome the financial gap for CES funding. According to some participants CES could also be a vehicle to connect to alumnae and fundraise. For example, one participant suggested establishing a database of alumni engaged within the community who may be partners and supporters. Another person suggested creating a part-time position that focuses on CES grant possibilities. "Someone should coordinate a list" of these possibilities. It was acknowledged that there is a position in ORSP who works with the Institutes and others to coordinate proposals for funding, including foundation monies.

Some people stated that there was a need for an overall cultural shift to come back to the original mission statement of UMB. In fact, the "Chancellor and Provost are always looking for ways to talk about the importance of community engagement" and the campus should provide them with clear examples.

Some people had suggestions about ways to support CES through cultural changes. One person stressed the importance of sharing information. This person also suggested that within each college, there should be a leader who gives voice to CES, who gets updates on meeting agendas, etc. This idea was supported by attendees, and it was suggested that there be a stipend available for that person(s). Also, the idea of URBAN and URBAN.Boston ought to be widely introduced the UMB faculty.

Many spoke to the need for the university to find ways to strengthen appreciation for CES and embed it in the culture of the departments. From the graduate student perspective, there was agreement that scholarship ought to be a community driven process with the help of academics: one, to meet research needs of community, and then, two, translate it to larger community of scholars. Graduate students have different experiences within different departments as to the level of support they received for CES. One student said all of the faculty in their department would support their community based research projects. Another student had the opposite experience in which some faculty did not consider the community perspective valid.

Community engaged teaching also requires further support from the university. One person talked about supporting faculty who may want to integrate coursework and other steps to promote community engagement. These faculty members may "wish to find synergies" to connect the classroom with community and research opportunities. People discussed service learning as an avenue to community engagement. One person said, "There are steps to take to become fully engaged. Service learning can be a step toward CES relationships".

Appendix E: The National Survey of Student Engagement (NSSE)

UMass Boston has administered the NSSE in 2002, 2004, 2008, 2011, and is currently in the process of administering it again this year. The administration, analysis and dissemination of the survey is managed by the Office of Institutional Research and Policy Studies (OIRP) with an advisory committee of colleagues from student affairs, student support, the library, athletics and the Provost's Office. The survey targets first year and senior undergraduates and provides benchmark data from other NSSE participants. Data are shared in presentations with campus committees, are made available in reports and are available on the OIRP website. http://www.umb.edu/oirp/surveys_assessment/nsse.

The NSSE question '*In your experience at your institution during the current school year, about how often have you done each of the following? Participated in a community-based project (e.g. service learning) as part of a regular course?"* is of particular importance to UMass Boston. The percentage responding 'often' or 'very often' has increased for first year students from 2% in 2002 to 9% in 2011 and for senior students from 10% to 14%.

While these increases are encouraging, the 2011 data also show that our students are participating at lower percentages than those of our Carnegie classification, NSSE participant peers. Our Strategic Plan (http://www.umb.edu/the_university/strategicplan) seeks to address this and the University has increased resource allocation to this end, including the development of the offices of Community Partnerships, International and Transnational Affairs, and Faculty Development.

Measurement of the impact of institutional engagement on students' behavior also utilizes NSSE[4] questions shown in the table below showing first year student data in response to the question, *Which of the following … do you plan to do before you graduate from your institution?*

First Year Students Planning to do:	NSSE 2004	NSSE 2008	NSSE 2011
Practicum, internship, field experience, co-op experience, or clinical assignment	59%	70%	73%
Community service or volunteer work	46%	47%	56%
Work on a research project with a faculty member outside of course or program requirements	33%	31%	41%
Foreign language coursework	39%	36%	45%

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[4] The question in NSSE 2002 was worded in such a way that it is not comparable with subsequent years.

Study abroad	33%	40%	39%

Results from first year students show increasing percentages planning to participate in this array of engagement activities. While these figures are lower than those of Carnegie classification peer NSSE participants, they indicate increases.

Responses to the same questions for students who were seniors at the time shown in the table below gives the percentages in response to the question, *Which of the following have you done … before you graduate from your institution?*

Seniors Having done:	**NSSE 2004**	**NSSE 2008**	**NSSE 2011**
Practicum, internship, field experience, co-op experience, or clinical assignment	31%	36%	36%
Community service or volunteer work	30%	41%	39%
Work on a research project with a faculty member outside of course or program requirements	12%	17%	16%
Foreign language coursework	37%	43%	42%
Study abroad	6%	7%	11%

The responses from Seniors who report having done the same array of activities, it must be noted, refer to students who began their academic careers before the years in which they participated in NSSE; so their responses refer to an earlier time than the freshmen whose data are reported above.

Appendix F: References

Campuses Examined with Revised Promotion and Tenure Guidelines:
Michigan State University
Northern Kentucky University
Portland State University
Syracuse University
University of Memphis
University of North Carolina, Greensboro

Literature on Community Engaged Scholarship:
Academic Review and Engagement at Tulane University, *A White Paper for Discussion*,
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PORTLAND STATE UNIVERSITY

**POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY
FOR TENURE, PROMOTION, AND MERIT INCREASES**

Dated May 17, 1996

Adopted by the PSU Faculty Senate June 12, 1996

**2017 Revised Post Tenure Review Guidelines
follow the P&T Guidelines**

Revisions and amendments:
2018 June 25 revised (applicable guidelines at time of review)
2017 March 10 revised
2014 April 07 revised, effective 2014 07 July 01
2014 January voted
2013 October to add new non-tenure-track faculty ranks
2009 July to incorporate new guidelines for promotion within selected research ranks

Contents

POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, AND MERIT INCREASES

I.   INTRODUCTION

Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments[1].

Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission. For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.

Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the criteria set by the department.

Policies and procedures shall be consistent with sections 580-21-100 through 135 of the Oregon
Administrative Rules of the Oregon State System of Higher Education. However, Oregon Senate Bill SB 270 (2013) establishes a Board of Trustees (BOT) of Portland State University. The BOT assumes governing control of PSU from the State Board of Higher Education (SBHE) on July 1, 2014. The administrative rules and policies of the SBHE, including those regarding promotion and tenure, may be replaced by PSU-specific policies after this transition occurs. It is anticipated that these Guidelines would then be revised to correct obsolete references to SBHE and Oregon University System rules and policies.

Approval and implementation of these policies and procedures shall be consistent with the agreement between Portland State University (PSU) and the American Association of University Professors, Portland State Chapter, and with the internal governance procedures of the University. University-wide promotion and tenure guidelines shall not be suspended or modified without prior approval by the Faculty Senate.

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[1] "Departments" includes departments, schools, and other similar administrative units.

Each year the Provost will establish a timeline to ensure that decision makers at each level of review will have sufficient time to consider tenure and promotion recommendations responsibly.

At present, PSU faculty can be appointed as tenure-track or non-tenure track faculty. Appointments at less than 5 FTE are not covered by these Guidelines.

II. SCHOLARSHIP

A. Overview of Faculty Responsibilities

The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:
- Research, including research and other creative activities,
- Teaching, including delivery of instruction, mentoring, and curricular activities, and
- Community outreach.

All faculty members should keep abreast of developments in their fields[2] and remain professionally active throughout their careers.

At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.

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[2] Faculty fields may be disciplinary or inter-disciplinary in nature.

Effectiveness in teaching, research, or community outreach, when it is part of a faculty member's responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to contribute to the governance and professionally-related service activities of the University, school/college, and department, as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s).

B. Scholarly Agenda

1. <u>Individual Faculty Responsibility.</u>

The process of developing and articulating one's own scholarly agenda is an essential first step for newly-appointed faculty and is a continuing responsibility as faculty seek advancement. Each faculty member, regardless of rank, has the primary responsibility for planning his or her own career and for articulating his or her own evolving scholarly agenda.

a. The purpose of a scholarly agenda is not to limit a faculty member's freedom nor to constrain his or her scholarship, but, primarily, to provide a means for individuals to articulate their programs of scholarly effort. The scholarly agenda needs to be specific enough to provide a general outline of a faculty member's goals, priorities, and activities, but it is not a detailed recitation of tasks or a set of detailed, prescribed outcomes. A scholarly agenda:
   • articulates the set of serious intellectual, aesthetic or creative questions, issues or problems which engage and enrich an individual scholar,
   • describes an individual's accomplished and proposed contributions to knowledge, providing an overview of scholarship, including long-term goals and purposes,
   • clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, or governance, and
   • articulates the manner in which the scholar's activities relate to the departmental mission and programmatic goals.

   As a faculty member grows and develops, his or her scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems which engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance.

b. The process of developing or redefining a scholarly agenda also encourages the individual scholar to interact with and draw upon the shared expertise of his or her departmental peers. This process promotes both individual and departmental development, and contributes to the intellectual, aesthetic, and creative climate of the department and of the University.

2. **Departmental, School and College Responsibilities.**
   The development of a scholarly agenda supports a collective process of departmental planning and decision-making which determines the deployment of faculty talent in support of departmental and university missions. Departments, schools, and colleges have the primary responsibility for establishing their respective missions and programmatic goals within the context of the University's mission and disciplines as a whole. Recognizing that departments often accomplish such wide-ranging missions by encouraging faculty to take on diverse scholarly agendas, departments and individual faculty members are expected to engage in joint career development activities throughout each faculty member's career. Such activities must:
   - recognize the individual's career development needs,
   - respect the diversity of individual faculty interests and talents, and
   - advance the departmental mission and programmatic goals.

   Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas.   Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.

3. **The Uses of a Scholarly Agenda.**

   The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure-track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.

C. Scholarship

The term *scholar* implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are

presented below in no particular order of importance) apply equally to Research, Teaching, and Community outreach (see E.2-4).[3]

1. <u>Discovery</u>. Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.

2. <u>Integration</u>. Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

3. <u>Interpretation</u>. Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

4. <u>Application</u>. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

D. Quality and Significance of Scholarship

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure for tenure-track faculty. Quality and significance of scholarship are overarching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to faculty accomplishments resulting from research, teaching, and community outreach (see E.2-4).

A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

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[3] The contributions of Ernest Boyer are acknowledged in providing the inspiration for sections II.C and II.D.

1. <u>Clarity and Relevance of Goals</u>. A scholar should clearly define objectives of scholarly work and clearly states basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

   - Research or community outreach projects should address substantive intellectual, aesthetic, or creative problems or issues within one's chosen discipline or interdisciplinary field. Clear objectives are necessary for fair evaluation.
   - Teaching activities are usually related to learning objectives that are appropriate within the context of curricular goals and the state of knowledge in the subject matter.

2. <u>Mastery of Existing Knowledge</u>. A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others, conduct meaningful research, and provide high quality assistance through community outreach depends upon mastering existing knowledge.
   - As researchers and problem solvers, scholars propose methodologies, measures, and interventions that reflect relevant theory, conceptualizations, and cumulative wisdom.
   - As teachers, scholars demonstrate a command of resources and exhibit a depth, breadth, and understanding of subject matter allowing them to respond adequately to student learning needs and to evaluate teaching and curricular innovation.

3. <u>Appropriate Use of Methodology and Resources</u>. A scholar should address goals with carefully constructed logic and methodology.
   - Rigorous research and applied problem solving requires well-constructed methodology that allows one to determine the efficacy of the tested hypotheses or chosen intervention.
   - As teachers, scholars apply appropriate pedagogy and instructional techniques to maximize student learning and use appropriate methodology to evaluate the effectiveness of curricular activities.

4. <u>Effectiveness of Communication</u>. Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience beyond the classroom, research laboratory, or field site can understand.
   - As researchers and problem solvers, scholars make formal oral presentations and write effective manuscripts or reports or create original artistic works that meet the professional standards of the intended audience.
   - As teachers, scholars communicate in ways that build positive student rapport and clarify new knowledge so as to facilitate learning. They also

should be able to disseminate the results of their curricular innovations to their teaching peers.

Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops.

5. <u>Significance of Results</u>. Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. Customarily, peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts) evaluate the significance of results.
   - As researchers, teachers, and problem-solvers, scholars widely disseminate their work in order to invite scrutiny and to measure varying degrees of critical acclaim. They must consider more than direct user satisfaction when evaluating the quality and significance of an intellectual contribution.
   - Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholars should widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.
   - As teachers, scholars can make a difference in their students' lives by raising student motivation to learn, by developing students' life-long learning skills, and by contributing to students' knowledge, skills, and abilities. Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt the approaches.

6. <u>Consistently Ethical Behavior</u>. Scholars should conduct their work with honesty, integrity, and responsibilities. Documentation should be sufficient to outline a faculty member's objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior. For example, ethical behavior includes following the human subject review process in conducting research projects and properly crediting sources of information in writing reports, articles, and books.

E. Evaluation of Scholarship

Scholarly accomplishments in the areas of research, teaching, and community outreach (see E.2.4) all enter into the evaluation of faculty performance. Scholarly profiles will vary depending on individual faculty members' areas of emphasis. The weight to be

given factors relevant to the determination of promotion, tenure, and merit necessarily varies with the individual faculty member's assigned role and from one academic field to another. However, one should recognize that research, teaching, and community outreach often overlap. For example, a service-learning project may reflect both teaching and community outreach.

Some research projects may involve both research and community outreach. Pedagogical research may involve both research and teaching. When a faculty member evaluates his or her individual intellectual, aesthetic, or creative accomplishments, it is more important to focus on the general criteria of the quality and significance of the work (II.D) than to categorize the work. Peers also should focus on the quality and significance of work rather than on categories of work when evaluating an individual's achievements.

The following discussion is intended to assist faculty in formative planning of a scholarly agenda and to provide examples of the characteristics to consider when evaluating scholarly accomplishments.

1. Documentation

The accomplishments of a candidate for promotion or tenure must be documented in order to be evaluated. Documentation and evaluation of scholarship should focus on the quality and significance of scholarship rather than on a recitation of tasks and projects.
Each department should judge the quality and significance of scholarly contributions to knowledge as well as the quantity.

In addition to contributions to knowledge, the effectiveness of teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

Documentation for promotion and tenure normally includes:
• Self-appraisal of scholarly agenda and accomplishments. A self-appraisal should include:
  • A discussion of the scholarly agenda that describes the long-term goals and purposes of a scholarly line of work, explains how the agenda fits into a larger endeavor and field of work, and demonstrates how scholarly accomplishments to date have advanced the agenda.
  • A description of how the agenda relates to the departmental academic mission, within the context of the University mission and the discipline as a whole.
  • An evaluation of the quality and significance of scholarly work (see II.D).

- An evaluation of the effectiveness of teaching, research, or community outreach when it is part of a faculty member's responsibilities.
  - A curriculum vitae including a comprehensive list of significant accomplishments.
  - A representative sample of an individual's most scholarly work rather than an exhaustive portfolio. However, a department may establish guidelines requiring review of all scholarly activities that are central to a faculty member's scholarly agenda over a recent period of time.
  - Evaluations of accomplishments by peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts). Peers include authoritative representatives from the candidate's scholarly field(s).

2. <u>Research and Other Creative Activities (Research)</u>

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member's responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D).   It is strongly recommended that the following items be considered in evaluating research and other creative activities:

a.   Research may be evaluated on the quality and significance of publication of scholarly books, monographs, articles, presentations, and reviews in journals, and grant proposal submissions and awards. An evaluation should consider whether the individual's contributions reflect continuous engagement in research and whether these contributions demonstrate future promise. Additionally, the evaluation should consider whether publications are refereed (an important form of peer review) as an important factor. In some fields, evidence of citation or use of the faculty member's research or creative contributions by other scholars is appropriate.

b.   The development and publication of software should be judged in the context of its involvement of state-of-the-art knowledge and its impact on peers and others.

c.   In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished creation should receive consideration equivalent to that accorded to distinction attained in scientific and technical research. In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music and drama, distinguished performance, including conducting and directing, is evidence of a candidate's creativity. Creative works often are evaluated by the quality and significance of publication, exhibiting, and/or performance of original works, or by the

direction or performance of significant works. Instruments that include external peer review should be used or developed to evaluate artistic creation and performance. Including critical reviews, where available, can augment the departmental evaluations. The evaluation should include a chronological list of creative works, exhibitions, or performances.

d. Contributions to the development of collaborative, interdisciplinary, or inter-institutional research programs are highly valued. Mechanisms for evaluating such contributions may be employed. Evaluating collaborative research might involve addressing both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem solving).

e. Honors and awards represent recognition of stature in the field when they recognize active engagement in research or creative activities at regional, national, or international levels.

f. Effective participation in disciplinary or interdisciplinary organizations' activities should be evaluated in the context of their involvement of state-of-the-art knowledge and impact on peers and others. For example, this participation might include serving as editor of journals or other learned publications, serving on an editorial board, chairing a program committee for a regional, national, or international meeting, or providing scholarly leadership as an officer of a major professional organization.

3. <u>**Teaching, Mentoring, and Curricular Activities (Teaching)**</u>

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching.

Teaching scholars often study pedagogical methods that improve student learning. Evaluation of performance in this area thus should consider creative and effective use of innovative teaching methods, curricular innovations, and software development. Scholars who teach also should disseminate promising curricular innovations to appropriate audiences and subject their work to critical review. PSU encourages

publishing in pedagogical journals or making educationally-focused presentations at disciplinary and interdisciplinary meetings that advance the scholarship of teaching and curricular innovations or practice.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum). In addition, PSU recognizes that student mentoring, academic advising, thesis advising, and dissertation advising are important departmental functions. Faculty may take on differential mentoring responsibilities as part of their personal scholarly agenda.

To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair[4] has the responsibility for seeing that these methods for evaluation are implemented.

Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular accomplishments:
- contributions to courses or curriculum development
- outlines, syllabi, and other materials developed for use in courses
- the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning,
- the results of assessments of student learning
- formal student evaluations
- peer review of teaching, mentoring, and curricular activities
- accessibility to students
- ability to relate to a wide variety of students for purposes of advising
- mentoring and guiding students toward the achievement of curricular goals
- the results of supervision of student research or other creative activities including theses and field advising
- the results of supervision of service learning experiences in the community
- contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students
- contributions to the development and delivery of collaborative, interdisciplinary, university studies, extended studies, and inter-institutional educational programs

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[4] "Department Chair" includes chairs of departments and directors, Deans, or other heads of other similar administrative units designated in the unit's promotion and tenure guidelines.

- teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning
- grant proposals and grants for the development of curriculum or teaching methods and techniques
- professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise
- honors and awards for teaching.

4. Community Outreach

A significant factor in determining a faculty member's advancement is the individual's accomplishments in community outreach when such activities are part of a faculty member's responsibilities. Scholars can draw on their professional expertise to engage in a wide array of community outreach. Such activities can include defining or resolving relevant local, national, or international problems or issues. Community outreach also includes planning literary or artistic festivals or celebrations. PSU highly values quality community outreach as part of faculty roles and responsibilities.[5]

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community-based activities are those which are tied directly to one's special field of knowledge. Such
activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:
- contribute to the definition or resolution of a relevant social problem or issue
- use state-of-the-art knowledge to facilitate change in organizations or institutions
- use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems
- set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes

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[5] Not all external activities are community outreach in the sense intended here. For example, faculty members who serve as jurors, as youth leaders and coaches, or on the PTA do so in their role as community citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the department and of the University and utilize faculty members' academic or professional expertise.

- contribute to the evaluation of existing practices or programs
- make substantive contributions to public policy
- create schedules and choose or hire participants in community events such as festivals
- offer professional services such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university.

Faculty and departments should evaluate a faculty member's community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the evaluation consider the following indicators of quality and significance:
- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- honors, awards, and other forms of special recognition received for community outreach
- adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- substantial contributions to public policy or influence upon professional practice
- models that enrich the artistic and cultural life of the community
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

F. Governance and Other Professionally-Related Service

In addition to contributions to knowledge as a result of scholarly activities, each faculty member is expected to contribute to the governance and professionally-related service activities of the University. Governance and professionally-related service create an environment that supports scholarly excellence and the achievement of the University mission. Governance and professionally-related service actives include:

1) Committee Service. Service on University, school or college, and department or program committees is an important part of running the University. Department chairs may request a committee chair to evaluate the value a faculty member's contributions to that committee. Such service also may include involvement in peer review of scholarly accomplishments.

2) University Community. Faculty are expected to participate in activities devoted to enriching the artistic, cultural, and social life of the university, such as attending commencement or serving as adviser to student groups.

3) Community or professional service. Faculty may engage in professionally-related service to a discipline or inter-disciplinary field, or to the external community, that does not engage an individual's scholarship. For example, a faculty member may serve the discipline by organizing facilities for a professional meeting or by serving as treasurer of an organization.

III. RANKS

The following definitions of academic rank are based on the premise that a vital University depends on the active participation of all of its members. Inherent in this charge are the basic activities of research, teaching, community outreach, and governance and professionally related service. All personnel decisions will reflect the need to create and maintain a diverse faculty. The academic ranks in the faculty and the minimum criteria for each rank are:

Emeritus:
The Emeritus rank may be awarded upon retirement in recognition of outstanding performance.

Professor:
A tenure track position. A faculty member will normally not be considered for promotion to Professor until the fourth year in rank as an Associate Professor. Exceptions will be made only in extraordinary cases. Consideration for the promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor requires the individual to have made significant contributions to knowledge as a result of the person's scholarship, whether demonstrated through the scholarship of research, teaching, or community outreach. The candidate's scholarly portfolio should document a record of distinguished accomplishments using the criteria for quality and significance of scholarship (see II. D). Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, promotion to the rank of professor requires the faculty member to have provided leadership or significant contributions to the governance and professionally-related services activities of the university.

Associate Professor:
A tenure track position. A faculty member will not be eligible for consideration for promotion to Associate Professor until the third year in rank as an Assistant Professor. In the usual course of events, promotion to Associate Professor and granting of indefinite tenure should be considered concurrently, in the sixth year in rank as an Assistant Professor. Exceptions which result in the consideration for the promotion

immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Professor requires the individual to have made contributions to knowledge as a result of the person's scholarship, whether demonstrated through the scholarship of research, teaching, or community outreach. High quality and significance (see II.D) are the essential criteria for evaluation.

Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, promotion to the rank of Associate Professor requires the faculty member to have performed his or her fair share of governance and professionally-related service activities of the University.

Assistant Professor:

A tenure track position. Appointees to the rank of Assistant Professor ordinarily hold the highest earned degree in their fields of specialization. Rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected.

For non-tenure track faculty members whose initial date of hire was prior to September 16, 2014, see **Appendix IV:** Addendum For Implementation of Amended Guidelines

Senior Instructor II:

Normally, a faculty member will not be eligible for promotion to Senior Instructor II until the completion of the third year in rank as a Senior Instructor I at PSU. Recommendations for early promotion in cases of extraordinary achievement can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Instructor II is based on such criteria as: demonstrated expertise in the development and delivery of new instructional materials; ongoing engagement with the pedagogy of the discipline; ability to play a lead role in assessment and curriculum design; demonstrated excellence in advising and mentoring; ongoing engagement with the profession; evidence of the application of professional skills and knowledge outside the department as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one's field and, where appropriate, the community; evidence of ability to work effectively with individuals from and topics related to diverse populations; and effective participation in departmental, college/school and university governance as appropriate to assignment and contract.

Senior Instructor I:

>Normally, a faculty member will not be eligible for consideration for promotion to Senior Instructor I until the completion of the third year in rank as an Instructor at PSU. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

>Promotion to Senior Instructor I is based on criteria such as: quality of instruction, as determined by classroom observation, assessment of student-learning outcomes, and review of student evaluations and course materials; expertise in the discipline, as demonstrated by activities such as ongoing revision of course materials, curricular innovations, participation in continuing education, conferences, and other professional activities; evidence of ability to work effectively with individuals from and topics related to diverse populations; and participation in departmental, college/school, and university governance as appropriate to assignment and contract.

Instructor:

>A non-tenure track faculty appointment for individuals whose responsibilities are primarily devoted to academic instruction. Such appointments include teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Normally, this appointment requires an advanced degree in the field of specialization

Professorial Research Appointments:

>A non-tenure track appointment for a faculty member who is primarily engaged in research at a level normally appropriate for a professorial rank.

>Ranks for these appointments are Research Assistant Professor, Research Associate Professor, and Research Professor.

>Conversion of a Senior Research Associate II to Research Assistant Professor is based on the nature of the position, its intended duration and responsibilities, and the incumbent's record of scholarly accomplishment and responsibilities. The conversion must be approved by the Dean and Provost.

>For non-tenure track faculty members whose initial date of hire was prior to September 16, 2014, see **Appendix IV:** Addendum for implementation of amended guidelines.

>Promotion to Research Associate Professor and Research Professor requires review outlined in Section V. Administrative Roles and Procedures for Promotion and Tenure for Tenure-Track Faculty.

Senior Research Associate II:

>Typically, candidates for promotion to the rank of Senior Research Associate II will meet the following requirements: six or more years of progressively responsible

research or evaluation experience and demonstrated ability to conduct research independently. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Associate II will be based on such criteria as: years of research experience and demonstrated ability to conduct research independently. Responsibilities may include designing, developing, and conducting research or evaluation projects; taking a lead or major role in writing grant proposals; leading in developing and sustaining community or interdisciplinary research partnerships; authoring and co- authoring publications for scholarly or community audiences; taking a lead role in developing new qualitative or quantitative methodologies and data collection protocols.

Senior Research Associate I:

Typically, candidates for the promotion to the rank of Senior Research Associate I will meet the following requirements: four or more years of progressively responsible research or evaluation experience; demonstrated ability to participate in developing funding for research and/or disseminating results; demonstrated ability to take the lead role in designing and implementing research or evaluation studies. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Associate I will be based on such criteria as: years of research experience and demonstrated ability to take the lead in research and evaluation. Responsibilities may include assisting in writing grant proposals and scholarly or community publications; taking a lead role in designing, developing, and executing one or more studies; designing and overseeing the delivery of intervention protocols to fidelity; developing qualitative and quantitative data collection protocols and methodologies; establishing and fostering community or interdisciplinary research partnerships; co-authoring reports, presentations and scholarly papers.

Research Associate:

A non-tenure track faculty appointment for individuals who typically have a doctoral degree or another appropriate combination of educational achievement and professional expertise. Typically, candidates for the rank of Research Associate will meet the following requirements: four or more years of progressively responsible research experience and demonstrated ability to participate in the design, implementation and oversight of quantitative or qualitative research or evaluation studies. Length of time in rank is not a sufficient reason for promotion.

Senior Research Assistant II:

Typically, candidates for promotion to Senior Research Assistant II will meet the following requirements: two years of experience at the Senior Research Assistant I rank or its equivalent; demonstrated ability to perform a variety of research or evaluation tasks; demonstrated ability to independently manage or coordinate research and evaluation activities. Length of time in rank is not a sufficient reason for promotion.

Senior Research Assistant I:

Typically, candidates for promotion to the rank of Senior Research Assistant I will meet the following requirements: two years of experience at the Research Assistant rank or its equivalent and demonstrated ability to perform focused research or evaluation tasks. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Assistant I will be based on criteria such as: years of research experience and demonstrated ability to perform focused research or evaluation tasks. Responsibilities may include assisting in the coordination of research activities; communicating with community and interdisciplinary collaborators; basic qualitative or statistical analysis; maintaining databases; collecting, processing and reporting of data; assisting in the preparation of reports and presentations.

Research Assistant:

A non-tenure track faculty appointment for individuals who typically have a bachelor's or master's degree. Exceptions may include individuals with specific expertise required for the research project. Typically, individuals in the rank of Research Assistant will gather research or evaluation data using a pre-determined protocol, carry out routine procedures, gather materials for reports, perform routine data processing or lab work, data management, and basic quantitative or qualitative data analysis. Individuals with the ranks of Senior Research Assistant I and II perform a wider variety of research and evaluation tasks and are expected to perform tasks with increasing independence.

Appointments as Professor of Practice or Clinical Professor:

A non-tenure track faculty appointment for individuals who are licensed or certified professionals or practitioners recognized within professional fields. Unique discipline-specific criteria for professional certification may be defined by departments for classification of professors of practice and clinical professors. The major responsibilities involve the education and support of students/learners in academic, clinical, and/or practice settings, supervising clinical experiences, and/or professionally related community engagement. The title Clinical Professor may be used by some departments instead of or in addition to Professor of Practice as appropriate for the discipline. Ranks for these appointments are Professor of Practice/Clinical Professor, Associate Professor of Practice/ Associate Clinical Professor, Assistant Professor of Practice/ Assistant Clinical Professor.

Professor of Practice or Clinical Professor:

Typically, candidates meet the following requirements unless there is remarkable achievement: at least 10 years of part- or full-time professional experience in the clinical/professional discipline post-certification; at least six years of clinical/professional teaching in an academic setting, with a minimum of four years at Portland State University; and a high degree of academic maturity and responsibility. Length of time in rank is not a sufficient reason for promotion.

Promotion to Professor of Practice or Clinical Professor is based on criteria such as: documented evidence of a consistent pattern of high quality professional productivity and impact in the professional field that is illustrative of professional productivity at regular intervals over a period of years and evidence of national and/or international recognition in the professional field. Such evidence may be indicated by, for example: appointments as a reviewer of peer- reviewed journals; invited papers and presentations given beyond the state and region; honors, grants, awards; and committee service and leadership with national or international professional associations.

Associate Professor of Practice or Associate Clinical Professor:

Typically, candidates will meet the following requirements, unless there is remarkable achievement: A minimum of six years post-certification professional experience to include at least three years of clinical/professional practice teaching in an academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion.

Promotion to Associate Professor of Practice or Associate Clinical Professor is based on evidence of effectiveness in clinical/professional instruction to include materials indicating command of the academic and/or clinical subject matter, ability to motivate, mentor/advise, and assess students, and creative and effective use of teaching methods and evidence of effective engagement of a professional nature.

Assistant Professor of Practice or Assistant Clinical Professor:

A non-tenure track faculty appointment for individuals whose primary work is in the areas of instruction in clinical or professional practice or in professionally-related community engagement. Faculty hired in this category must hold an advanced degree in their field of specialization from an accredited program in their discipline and/or have comparable experience.

Fellow:

This rank may be used in a variety of cases when individuals are associated with the institution for limited periods of time for their further training or experience.

IV.   ACADEMIC APPOINTMENTS

A. Regulations

Academic appointments in the State System of Higher Education are governed by four sets of regulations that define the conditions under which faculty ("unclassified academic employees") may be appointed. Highlights are summarized below.

1.   Board Rules

The Board of Higher Education Administrative Rules (OAR 580-020-0005): Graduate ranks are GRADUATE TEACHING ASSISTANT, GRADUATE RESEARCH ASSISTANT, and FELLOW.

Faculty titles and ranks are (in alphabetical order): AFFILIATED FACULTY, CLINICAL PROFESSOR (assistant clinical professor, associate clinical professor, clinical professor) or PROFESSOR OF PRACTICE (assistant professor of practice, associate professor of practice, professor of practice), INSTRUCTOR (instructor, senior instructor I, senior instructor II), LECTURER (lecturer, senior lecturer I, senior lecturer II), LIBRARIAN (assistant librarian, associate librarian, senior librarian), RESEARCH ASSISTANT (research assistant, senior research assistant I, senior research assistant II), RESEARCH ASSOCIATE (research associate, senior research associate I, senior research associate II), RESEARCH FACULTY (research assistant professor, research associate professor, research professor), TENURE TRACK OR TENURED FACULTY (assistant professor, associate professor, professor, distinguished professor). Faculty titles will not be given to graduate students. The Board Rules further note that each institution can select from among these ranks and titles those appropriate to the hiring and retention of their faculty members as it relates to their institutional mission. PSU has elected not to use the Lecturer and Librarian ranks and not to limit the Instructor rank to undergraduate   instruction only.

2. Oregon State Board of Higher Education Financial Administration Standard Operating Manual (FASOM)

The Board's Financial Administration Standard Operating Manual ("FASOM"), Section 10.012-82, allows for faculty to be appointed with "No Rank." In addition, the Chancellor's office has implemented a new class code, 2971 "Unranked," to assist in processing faculty appointments. These facilitate the appointment of faculty in academic support, student support, and administrative support positions with professional titles, with or without faculty rank. A series of professional titles reflecting responsibilities will provide opportunities for greater clarity as well as appropriate recognition and promotion for many professionals in these units.

3. Oregon Revised Statutes

The Oregon Revised Statutes (ORS 240-207) designate specific State System of Higher Education positions as unclassified (i.e., faculty) "the President and one private secretary, Vice President, Comptroller, Chief Budget Officer, Business Manager, Director of Admissions, Registrar, Dean, Associate Dean, Assistant Dean, Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Research
Assistant, Research Associate, Director of Athletics, Coach, Trainer." The Revised Statutes include "all...members in the State System of Higher Education...whether the type of service is teaching, research, extension or counseling" as being unclassified. The Revised Statutes thereby provide a primary

guide for determining if a State System of Higher Education position should be designated faculty (unclassified) or classified.

4. Personnel Division Rules

    Under authority granted to the Personnel Division by ORS 240-207, the following positions have also been designated as unclassified: Librarian; Director of Alumni; Director of University Development; General Managers; Directors; Producers; and Announcers of the State Radio and Television Service; Interpreters for Hearing-
    Impaired Students; Director of Information Services; and Director of Publications.

B. Use of Faculty Ranks

1. As mandated by OAR 580-20-005(4), Deans, Vice Presidents where appropriate, and the President shall have the academic rank of Professor.

2. For tenure-track faculty hired after September 16, 2014, the ranks of Assistant Professor, Associate Professor, and Professor will be limited to

    a. teaching-related positions with an expectation for scholarly accomplishment;
    b. librarians with an expectation for scholarly accomplishment;
    c. research-related appointments with an expectation for scholarly accomplishment;
    d. as mandated by state statute for those in administrative positions.

3. Faculty in non-tenure track positions hired after September 16, 2014 that do not have an associated expectation for scholarly accomplishment will be appointed with one of the five following designations:

    a. at the rank of Instructor or Senior Instructor I or II;
    b. at the rank of Research Assistant or Senior Research Assistant I or II;
    c. at the rank of Research Associate or Senior Research Associate I or II;
    d. at the rank of Research Assistant Professor, Research Associate Professor, or
       Research Professor;
    e. at the rank of Assistant Professor of Practice or Assistant Clinical Professor,
       Associate Professor of Practice or Associate Clinical Professor, Professor of Practice or Clinical Professor.

C. Definition, Use, and Conditions of Faculty Appointments

Faculty appointments are defined as (a) non-tenure track or (b) tenure track. Non-tenure track appointments are (a) fixed-term appointments, (b) probationary appointments, or (c) continuous appointments. Tenure track appointments are (a) annual tenure appointments or (b) indefinite tenure appointments:

1. Non-tenure track Appointments

a. Fixed-term appointments

Circumstances occasionally warrant the hiring of non-tenure track instructional faculty on a fixed-term appointment for a specific and limited period of time. For example, a fixed-term appointment is appropriate for visiting faculty, to fill a temporary vacancy (such as a vacancy caused by another employee being on leave or pending a search for a vacant position), when a program is newly established or expanded, when the specific funding for the position is time-limited, or for a specific assignment or to fill a discrete need that is not expected to be ongoing. The letter of offer for a fixed-term instructional faculty appointment shall state the reason that warrants the fixed-term appointment.[6]

Fixed term appointments are made for a specified period of time and are not eligible for tenure. Although fixed term appointments do not require timely notice under the provisions of OAR 580-21-305, notices of intent to reappoint or not to reappoint should be sent by April 1 of the first year of a non-tenure track fixed term appointment and by January 1 of subsequent years. Such notices of intent may be based on the availability of funds. Departments are required to provide an annual evaluation of the performance of fixed term faculty after the first year consistent with the practices specified in their promotion and tenure guidelines. It should be understood that non-tenure track fixed term appointments are for specified times and no reason for a decision not to reappoint need be given.

In the event that the University intends to extend a fixed-term appointment beyond three years of continuous service, the University will provide notice to the Association at least 60 days in advance of the extension.[7] This notice shall provide a rationale for the position remaining a fixed-term appointment.

In the event that a fixed-term instructional faculty member is to be appointed to a position eligible for a continuous appointment, the University will notify the Association and the parties agree to discuss, as necessary, the appropriate probationary period and whether any time served as a fixed-term faculty member is to be credited to the probationary period.[8]

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[6] 2015-2019 CBA, Article 18, Sec. 3
[7] 2015-2019 CBA, Article 18, Sec. 3
[8] 2015-2019 CBA, Article 18, Sec. 3

b. Probationary appointments

Non-tenure track instructional faculty members with a probationary appointment will be employed on annual contracts during the first six (6) years of employment as non-tenure track instructional faculty members. Annual contracts during the probationary period will automatically renew unless timely notice is provided. Notice of non-renewal of an annual contract during the probationary period must be provided by April 1 of the first year of the probationary period and by January 1 of the second through fifth years of the probationary period, effective at the end of that academic year.[9] Such notices may be based on the availability of funds. It should be understood that no reason for a decision not to reappoint need be given.

c. Continuous appointments

A continuous appointment is provided to a non-tenure track faculty member who has completed the necessary probationary period in a continuous appointment-eligible position. A continuous appointment is an indefinite appointment that can be terminated only under the following circumstances[10]:

1. Pursuant to Article 22 (Retrenchment).
2. When a sanction of termination is warranted and imposed pursuant to Article 27 (Imposition of Progressive Sanctions).
3. Due to a change in curricular needs or programmatic requirements made in accordance with applicable shared governance procedures. In such a case:
    i. As soon as practicable, but no later than 60 days prior to issuing a notice of termination, the Department Chair must provide written justification for the decision and explanation of the applicable shared governance procedure to the faculty members, the Dean, the Provost and the Association.
    ii. If the employment of multiple faculty members in equivalent positions, and with equivalent position-related qualifications, skills and expertise, are to be terminated due to the same change in curricular needs or programmatic requirements, then lay-off shall be in order of seniority. Faculty will be laid off in inverse order to length of continuous service at the University.
    iii. The faculty member is to be given at least six months notice of termination of employment, with such termination effective at the end of the academic year.
    iv. The School/College will make a good faith effort to find a comparable position within the University for the faculty member.

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[9] 2015-2019 CBA, Article 18, Sec. 2b
[10] 2015-2019 CBA, Article 18, Sec. 2e

v. If the reason for the decision that led to the layoff is reversed within three years from the date that notice of termination was provided to the faculty member, the affected faculty members will be recalled in inverse order of layoff. To exercise recall rights, a faculty member must:

1. Notify Human Resources in writing, within 30 days of the termination notice, of intent to be placed on the recall list. If/when there is a need for a recall list, the University and the Association will meet promptly for the purpose of negotiating a process for administering the recall list.

2. Inform Human Resources of any change in telephone, email or address.

3. In the event of a recall, Human Resources will contact the faculty member by phone and email, and notify the Association, of the recall.

4. The recalled faculty member will have ten (10) working days to accept or reject the position. Failure to contact Human Resources within ten (10) working days will be considered a rejection of the position.

5. A recalled faculty member who rejects a position will be removed from the recall list.

4. If the faculty member receives an unsatisfactory evaluation and fails to remediate the deficiencies during the subsequent academic year.

d. Non-tenure track appointments considered for tenure track appointment

A non-tenure track appointment does not foreclose the possibility that a department may wish to consider that faculty member for a tenure-related appointment. In such cases, the years spent under a non-tenure track appointment may be considered as a part of the probationary period for tenure at the time the individual is placed on the annual-tenure track. A mutually acceptable written agreement shall be arrived at between the faculty member and institutional representative as to the extent to which any prior experience of the faculty member shall be credited as part of the probationary period, up to a maximum of three years.

2. **Tenure Track Appointments**

a. Conditions Governing Tenure Track

Annual appointments are given to faculty employed .50 FTE or more who will be eligible for tenure after serving the appropriate probationary period. Only in exceptional circumstances will appointments under 1.0 FTE be tenure track.

Termination other than for cause or financial exigency requires timely notice (see OAR 580-21-100 and 580-21-305). Termination other than for cause or financial exigency shall be given in writing as follows: during the first year of an annual appointment, at least three months' notice prior to the date of expiration; during the second year of service, at least six months; thereafter, at least twelve months.

Probationary Service and Consideration for Tenure. Tenure should be granted to faculty members whose scholarly accomplishments are of such quality and significance and demonstrate such potential for long-term performance that the University, so far as its fiscal and human resources permit, can justifiably undertake to employ them for the rest of their academic careers. The granting of tenure should be even more significant than promotion in academic rank, and is exercised only after careful consideration of a faculty member's scholarly qualifications and capacity for effective continued performance over a career.

The granting of tenure reflects and recognizes a candidate's potential long-range value to the institution, as evidence by professional performance and growth. In addition, tenure insures the academic freedom that is essential to an atmosphere conducive to the free search for truth and the attainment of excellence in the University.

Tenure normally is considered in the sixth year of a tenure-track appointment, with a tenure decision to be determined prior to the beginning of the seventh year. Recommendations to award tenure earlier can be made at the department's discretion. If a faculty member is not awarded tenure at the end of six years, termination notice will be given. The six consecutive probationary years of the faculty member's service to be evaluated for the granting of tenure may include prior experience gained in another institution of higher education whether within or outside of the state system. Ordinarily, this is instructional, research, or clinical experience at an accredited institution of higher education. Whether such experience will be included, and to what extent must be decided at the time of initial appointment in a mutually acceptable written agreement between the faculty member and Portland State University. The maximum time to be allowed for prior service is three years.

The accrual of time during the probationary period preceding the granting of indefinite tenure is calculated in terms of FTE years. An FTE year is the total annualized, tenure related FTE in a given fiscal year. Therefore, the minimum probationary period may require more than six calendar years if the faculty member's FTE was below 1.00 during the first six years. This could occur for various reasons, including initial appointment date after the beginning of the fiscal or academic year (i.e., in the Winter Term), leave without pay for one or more terms, or a partial FTE reduction during the probationary period. Care should be

taken to be sure to consider a person who has accumulated, for example, 5.67 FTE years. Delay for another year would not allow for timely notice. Should circumstances warrant full tenure review prior to the sixth year, this review should include the external peer review as well (cf. IV,A,1,c).

Indefinite tenure appointments are appointments of .50 FTE or more given to selected faculty members by the institutional executive under authority contained in IMD 1.020 and OAR 580-21-105 in witness of the institution's formal decision that the faculty member possesses such demonstrated professional competence that the institution will not henceforth terminate employment except for (a) cause, (b) financial exigency, or (c) program reductions or eliminations.

Because tenure is institutional, not system-wide, faculty who have achieved tenure status in one state system institution cannot hereby claim tenure in other institutions of the state system (OAR 580-21-105).

Annual and Third Year Reviews. Faculty on annual tenure must be reviewed after the completion of the first year of their appointment and each subsequent year. In order to assure that candidates for tenure have a timely assessment of their progress so as to permit correction of deficiencies, there must be a review at the end of the third year. For faculty who have brought in prior service at another institution, the review will not be conducted until the end of at least one complete academic year at Portland State University. As a result of this review, candidates should be given an assessment of their progress toward tenure and of any deficiencies that need to be addressed. The review shall be in accordance with department and university procedures that have been approved and signed by the Office of Academic Affairs (OAA) existing at the time of hire, or at the time of the review (as described below) and should specifically evaluate the progress of the faculty member in meeting the standards for the award of tenure; however, reviews prior to the sixth year are normally only for evaluative purposes and do not have to include outside evaluation. Upon the completion of the third-year review, the faculty member reviewed will be given an assessment of progress toward tenure as perceived from all appropriate administrative levels.

Selection of the applicable Department and University P&T Guidelines. Faculty members subject to review under this section, and under review for promotion and tenure pursuant to Article V, must choose between the approved Department and University P&T Guidelines that were in place at the time of hire, or the approved Department and University P&T Guidelines at the time of the review as follows.

Starting in Fall 2018, Tenure Track faculty members that have a first or second year review can choose to be evaluated under the approved P&T guidelines in place at

the time of hire (and as those requirements have been interpreted by the SCHOOL/COLLEGE/DEPT at the time of hire), or under the approved P&T guidelines in place at the time of their review. The member will indicate in writing, the guidelines chosen at the beginning of their narrative.

Starting in Fall 2018 and applicable to those Tenure Track faculty members that have an upcoming 3rd year review, at the time a Tenure Track faculty member submits their materials for their 3rd year review, the member shall indicate at the beginning of their narrative that they choose to be evaluated under the University P&T Guidelines and the Department P&T guidelines approved and signed by OAA on their hiring date, or under the University P&T guidelines and Department P&T Guidelines that are in place at the time of the review. Once identified, then that choice will carry forward to the member's subsequent reviews through to the tenure decision. The member will cite the approval dates of the University P&T Guidelines and the Department P&T Guidelines chosen in their narrative.

For Tenure Track faculty who have passed their 3rd year review as of September 2018, at the time a Tenure Track faculty member submits their materials for their next review in the tenure process, the member shall indicate at the beginning of their narrative that they choose to be evaluated under the University P&T Guidelines and Department P&T guidelines in place on their hiring date, or under the University P&T guidelines and Department P&T Guidelines in place at the time of the review. That choice will carry forward to the member's subsequent reviews through to the tenure decision. The member will provide in writing, the approval dates of the University P&T Guidelines and the Department P&T Guidelines chosen in their narrative.

V.   ADMINISTRATIVE ROLES AND PROCEDURES/PROMOTION AND TENURE

TENURE-TRACK POSITIONS (AND NTTF RESEARCH ASSISTANT, RESEARCH ASSOCIATE, & RESEARCH FULL PROFESSOR)

A. Departmental Authority and Responsibility

The department as a whole shall establish its general guidelines, including the criteria to be used for recommendations for promotion and tenure, and shall ensure that these guidelines fulfill the minimum standards of the University guidelines, which have priority. The responsibility for evaluating and documenting an individual faculty member's performance rests primarily with the department. The criteria to be used for promotion and tenure must be consistent with university and college or school policy and must be formulated early to allow maximum time for making decisions.

Approval of departmental procedures and criteria by the Dean and Provost is required. If a Dean disapproves of existing or newly revised departmental criteria, then he/she

will submit both departmental recommendations and his/her objections or amendments to the Provost for resolution.

After approval by the Provost, the guidelines must be distributed to all members of the department faculty and to the academic Dean. All Promotion and Tenure Guidelines approved by the Office of Academic Affairs (OAA) will show the date of OAA approval. Department chairs should distribute these guidelines to new faculty upon their arrival at Portland State University.

In cases where a faculty member's appointment is equally divided between two or more departments, there shall be a written agreement as to which department is to initiate personnel actions, and the faculty member is to be so informed. In cases where a faculty member is involved in interdisciplinary teaching and/or research, evaluation must be solicited and provided by all appropriate academic departments. When a faculty member's research has clear impact on members of the external community, including civic groups, practitioners or others, evidence of the value of this work should be solicited from those most affected.

1.   Procedures for Faculty Evaluation

   a. The department chair notifies the committee chair of those faculty who are eligible for review. Faculty members on sabbatical or other approved leaves of absence shall be given equal consideration for promotion in rank with faculty members who are on campus.

   b. Faculty Curricula Vitae. All faculty members being reviewed should provide to the departmental committee an updated curriculum vitae. Curricula vitae should follow the format provided in Appendix I. A curriculum vitae should be updated at each stage of the review process.

   c. External Peer Review. To substantiate the quality and significance of a faculty member's scholarship, a representative sample of an individual's most scholarly work should be evaluated by peers and other multiple and credible sources (e.g., authoritative representatives from a faculty member's field, students, community participants, and subject matter experts). External peer reviews must accompany recommendation for tenure and for promotion to associate and full professorships. For faculty to be reviewed for one of these personnel decisions, a list of potential external reviewers, which when appropriate should include members of the community able to judge the quality and significance of scholarship shall be compiled in the following manner.

      i.   The department chair will ask the faculty member for a list of reviewers (at least four) from outside the University. The faculty member may also provide a list of possible reviewers perceived as negative or biased; although inclusion of a name on this list will not preclude a request for

evaluation, the faculty member's exception will be included as a matter of record, if an evaluation is requested.

ii. At least three additional external reviewers will be selected by the department chair or the chair of the departmental committee. The chair will send the list to the Dean for review and the Dean may add names to the list.

iii. The chair of the promotion and tenure committee will select evaluators from the combined list of outside reviewers. A sample letter of solicitation is provided in Appendix II. *(Please note, as suggested in the sample letter, the evaluator should be advised that the letter is not confidential and will be available for the faculty member's review.) Requests for external evaluations shall include a copy of the University and departmental criteria for promotion and tenure. The faculty member being reviewed, in consultation with the departmental promotion and tenure committee, shall choose which samples of the faculty member's work shall be sent to external reviewers. Upon receipt of the evaluations, the chair of the department will send them to the departmental committee. A complete evaluation file must include at least three letters from external reviewers.* In cases when promotion or tenure decisions are deferred, external evaluations may be used in subsequent considerations for a period of three years.

2. Departmental Promotion and Tenure Committee Establishment and Authority

All recommendations for promotion and tenure originate with formally established departmental committees; for example, an elected advisory committee, or an elected committee on promotion and tenure. The department as a whole shall determine the composition of the committee and the method of selection of its members and chairperson. Student participation in the consideration of promotion and tenure is mandatory. When a faculty member has been involved in interdisciplinary teaching and/or research, the departmental promotion or tenure committee will include a faculty representative from a mutually agreed upon second department or program. Since the department chair is required to make a separate evaluation of the department faculty, the chair cannot be a member of the committee. The committee may invite other faculty members to participate in its deliberations. This committee acts as an independent reviewer of the performance of department faculty and initiates recommendations for all department faculty except the department chair. Committee members being considered for promotion or tenure shall not participate in the committee review of their cases.

Upon notification of the status of eligible faculty from the department chair, the committee will review and evaluate the curriculum vitae of faculty members eligible for tenure or promotion in accordance with the appropriate Department and

<u>University P&T Guidelines (as selected by the faculty member under review)</u>, and where required, external peer evaluation. Faculty members being evaluated may submit pertinent materials to the committee, but such data may not be included as a part of the committee's recommendations unless fully evaluated within the committee report.

3. Committee Decision and Narrative Report

The Committee's report to the department chair will be in the form of a written narrative for each affected faculty member. The report must address the following areas: contributions to knowledge as a result of the person's scholarship (whether demonstrated through the scholarship of research, teaching, or community outreach), effectiveness in teaching, research, or community outreach when it is part of a faculty member's responsibilities, and governance and professionally-related service.

The departmental committee must make one of four decisions for each member of the department being considered and the votes of each voting member of the committee must be recorded on the recommendation form (Appendix III).

a. Ineligible: This decision is appropriate for faculty who do not have minimum time in rank or who are on fixed term appointments. The committee may also provide a written evaluation of faculty on fixed term appointment.

b. Deferral: This decision is appropriate for faculty who have met the minimum time in rank to qualify for promotion but who request not to be considered, and for faculty whose requests for promotion are not accepted. A request for deferral by a faculty member should not be accepted by the committee without consideration. The committee should indicate, in writing, that such a discussion was held. Deferrals for faculty who have requested evaluation for promotion must be accompanied by a written report.

The committee must review each faculty member on annual tenure and prepare a written report for the department chair evaluating the progress of the faculty member in meeting the standards for the award of indefinite tenure in accordance with the Department and University P&T Guidelines selected by the faculty member (if the faculty member has not previously made a selection, or if the annual review is prior to the decision point for the selection of the guidelines above, the committee will utilize the approved Department and University P&T Guidelines in place at the time of hire). A deferral vote related to a tenure decision is normally appropriate for faculty members being reviewed in the first five years of an annual appointment. However, for a faculty member in the sixth year of an annual appointment, the committee must make a positive or a negative recommendation.

c. Positive Decision: This decision is appropriate for faculty whose attainments warrant promotion and/or tenure. For faculty members recommended for tenure, the committee's evaluation report should survey all years being counted toward tenure, including years of prior service that have been extended to the faculty member in his or her original letter of offer. For faculty members recommended for promotion, the committee's evaluation should survey the faculty member's years at Portland State. Where a positive recommendation is being made, a written report following the format in Appendix III must accompany the recommendation form.

d. Negative Decision: This decision is appropriate for faculty on annual tenure when in the committee's judgment, termination should be recommended. If in its review of a faculty member on an annual appointment, even within the first five years of such an appointment, the committee does not find that a faculty member is making satisfactory progress toward tenure, the committee may indicate a negative decision. Negative recommendation must be accompanied by a written report following the format in Appendix III.

4. Responsibilities of Department Chair

The department chair must be satisfied that the departmental committee has followed the appropriate departmental guidelines and that the appraisals are complete and in proper form. Department chairs are to make a separate recommendation for each member of the department and take the following actions:

a. confirm that all eligible faculty have been considered

b. provide an evaluation to faculty on fixed term appointments;

c. review justification for deferral at the faculty member's request and decision for deferral made by the committee. For faculty on annual appointments who have been deferred for tenure, the department chair should review the committee's report, add any additional evaluation, and discuss the report with the faculty member; and,

d. review positive and negative recommendations and the curriculum vitae and supporting materials of the faculty member in question. The chairs will make a separate recommendation, adding their own written narrative to the committee's. (The narrative must address the following areas: contributions to knowledge as a result of the person's scholarship (whether demonstrated through the scholarship of research, teaching, or community outreach), effectiveness in teaching, research, or community outreach when it is part of a faculty member's responsibilities, and governance and professionally-related

service. It should also address the general expectations of your discipline's promotion and tenure guidelines and for the candidate in relation to these expectations. Discuss the specific contributions of the candidate to the Departmental curriculum, i.e. upper and lower division courses taught, difficulty of courses, major requirements, enrollments. If the recommendation of the chair differs significantly from the committee's recommendation, the chair shall state in writing the reason for specific difference.

The department chair informs each faculty member in a timely manner in writing of the departmental committee's and of his/her own recommendations (ineligible, deferred, recommended for promotion and/or tenure, or termination). The faculty members should be given the opportunity to review their files before they are forwarded to the Dean/Provost and should indicate they have done so by signing the "Appraisal Signature and Recommendation Form". A copy of the complete appraisal and any additional material added by the department chair, should be in the file for review by the affected faculty member. The department chair must discuss with a faculty member, when requested, the reasons for the recommendations by the departmental committee and the department chair. If a department member questions either departmental recommendation, he/she may request a reconsideration of that recommendation.

5. Procedures for Reconsideration of Department Decision

Within two weeks of receipt of written notice of department action, the faculty member must give written notice of intent to request a reconsideration of the recommendation. If the request is for reconsideration of the departmental committee recommendation, both the committee chair and the department chair must be notified, and the department chair must return all appraisal materials promptly to the committee chair. Otherwise, only the department chair need be notified in writing.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever supportive material is pertinent. The supportive materials must be submitted to the committee chair, or department chair, as appropriate, within two weeks of written notification of intention to request the reconsideration.

All materials submitted by a faculty member shall become part of the appraisal document. The departmental committee and/or department chair, as appropriate, shall consider the materials presented by the faculty member. The committee chair and/or department chair may attach to the appraisal additional documentation or statements with their recommendation(s). The department chair shall forward the appraisal, which shall then proceed through the normal administrative review procedure in a timely manner.

6. Chair's Report to the Dean

The department chair must submit the following to the Dean:

a. statement of assurance that all eligible faculty have been reviewed;

b. recommendation form for each faculty member; and,

c. the committee's and the chair's written narratives for all faculty members who have received positive or negative recommendation for promotion and tenure.

Upon receipt of the Dean's recommendation, the chair must inform the faculty member of that recommendation in a timely manner.

B. Responsibilities of the Dean or Equivalent Administrator

The Dean shall use an advisory group for review and evaluation of the recommendations from the department chairs and departmental committees. The size and composition of this group shall be at the discretion of the Dean.

All actions taken by the Dean must be reported in a timely manner to the appropriate department chair and chairperson of the appropriate promotion and tenure committee. If the department chair or the chairperson of the promotion and tenure committee requests a conference with the Dean, within five days of being notified by the Dean, a conference shall be held before the Dean's recommendations are forwarded. If the Dean's recommendation should differ from the recommendation of either the departmental committee or department chair, the Dean must notify the affected faculty member in writing of action taken at the college/school level and state the reason for specific difference. The Dean shall provide the affected faculty member with a copy of any material added to the file. The affected faculty member may attach a statement in response to the action of the Dean. This statement shall be forwarded to the Provost at the same time as the recommendations go forward. Individual files of faculty reviewed for promotion and/or tenure shall be assembled by the Dean's office, following the format specified in the Promotion and Tenure Checklist and submitted to the Provost.

The Dean initiates recommendations for promotion of department chairs. The Dean's recommendations shall be forwarded to the Provost only after consultation with departmental committees.

C. Responsibilities of the Provost

The Provost makes all recommendations for promotion and tenure to the president for final approval according to the following process:

The Provost shall review the appraisals forwarded from the various colleges, schools, and other units. In doing so, the Provost shall determine whether recommendations are in conformity with the Administrative Rules, consistent with the institutional guidelines, reasonably uniform with regard to University standards, and in accordance with required procedures. If questions arise concerning a recommendation, the Provost shall consult with the Dean and may consult with other appropriate persons.

After reaching a decision, the Provost shall notify the affected faculty member, in writing, of his or her recommendation. A faculty member who wishes to request a reconsideration of the Provost's decision must schedule a conference with the Provost within ten days of the notification and may add additional evidence to the file. Only after a requested conference is held shall the Provost make a final recommendation to the president.

Copies of the Provost's recommendation shall be sent to the Dean and department chair.

Upon receiving the Provost's recommendation and a summary of the outcome of any reconsideration requested by a faculty member, the president shall make a final decision. Appeals of the president's decision should follow the grievance procedure found in the Administrative Rules of the Oregon State Board of Higher Education (OAR 577-42- 005).

NON-TENURE TRACK INSTRUCTIONAL POSITIONS- PROMOTION

A. **Departmental Authority and Responsibility**

The department as a whole shall establish its general guidelines in writing, including the criteria to be used for recommendations for promotion, and shall ensure that these guidelines fulfill the minimum standards of the University guidelines, which have priority. The responsibility for evaluating and documenting an individual faculty member's performance rests primarily with the department. The procedures and criteria to be used for promotion must be consistent with university and college or school policy, approved by the Dean and Provost, and must be formulated early enough to allow maximum time for making decisions.

Approval of departmental procedures and criteria by the Dean and Provost is required. If a Dean disapproves newly revised departmental criteria, then he/she will submit both departmental recommendations and his/her objections or amendments to the Provost for resolution.

After approval by the Provost, the guidelines must be in writing and be distributed to all members of the department faculty and to the academic Dean. Department chairs should distribute these

guidelines to new non-tenure track faculty upon their arrival at Portland State University.

Guidelines should be clear and unambiguous and include a calendar for a cycle of reviews. Department chairs must distribute these guidelines to new non-tenure track faculty with their appointment letter.

Reviews must take account of job-relevant evaluation criteria in keeping with those specified in the letters of appointment. Faculty may submit all relevant materials to the evaluators. Departments shall require the use of quantitative summaries of student evaluations to assure the confidentiality of student responses. To aid review committees in their evaluation, departments shall require a narrative or self-evaluation from each member under review. Faculty must have reasonable notice of their evaluations.

The results of a review must be provided in writing and in sufficient time that one who is reviewed is able to meet with at least one of the reviewers and to respond to the review by submitting a statement or comments that shall be attached to the review. Departments with more than one non-tenure track faculty member shall require that at least one non- tenure track faculty member shall be on the non-tenure track faculty review committee. Faculty may request a review if one has not been provided in the time period provided in the guidelines.

In cases where a non-tenure track faculty member's appointment is equally divided between two or more departments, there shall be a written agreement as to which department is to initiate personnel actions and the faculty member is to be so informed. In cases where a faculty member is involved in interdisciplinary teaching and/or research, evaluation must be solicited and provided by all appropriate academic departments. When a faculty member's research has clear impact on members of the external community, including civic groups, practitioners or others, evidence of the value of this work should be solicited from those most affected.

1. Procedures for Faculty Evaluation

   a. Notification. The department chair notifies the chair of the appropriate departmental committee of those non-tenure track faculty who are eligible for review. Faculty members on sabbatical or other approved leaves of absence shall be given equal consideration for promotion in rank with faculty members who are on campus.

   b. Faculty Curricula Vitae. All non-tenure track faculty members being reviewed should provide to the departmental committee an updated curriculum vitae. Curricula vitae should follow the format provided in Appendix I. A curriculum vitae should be updated at each stage of the review process.

c. Peer Review. Although non-tenure track faculty positions do not carry expectations for scholarly research, departments may require that candidates for promotion be evaluated by peers and other credible sources (e.g., authoritative experts) who are in a position to comment on the candidate's activities that are required of their position when such evaluations are deemed by the faculty member and the appropriate departmental committee as relevant to the faculty member's contribution as assigned by the University. For non-tenure representatives from a faculty member's field, students, community participants, and subject matter faculty to be reviewed for promotion, a list of potential evaluators outside the department which when appropriate should include members of the community able to judge the quality and significance of the candidate's professional activities, shall be compiled in the following manner:

i. When the use of outside evaluators is deemed relevant, the department chair will ask the faculty member for a list of at least four evaluators from outside the department. The faculty member may also provide a second list of possible evaluators perceived as negative or biased. Although inclusion of a name on this list will not preclude a request for evaluation, if an evaluation is requested of someone on the second list the faculty member's exception will be included as a matter of record,

ii. When the use of outside evaluators is deemed relevant, additional evaluators from outside the department may be selected by the department chair or the chair of the departmental committee. The chair will send the list to the Dean for review and the Dean may add names to the list.

iii. When the use of outside evaluators is deemed relevant, the chair of the promotion and tenure committee will select evaluators from the combined list of evaluators from outside the department. A sample letter of solicitation for letters of support for non-tenure track faculty is provided in Appendix II. Please note, as suggested in the sample letter, the evaluator should be advised that the letter is not confidential and will be available for the faculty member's review. Requests for external evaluations shall include a link to University and departmental criteria for promotion. The faculty member being reviewed, in consultation with the departmental promotion and tenure committee, shall choose which, if any, samples of the faculty member's work shall be sent to external evaluators. Upon receipt of the evaluations, the chair of the department will send them to the departmental committee. A complete evaluation file (when deemed relevant) must include at least three letters from evaluators outside the department. In cases when promotion decisions are deferred, external evaluations may be used in subsequent considerations for a period of three years.

2. Departmental Promotion and Tenure Committee Establishment and Authority

All recommendations for promotion of NTTF Instructional Faculty members originate with formally established departmental committees; for example, an elected advisory committee, or an elected committee on promotion and tenure. The department as a whole shall determine the composition of the committee and the method of selection of its members and chairperson. When a faculty member has been involved in interdisciplinary teaching and/or research, the departmental promotion and tenure committee will include a faculty representative from a mutually agreed upon second department or program. Since the department chair is required to make a separate evaluation of the department faculty, the chair cannot be a member of the committee. The committee may invite other faculty members to participate in its deliberations. This committee acts as an independent reviewer of the performance of department faculty and initiates recommendations for all department faculty except the department chair. Committee members being considered for promotion shall not participate in the committee review of their cases.

Upon notification of the status of eligible faculty from the department chair, the committee will review and evaluate the curriculum vitae of faculty members eligible for promotion, and where required, external peer evaluation. Faculty members being evaluated may submit pertinent materials to the committee, but such data may not be included as a part of the committee's recommendations unless fully evaluated within the committee report.

3.   Committee Decision and Narrative Report

The Committee's report to the department chair will be in the form of a written narrative for each affected faculty member. The report must address the following areas: effectiveness in teaching, effectiveness in research, and/or effectiveness in community outreach whenever each is part of a faculty member's responsibilities; and governance and professionally- related service. The departmental committee must make one of three decisions for each member of the department and the votes of each voting member of the committee must be recorded on the recommendation form (Appendix III).

a.   Ineligible: This decision is appropriate for faculty who do not have minimum time in rank.

b.   Deferral: This decision is appropriate for faculty who have met the minimum time in rank to qualify for promotion but whose requests for promotion are not accepted. Deferrals for faculty who have requested evaluation for promotion must be accompanied by a written report.

c.   Positive Decision: This decision is appropriate for faculty whose attainments warrant promotion. For faculty members recommended for promotion, the committee's evaluation should survey the faculty member's years at Portland

State. Where a positive recommendation is being made, a written report following the format in Appendix III must accompany the recommendation form.

4.   Responsibilities of Department Chair

The department chair must be satisfied that the departmental committee has followed the departmental guidelines and that the appraisals are complete and in proper form. Department chairs are to make a separate recommendation for each member of the department and take the following actions:

a. *confirm that all eligible faculty have been considered*

b. review justification for deferral at the faculty member's request and decision for deferral made by the committee

c. review positive and negative recommendations and the curriculum vitae and supporting materials of the faculty member in question. The chairs will make a separate recommendation, adding their own written narrative to the committee's. The chair's narrative must address the following areas: effectiveness in teaching, effectiveness in research, and/or effectiveness in community outreach insofar as each is part of a faculty member's responsibilities; and governance and professionally-related service. It should also address the general expectations of the department's promotion and tenure guidelines and the candidate's activities with regard to these expectations, including the contributions of the candidate to the departmental curriculum, i.e. upper and lower division courses taught, difficulty of courses, major requirements, and enrollments. If the recommendation of the chair differs significantly from the committee's recommendation, the chair shall state in writing the reason for the specific differences.

The department chair informs each faculty member in a timely manner in writing of the departmental committee's and of his/her own recommendations (ineligible, deferred, recommended for promotion). The faculty members should be given the opportunity to review their files before they are forwarded to the Dean/Provost and should indicate they have done so by signing the "Appraisal Signature and Recommendation Form". A copy of the complete appraisal and any additional material added by the department chair, should be in the file for review by the affected faculty member. The department chair must discuss with a faculty member, when requested, the reasons for the recommendations by the departmental committee and the department chair. If a department member questions either departmental recommendation, he/she may request a reconsideration of that recommendation.

5.   Procedures for Reconsideration of Department Decision

Within two weeks of receipt of written notice of department action, the faculty member must give written notice of intent to request a reconsideration of the recommendation. If the request is for reconsideration of the departmental committee recommendation, both the committee chair and the department chair must be notified and the department chair must return all appraisal materials promptly to the committee chair. Otherwise, only the department chair need be notified in writing.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever supportive material is pertinent. The supportive materials must be submitted to the committee chair, or department chair, as appropriate, within two weeks of written notification of intention to request the reconsideration.

All materials submitted by a faculty member shall become part of the appraisal document. The departmental committee and/or department chair, as appropriate, shall consider the materials presented by the faculty member. The committee chair and/or department chair may attach to the appraisal additional documentation or statements with their recommendation(s). The department chair shall forward the appraisal, which shall then proceed through the normal administrative review procedure in a timely manner.

6.   Chair's Report to the Dean

The department chair must submit the following to the Dean:

a. statement of assurance that all eligible non-tenure track faculty have been reviewed;

b. recommendation form for each faculty member; and,

c. the committee's and the chair's written narratives for all faculty members who have received positive or negative recommendation for promotion.

Upon receipt of the Dean's recommendation, the chair must inform the faculty member of that recommendation in a timely manner.

B. Responsibilities of the Dean or Equivalent Administrator

The Dean shall use an advisory group for review and evaluation of the recommendations from the department chairs and departmental committees. The size and composition of this group shall be at the discretion of the Dean.

All actions taken by the Dean must be reported in a timely manner to the appropriate department chair and chairperson of the appropriate promotion and tenure committee. If the department chair or the chairperson of the promotion and tenure committee requests a conference with the Dean within five days of being notified by the Dean, a conference shall be held before the Dean's recommendations are forwarded to the Provost. If the Dean's recommendation should differ with the recommendation of either the departmental committee or department chair, the Dean must notify the affected faculty member in writing of the action taken at the college/school level and state the reason for specific difference. The affected faculty member may seek a meeting with the Dean prior to the finalization of any report that differs with the recommendation of the departmental committee. The Dean shall provide the affected faculty member with a copy of any material added to the file. The affected faculty member may attach a statement in response to the action of the Dean. This statement shall be forwarded to the Provost at the same time as the recommendations go forward. Individual files of faculty reviewed for promotion shall be assembled by the Dean's office, following the format specified in the "Promotion and Tenure Checklist" and submitted to the Provost.

The Dean initiates recommendations for promotion of department chairs. The Dean's recommendations shall be forwarded to the Provost only after consultation with college/school committee.

C. **Responsibilities of the Provost**

The Provost makes all recommendations for promotion to the President for final approval according to the following process:

The Provost shall review the appraisals forwarded from the various colleges, schools, and other units. In doing so, the Provost shall determine whether recommendations are in conformity with the Oregon Administrative Rules, consistent with the institutional guidelines, reasonably uniform with regard to University standards, and in accordance with required procedures. If questions arise concerning a recommendation, the Provost shall consult with the Dean and may consult with other appropriate persons.

After reaching a decision, the Provost shall notify the affected faculty member, in writing, of his or her recommendation. A faculty member who wishes to request a reconsideration of the Provost's decision must schedule a conference with the Provost within ten days of the notification and may add additional evidence to the file. Only after a requested conference is held shall the Provost make a final recommendation to the President.

Copies of the Provost's recommendation shall be sent to the Dean and Department Chair.

Upon receiving the Provost's recommendation and a summary of the outcome of any reconsideration requested by a faculty member, the president shall make a final decision. Appeals of the President's decision should follow the grievance procedure found in the Administrative Rules of the Oregon State Board of Higher Education (OAR 577-42-005).

NON-TENURE TRACK INSTRUCTIONAL POSITIONS – CONTINUOUS APPOINTMENT – RELATED EVALUATIONS

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous appointment and are evaluated and may be considered for continuous employment. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan.[11]

A. Departmental Authority and Responsibility

The department as a whole shall establish its general guidelines, including the criteria to be used for evaluation of faculty for continuous appointment, prior to continuous appointment and after continuous appointment, and shall ensure that these guidelines fulfill the minimum standards of the University guidelines, which have priority. The responsibility for evaluating and documenting an individual faculty member's performance rests primarily with the department. The procedures and criteria to be used for evaluation of faculty for continuous appointment, to include the evaluations before and after continuous appointment, must be consistent with university and college or school policy, approved by the Dean and Provost, and must be formulated early enough to allow maximum time for making decisions.

Approval of departmental procedures and criteria by the Dean and Provost is required. If a Dean disapproves newly revised departmental criteria, then he/she will submit both departmental recommendations and his/her objections or amendments to the Provost for resolution.

After approval by the Provost, the guidelines must be distributed to all members of the department faculty and to the academic Dean. Department chairs should distribute these guidelines to new non-tenure track faculty upon their arrival at Portland State University.

The guidelines must be in writing and be distributed to all members of the department faculty. Guidelines should be clear and unambiguous and include a calendar for a cycle of reviews. Department chairs must distribute these guidelines to new non-tenure track faculty with their appointment letter.

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[11] 2016-2019 CBA, LOA #5

B. Initial Appointment

Initial appointments of NTT instructional faculty are not the responsibility of a sole administrator. Where possible, a committee of at least three faculty including at least one NTT instructional faculty shall seek qualified applicants and forward a recommendation to the chair.[12]

C. Type of Appointment

Initial appointment of NTT instructional faculty may be either probationary or fixed term.   In making an appointment of a non-tenure track instructional faculty member, the appointing unit must specify whether the appointment is probationary or fixed term.

D. Faculty Offer and Position Descriptions [13]

The University will provide template letters of offer for non-tenure track instructional appointments. For non-tenure track instructional appointments, 1.00 FTE will include no more than 36 course credits of assigned teaching per academic year. Assigned university/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional non-tenure track faculty member's workload without a reduction in instructional load.

The template letter of offer will include a position description. Taken together, a letter of offer and position description for non-tenure track instructional appointments will include the following information: whether the appointment is eligible for continuous appointment or fixed- term, appointment start date, appointment end date (for fixed-term appointments only), the reason warranting the fixed-term appointment (for fixed-term appointments only), FTE, annual salary rate, actual salary, teaching assignment (including, where possible, the list of courses to be taught and the location of those courses if not on the downtown University campus) whether the appointment is renewable, and any expectations for research and scholarly work, university service, professional service, or other responsibilities. Bargaining unit members shall have an opportunity to review the letter of offer and position description and will affirm their acceptance of the offer of employment by signing and returning to the University a copy of both the letter of offer and the position description.

The University will direct departments to complete letters of offer and position descriptions at least 30 days prior to the start of work for the initial term of employment of any nontenure track instructional faculty member so that employment documents are forwarded to the Office of Human Resources according to the published payroll deadline schedule.

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[12] 2015-2019 CBA, Article 18

[13] 2015-2019 CBA, Article 18, Sec. 4

E. <u>Annual Review</u>

NTT instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period.[14] The review should document and evaluate faculty contributions and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.

Prior to the implementation of this annual review process, each department/academic unit shall establish and maintain guidelines for review of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, that alleges a violation of such guidelines.[15]
In the event that an NTT instructional faculty member has had annual contracts with more than one unit during the probationary period, the department chairs or equivalents and the employee will mutually decide which unit will be responsible for the evaluation. In the event that a mutual decision cannot be made, the Dean or designee of the relevant college, or Provost or designee in the case of multiple colleges, will make a determination.

The departmental guidelines must, at a minimum:[16]
- be in writing and be made available to members;
- require each department to identify the committee(s) responsible for the evaluations;
- establish job-relevant evaluation criteria and require the criteria to be in writing;
- provide that the results of the review be in writing and provided to the member;
- provide that the member is entitled to meet with the reviewers;
- provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- provide that the member may submit relevant materials to the reviewers;
- provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- provide that the member is to have reasonable notice of the evaluation;
- in a department with more than one NTT instructional faculty member, provide that at least one NTT instructional faculty member will be on the review committee; and
- in the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college, or another school or college if necessary.

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[14] 2015-2019 CBA, Article 18, Sec. 2c
[15] 2015-2019 CBA, Article 18, Sec. 6a
[16] 2015-2019 CBA, Article 18, Sec. 6b.

The departmental guidelines must provide that Annual Review Submission Materials submitted by the faculty member should, at a minimum, include the following:

- an annual self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievement;
- current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
- appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review;
- syllabi and/or other pedagogical materials from the review period.

The departmental guidelines must provide that Annual Review Submission Materials submitted by the faculty member may include, but are not limited to:

- peer evaluation of teaching and curricular innovation;
- description of professional development activities intended to advance job performance;
- a reflective analysis of student and/or peer evaluations of teaching;
- evidence of scholarly activities, beyond the classroom, as defined by the discipline;
- evidence of ability to work effectively with individuals from and topics related to diverse populations;
- evidence of service activities related to unit mission.

F. Timing for Continuous Employment Consideration and Appointment [17]

In year six (6) of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

G. Milestone Review for Continuous Employment

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of a continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality. [18]

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[17] 2015-2019 CBA, Article 18, Section 2d
[18] Letter of Agreement, Nov. 5, 2015

Each department/academic unit shall establish and maintain guidelines for Milestone Review for Continuous Appointment of NTT instructional faculty members that are consistent with the guidelines developed by the Faculty Senate. Nothing in this provision affects or alters the Association's ability to file a grievance, as provided in Article 28, which alleges a violation of such guidelines.[19]

The departmental guidelines must, at a minimum:[20]
- be in writing and be made available to members;
- require each department to identify the committee(s) responsible for the evaluations;
- establish job-relevant evaluation criteria and require the criteria to be in writing;
- provide that the results of the review be in writing and provided to the member;
- provide that the member is entitled to meet with the reviewers;
- provide that the member is able to respond to the review by submitting a statement or comments, which shall be attached to the review;
- provide that the member may submit relevant materials to the reviewers;
- provide that the member may request a review if one has not been provided within the time period provided for by the guidelines;
- provide that the member is to have reasonable notice of the evaluation;
- in a department with more than one NTT instructional faculty member, provide that at least one NTT instructional faculty member will be on the review committee; and
- in the event a department has only one NTT instructional faculty who is being reviewed, the department will add an NTT instructional faculty member from another unit in the school or college.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.[21]

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[19] 2015-2019 CBA, Article 18, Section 6a
[20] 2015-2019 CBA, Article 18, Section 6b.
[21] Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2014, Sec. II, E3

The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).[22] In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The departmental guidelines must provide that the Milestone Review Submission Materials submitted by the faculty member should, at minimum, include the following:
- a cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
- current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
- appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range) or appropriate assessments of teaching since the last review;
- representative syllabi and/or other pedagogical materials from the six-year review period.

The departmental guidelines must provide that the Milestone Review Submission Materials submitted by the faculty member may include, but are not limited to:
- peer evaluation of teaching and curricular innovation;
- description of professional development activities intended to advance job performance;
- a reflective analysis of student and/or peer evaluations of teaching;
- evidence of ability to work effectively with individuals from and topics related to diverse populations;
- evidence of service activities related to unit mission;
- the annual self-appraisals prepared by the faculty member.

Departmental guidelines must provide that the following additional items may be included in the evaluation of teaching and curricular accomplishments, to the extent consistent with a faculty member's letter of appointment:
- contributions to courses or curriculum development;
- materials developed for use in courses;

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[22] Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2014, Sec. II, E3

- results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning;
- results of assessments of student learning;
- accessibility to students;
- ability to relate to a wide variety of students for purposes of advising;
- mentoring and guiding students toward the achievement of curricular goals;
- results of supervision of student research or other creative activities including theses and field advising;
- results of supervision of service learning experiences in the community;
- contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
- contributions to the development and delivery of collaborative, interdisciplinary, University Studies, and inter-institutional educational programs;
- teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
- grant proposals and grants for the development of curriculum or teaching methods and techniques;
- professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise;
- honors and awards for teaching.[23]

H. Procedures for Milestone Review

1. Notification

The department chair notifies the chair of the appropriate departmental committee of those non-tenure track faculty who are eligible for review.

2. Departmental Promotion and Tenure Committee Establishment and Authority

All recommendations for continuous appointment originate with formally established departmental committees; for example, an elected advisory committee, or an elected committee on promotion and tenure. The department as a whole shall determine the composition of the committee and the method of selection of its members and chairperson. When a faculty member has been involved in interdisciplinary teaching and/or research, the committee will include a faculty representative from a mutually

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[23] Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2014, Sec. II, E3

agreed upon second department or program. Since the department chair is required to make a separate evaluation of the department faculty, the chair cannot be a member of the committee. The committee may invite other faculty members to participate in its deliberations. This committee acts as an independent reviewer of the performance of department faculty and initiates recommendations for all department faculty except the department chair. Committee members being considered for continuous appointment shall not participate in the committee review of their cases.

     3.   Committee Decision and Narrative Report

The Committee's report to the department chair will be in the form of a written narrative for each affected faculty member. The report must address and review all areas of the dossier submitted by the faculty member in application for continuous appointment. The departmental committee must make one of two recommendations for each member of the department and the votes of each voting member of the committee must be recorded on the recommendation form.

     a.   Denial: This decision is appropriate for faculty whose requests for continuous appointment are not accepted. Denials of continuous appointment must be accompanied by a written report.

     b.   Approval: This decision is appropriate for faculty whose attainments warrant continuous appointment. Where a positive recommendation is being made, a written report following the format in Appendix III must accompany the recommendation form.

     4.   Responsibilities of Department Chair

The department chair must be satisfied that the departmental committee has followed the departmental guidelines and that the appraisals are complete and in proper form. Department chairs are to make a separate recommendation for each faculty member under review and take the following actions:
     a.   confirm that all eligible faculty have been considered
     b.   review positive and negative recommendations and the supporting materials of the faculty member in question. The chairs will make a separate recommendation, adding their own written narrative to the committee's. The Chair's narrative must address and review all areas of the dossier submitted by the faculty member. If the recommendation of the chair differs significantly from the committee's recommendation, the chair shall state in writing the reason for the specific differences.

     The department chair informs each faculty member in a timely manner in writing of the departmental committee's and of his/her own recommendations. The faculty members should be given the opportunity to review their files before they are forwarded to the Dean and should indicate they have done so by signing

the "Appraisal Signature and Recommendation Form". A copy of the complete appraisal and any additional material added by the department chair, should be in the file for review by the affected faculty member. The department chair must discuss with a faculty member, when requested, the reasons for the recommendations by the departmental committee and the department chair. If a department member questions either departmental recommendation, he/she may request a reconsideration of that recommendation.

     5.   Procedures for Reconsideration of Department Decision

Within two weeks of receipt of written notice of department action, the faculty member must give written notice of intent to request a reconsideration of the recommendation. If the request is for reconsideration of the departmental committee recommendation, both the committee chair and the department chair must be notified, and the department chair must return all appraisal materials promptly to the committee chair. Otherwise, only the department chair need be notified in writing.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare whatever supportive material is pertinent. The supportive materials must be submitted to the committee chair, or department chair, as appropriate, within two weeks of written notification of intention to request the reconsideration.

All materials submitted by a faculty member shall become part of the appraisal document. The departmental committee and/or department chair, as appropriate, shall consider the materials presented by the faculty member. The committee chair and/or department chair may attach to the appraisal additional documentation or statements with their recommendation(s). The department chair shall forward the appraisal, which shall then proceed through the normal administrative review procedure in a timely manner.

     6.   Chair's Report to the Dean

The department chair must submit the following to the Dean:
- a.   statement of assurance that all eligible non-tenure track faculty have been reviewed;
- b.   recommendation form for each faculty member; and,
- c.   the committee's and the chair's written narratives for all faculty members who have received positive or negative recommendation for continuous appointment.
- d.   if requests for reconsideration are made, all materials submitted with the request for reconsideration and the committee's and/or the department chairs response after reconsideration.

Upon receipt of the Dean's decision, the chair must inform the faculty member of that recommendation in a timely manner.

7. Responsibilities of the Dean or Equivalent Administrator

The Dean shall use an advisory group for review and evaluation of the recommendations from the department chairs and departmental committees. The size and composition of this group shall be at the discretion of the Dean. The Dean is responsible for making the decision to approve or deny continuous appointment.

All actions taken by the Dean must be reported in a timely manner to the appropriate department chair and chairperson of the appropriate promotion and tenure committee. If the department chair or the chairperson of the promotion and tenure committee requests a conference with the Dean within five days of being notified by the Dean, a conference shall be held before the Dean makes a decision. If the Dean's decision differs from the recommendation of either the departmental committee or department chair, the Dean must notify the affected faculty member in writing of the decision and state the reason for the difference. The affected faculty member may seek a meeting with the Dean prior to the finalization of any decision that differs with the recommendation of the departmental committee. The Dean shall provide the affected faculty member with a copy of any material added to the file. The affected faculty member may attach a statement in response to the action of the Dean.

8. Appeals to the Provost

A faculty member may appeal an adverse decision by the Dean to the Provost by submitting an appeal within ten (10) working days of notice of the Dean's decision. The faculty member's appeal must state the basis for the appeal. The faculty member may request a conference with the Provost as part of the appeal process. If a conference is requested, the Provost is to meet with the faculty member before deciding the appeal.

The Provost is to provide a final decision on the appeal in writing to the faculty member and Dean.

I. **Evaluation Following Continuous Appointment**

Non-tenure track instructional faculty on a continuous appointment are to be evaluated after three (3) years of continuous appointment and then after every three (3) years following the last evaluation or promotion[24]

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[24] 2015-2019 CBA, Article 18, Sec. 2f

The departmental guidelines must provide that the materials submitted by a faculty member for evaluation following continuous appointment should, at minimum, include the following:

- a cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
- current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
- appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review;
- representative syllabi and/or other pedagogical materials from the review period.

The departmental guidelines must provide that materials submitted by a faculty member for evaluation following continuous appointment may include, but are not limited to:

- peer evaluation of teaching and curricular innovation;
- description of professional development activities intended to advance job performance;
- a reflective analysis of student and/or peer evaluations of teaching;
- evidence of ability to work effectively with individuals from and topics related to diverse populations;
- evidence of service activities related to unit mission.

In the event of an unsatisfactory evaluation, the faculty member and department chair or chair equivalent will meet to discuss the deficiencies identified in the review. Following the meeting, the chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.[25]

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty

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[25] 2015-2019 CBA, Article 18, Sec. 2g (also including following three paragraphs)

member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member, Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

NON-TENURE TRACK RESEARCH POSITIONS (RESEARCH ASSISTANT & RESEARCH ASSOCIATE)

A. Departmental Authority and Responsibility

Each academic unit (department, school or college) will be required to develop and submit criteria and procedures for promotion within research ranks that are specific to the research activities of that unit. These guidelines will fulfill the minimum standards of the University guidelines, which have priority. These criteria will be reviewed and approved by the Dean and Provost.

1. Procedures for research faculty evaluation.

a. The request for promotion can be initiated by the supervisor/principal investigator or the individual herself/himself.

b. The faculty should be in rank at PSU at least one year before requesting promotion to the next rank

c. Changing rank signals a qualitative difference in what the individual will do on the job; specifically there will be an increase in both the level of responsibility and the initiative required. When responsibilities extend beyond the current job description, this may be reason to consider promotion. The reviewers should assess evidence that the individual is prepared to perform the activities at the next higher rank.

d. All promotions should be accompanied by an increase in salary as set in the collective bargaining agreement.

e. Requests for promotions may be forwarded to the Provost typically twice yearly, although exceptions can be made if funding cycles make it necessary. This is consistent with the fluidity of research funding and the fact that research project staffing needs do not follow a nine-month academic schedule. Academic units may choose to set their own timelines for request for promotion to be submitted to the Dean.

f. Each academic unit will articulate a mechanism for allowing the individual to appeal, should the request for promotion be denied.

2. Responsibility of the reviewer (supervisor/principal investigator) and the review group

a. Normally, the group that conducts the annual performance review according to Article 18 of the 2009-2011 PSU-AAUP Collective Bargaining Agreement will receive and review the request for promotion, although the academic unit may wish to constitute a different group.

b. Requests for promotion will go through the same process as annual reviews. The annual review/promotion committee makes a recommendation to the department chair/research center or institute director/school director. This individual then makes a recommendation to the Dean.

B. **Responsibility of the Dean.**

The Dean forwards all requests with his/her recommendations to the Provost for his/her review and final decision.

C. **Responsibilities of the Provost**

The Provost makes all recommendations for promotion to the president for final approval according to the following process:

The Provost shall review the appraisals forwarded from the various colleges, schools, and other units. In doing so, the Provost shall determine whether recommendations are in conformity with the Administrative Rules, consistent with the institutional guidelines, reasonably uniform with regard to University standards, and in accordance with required procedures. If questions arise concerning a recommendation, the Provost shall consult with the Dean and may consult with other appropriate persons.

After reaching a decision, the Provost shall notify the affected faculty member, in writing, of his or her recommendation. A faculty member who wishes to request a reconsideration of the Provost's decision must schedule a conference with the Provost within ten days of the notification and may add additional evidence to the file. Only after a requested conference is held shall the Provost make a final recommendation to the president.

Copies of the Provost's recommendation shall be sent to the Dean and department chair.

Upon receiving the Provost's recommendation and a summary of the outcome of any reconsideration requested by a faculty member, the president shall make a final decision. Appeals of the president's decision should follow the grievance procedure found in the Administrative Rules of the Oregon State Board of Higher Education (OAR 577-42-005).

VI. POLICIES AND PROCEDURES ON MERIT INCREASES

All members of the bargaining unit shall be included in a department for purposes of evaluation. Faculty members whose appointments are in research units may constitute themselves as a department for the purposes of this section subject to the approval of the appropriate Dean (s). All members eligible to vote must decide whether to have a separate departmental committee to consider salary increases, and, if so, to establish its composition and membership. If a committee is formed, it should work closely with the department chair. Departments should explicitly define the various kinds of meritorious activities. Approval of departmental procedures and criteria by the Dean and Provost/vice president is required. If a Dean disapproves existing or newly revised departmental criteria, then he/she will submit both departmental recommendations and his/her objections or amendments to the Provost for resolution. These approved guidelines shall govern the merit pay decision-making process at all levels. Departmental committees shall review, evaluate, and recommend redress of inequities in the same manner as other merit increases. Departments within smaller schools should consider whether they wish to evaluate members and recommend increases as a School, rather than as individual departments.

All participants in the merit pay process shall make merit increase recommendations and awards within designated merit categories. Up to 10% of the available merit pool may be distributed to individuals at the Dean's discretion. The Dean shall inform department chairs and individuals about the distributions and shall communicate the reasons for them to department chairs.

Department evaluation committees shall make recommendations to department chairs regarding merit pay increases. Department chairs shall meet and confer with evaluation committees to attempt to resolve significant differences. A significant difference, at this stage of the process, as well as at subsequent stages, would occur when (1) the rank order of individuals as recommended by the evaluation committee would change; or (2) an individual who had been among those recommended by the evaluation committee would be dropped; or (3) an individual who had not been recommended by the evaluation committee would be added; or (4) the amount awarded to one or more individuals by the evaluation committee would be changed by 10% or more. If they are unable to resolve significant differences, then the recommendations submitted to the Dean shall include both the evaluation committee's recommendation and the chair's recommendation, and the reasons for the different recommendations shall be stated in writing.

The recommendations made by the evaluation committee and by the chair shall be communicated to the faculty member concerned within one week of their submission to the Dean. Before submitting recommendations to the Provost, the Dean will notify chairs and evaluation committees concerning any significant differences the Dean has with recommendations submitted by them and shall state the reasons for specific differences in writing.

Evaluation committees and chairs will have one week to respond to the reasons the Dean has given. If significant differences remain, then the different recommendations shall be submitted to the Provost, together with documentation supporting the different recommendations. The recommendations the Dean makes to the Provost shall be communicated to department chairs for transmission to the faculty member concerned.

APPENDIX I: CURRICULUM VITAE

NAME OF FACULTY MEMBER
Date of This Vita
**(PLEASE PROVIDE INFORMATION IN
REVERSE CHRONOLOGICAL ORDER)**

<u>Education</u>

Ph.D. *(or highest degree)*_____ Year_____ Subject and institution_____
M.A._____ Year_____ Subject and institution_____
B.A._____ Year_____ Subject and institution_____

<u>Employment</u>

Title, institution/business name, dates of employment

<u>Dissertation</u>

<u>Title of dissertation</u>, date and name of director

<u>Refereed Publications or Other Creative Achievements</u>
Published or completed works (accepted or in press) only. Works still "in progress"
should be included under the category "Scholarly Works in Progress")

1.   <u>Books</u> (give author(s),* title, press, date of publication and page numbers) a) Authored
     b) Edited

2.   <u>Chapters</u> (give author(s),* title, press, date of publication and page numbers)

3.   <u>Articles</u> (give author(s),* title, journal, date and page numbers)

4.   <u>Book reviews</u> (include full publication data)

6.   <u>Completed exhibitions, performances, productions, films, etc.</u> (describe nature of
     accomplishment, location, dates, etc.)

7.   <u>Completed compositions, scripts, scores, commissions, etc.</u> (accepted or installed).

8.   <u>Other</u>

_____
* Give author(s) name(s) in same order as they appear in the publication.

<u>Non-Refereed Publications or Other Creative Achievements</u>

1. <u>Books</u> (give author(s),* title, press, date of publication and page numbers) a) Authored
    b) Edited

2. <u>Chapters</u> (give author(s),* title, press, date of publication and page numbers)

3. <u>Articles</u> (give author(s),* title, journal, date and page numbers)

4. <u>Book reviews</u> (include full publication data)

5. <u>Completed works</u> (accepted or in press) (Be specific, i.e., author(s),* title, press or journal, chapters completed or title of article, number of pages and expected date of publication.)

6. <u>Completed exhibitions, performances, productions, films, etc.</u> (describe nature of accomplishment, location, dates, etc.)

7. <u>Completed compositions, scripts, scores, commissions, etc.</u> (accepted or installed).

8. <u>Other</u>
* Give author(s) name(s) in same order as they appear in the publication.

<u>Presentations at Professional Meetings</u>

(include meeting name and professional organization, place, date, title of paper, poster, etc., and publication info, if appropriate.)

<u>Honors, Grants, and Fellowships</u>

(List all fellowships and financial support for research and scholarship, both internal and external, indicating period of award and amount awarded and whether principal investigator, co-principal investigator, or other role.)

<u>Other Research and Other Creative Achievements</u>
(See II.E.2)

<u>Other Teaching, Mentoring and Curricular Achievements</u>
(See II.E.3)

<u>Other Community Outreach Achievements</u>
(See II.E.4)

<u>Scholarly Works in Progress</u>

(and expectations as to when each will be completed and in what form it will appear)
<u>Significant Professional Development Activities</u>

<u>Governance and Other Professionally Related Service</u>
<u>Governance Activities for the University, College, Department</u>

(committees, internal lectures of popular nature, etc.)

<u>Professionally-related Service</u>

(List membership, committee service, offices held, editorial boards, etc.)

<u>Memberships in Professional Societies</u>

APPENDIX II

Appendix II consists of the following items:

1. Sample 30-day Notification Letter

2. Report on External Letters

3. Sample Letter to External Evaluators for Tenure and Promotions to Associate Professor and Full Professor

4. Sample Letter to Evaluators outside the Department for Promotion of NTTF

1. SAMPLE 30-DAY NOTIFICATION LETTER

THE DEPARTMENT CHAIR SHALL SEND A LETTER TO EACH CANDIDATE ELIGIBLE FOR EVALUATION FOR REAPPOINTMENT AND/OR PROMOTION THIRTY DAYS IN ADVANCE OF THE COMMENCEMENT OF THE EVALUATION PROCESS.

THE FOLLOWING ITEMS SHOULD BE INCLUDED IN YOUR LETTER AND YOUR LIST OF REQUESTED MATERIALS:

I write to inform you that you are eligible for consideration for (promotion and/or tenure). The evaluation will commence in thirty (30) days.

For use in your evaluation, please forward to me, within the 30-day period specified above, the following materials:

1. Curriculum Vitae;

2. list of names and addresses of potential external evaluators*;

3. list persons whom you would consider negatively prejudicial;

4. any other supporting materials, copies of articles, books, course syllabi, student evaluations.

*External letters are required only for those faculty who are being considered for tenure or promotion to associate or full professor.

2. REPORT ON EXTERNAL LETTERS*

Attach one sample letter of solicitation and all responses to this sheet. All letters received must be forwarded with promotion materials. A minimum of three letters is required.

A.

Referees Suggested By Candidate	Date Letter Sent	Date Response Received
(List Institutional Affiliation) Relationship**		

[at least 1 letter must be included from this category]

1.

2.

3.

4.

B.

Referees suggested by Dept., Relationship or Dean or other Evaluating Body	Date Letter Sent	Date Response Received
Field of Expertise*		

[at least 1 letter must be included from this category]

1.

2.

3.

4.

C.   Referees who the candidate has listed as possibly negatively biased sources.

* Letters not solicited by the department/professional school or letters from within the University are not considered within this category.

** For each name give relationship to candidate (e.g., dissertation advisor, former teacher or colleague, co-author, etc.) or referee's particular expertise.

3. SAMPLE LETTER TO EXTERNAL EVALUATORS FOR TENURE AND PROMOTIONS TO ASSOCIATE PROFESSOR AND FULL PROFESSOR

(NOTE: Significant deviations from this form must be approved by the Dean and Provost/Vice President.)

Dear (name of evaluator):

The (name of Department) of the (name of College or School) of Portland State University is considering whether it should recommend (rank and name) for promotion to the rank of (Associate Professor, Professor) (with tenure) effective (date).

To assist the Department in such considerations, and for the information of the subsequent levels of review within the University should the department recommend the action, the University requires that written evaluations be obtained from multiple and credible sources in the candidate's scholarly or creative field outside the University.

I am writing to request a letter giving your assessment of the quality and significance (see Portland State University's Promotion and Tenure Criteria enclosed) of Professor_____'s scholarship. Your letter will become a part of the file and will be available for review by the affected faculty member.

For your information I am enclosing a copy of Professor_____'s vita. (I am enclosing reprints.) Since our deliberations must be concluded by (date), I would appreciate your earliest response. If you are unable to respond by that date, please let me know as soon as possible.

While severe budgetary constraints prevent us from offering you an honorarium, I do hope that you will agree to participate in this important part of our review. Let me express in advance our deep appreciation for your assistance.

Sincerely,

Name
Title

Enclosures
(attach c.v.)
(attach reprint list, if any)
(attach a copy of the departmental and University criteria)

Candidate's Name _____

4. SAMPLE LETTER TO EVALUATORS OUTSIDE THE DEPARTMENT FOR PROMOTION OF NTTF

(NOTE: Significant deviations from this form must be approved by the Dean and Provost)

Dear (name of evaluator):

The (name of Department) of the (name of College or School) of Portland State University is considering whether it should recommend (name) for promotion to the rank of (rank) effective (date).

To assist in the review of candidates for promotion, the University requires that written evaluations be obtained from multiple and credible sources outside the department.

I am writing to request a letter giving your assessment of the quality and significance of (name's) professional activities. Your letter will become a part of the file and will be available for review by the affected faculty member.

For your information I am enclosing a copy of (name's) vita (and when agreed, additional materials.) Since our deliberations must be concluded by (date), I would appreciate your earliest response.   If you are unable to respond by that date, please let me know as soon as possible.

I do hope that you will agree to participate in this important part of our review. Let me express in advance our deep appreciation for your assistance.

Sincerely,

Name
Title

Enclosures
(attach c.v.)
(attach additional materials, if any)
(attach a copy of the departmental criteria)

Candidate's Name _____

APPENDIX III

APPENDIX III consists of the following items:

1. Routing of recommendations

2. Appraisal signature sheet and recommendation form

3. Academic professional appraisal signature sheet and recommendation form

1. ROUTING OF RECOMMENDATION

A timetable will be established each year by the Office of Academic Affairs to ensure that each level of review will have sufficient time for responsible consideration of tenure and promotion recommendations. The responsibility for deferrals owing to late recommendations must be with the delaying body.

New or amended promotion and tenure guidelines incorporating specific departmental criteria and evaluation procedures shall be submitted for approval by the Office of Academic Affairs or appropriate Vice President. When approved, copies shall be distributed to departmental faculty, the Academic Dean, and the Provost or appropriate Vice President. If the departmental guidelines are found not to be in compliance with University guidelines, they will be returned to the department for review and alteration. If revised guidelines are not returned to OAA within 30 days of return to the department, the Provost or Vice President will modify the guidelines only for the purpose of bringing them in compliance with the University guidelines.

Using the annual Promotion and Tenure schedule printed by OAA:

A minimum of six weeks from notification to faculty of eligibility by the department chair, the Departmental Committee shall send its recommendations to the department chair.

Two weeks from this date the department chair shall notify each faculty member of his/her recommendation and that of the Departmental Committee.

The department chair shall send the Departmental Committee's and his/her recommendations (except those being reconsidered) to his Academic Dean. This allows two weeks during which faculty members may request a reconsideration of the recommendation.

Three weeks after receiving the departmental recommendation, the Academic Dean shall send his/her recommendations to the Provost or Vice President.

2. APPRAISAL SIGNATURE SHEET AND RECOMMENDATION FORM

For implementation in the forthcoming Academic Year 20_____

Name_____
                Last   First   Middle

College or School/Dept._____

Date of First Appointment at PSU_____   Current Rank_____

Date of Last Promotion_____   Tenure Status_____
                                                          (Fixed Term or Annual or Tenured)

Total Tenure Related FTE_____
(complete for Annual appointments only)

FACULTY MEMBER IS BEING REVIEWED FOR: *please indicate with a check(s):*
  ☒ PROMOTION TO_____ *(indicate rank)* AND/OR ☐ TENURE

Approval Date of University P&T Guidelines used: _____   Approval Date of Department P&T Guidelines used: _____

Each voting member of the Departmental Committee and each reviewing Administrator is required to sign and indicate their vote or recommendation.

(For tenure recommendations, please use **P** to indicate positive, **D** to indicate deferral and **T** to indicate termination. For promotion recommendations, please use **P** to indicate promotion or **D** to indicate deferral).

NOTE: When a faculty member is not being considered for **both** promotion **and** tenure, one of the **VOTE/REC** columns below should be left **blank.**

SIGNATURES	PROMOTION VOTE/REC	TENURE VOTE/REC	DATE
COMMITTEE RECOMMENDATION:			
COMMITTEE MEMBERS*:			
COMMITTEE CHAIR:			
DEPARTMENT CHAIR:			
DEAN:			
PROVOST/VICE PRESIDENT:			
PRESIDENT:			

*If more space is needed for committee membership, please attach an additional page.

I have been apprised of the recommendations indicated on this form and have been given the opportunity to review my file before its submittal to the Dean's Office.

_____
     Faculty Signature   *Date*

3. ACADEMIC PROFESSIONAL APPRAISAL SIGNATURE SHEET AND RECOMMENDATION FORM

For implementation in the forthcoming Academic Year 20_____

Name_____

Last   First   Middle

College or School Dept._____

Date of First Appointment at PSU_____   Current Academic Professional Level_____

Date of Last Promotion_____

FACULTY MEMBER IS BEING REVIEWED FOR:

PROMOTION TO _____
(indicate academic professional level)

Each voting member of the Departmental Committee and each reviewing Administrator is required to sign and indicate their vote or recommendation.

(Please use **P** to indicate promotion or **D** to indicate deferral)

SIGNATURES	PROMOTION VOTE/REC	DATE
COMMITTEE RECOMMENDATION:		
COMMITTEE MEMBERS*:		
COMMITTEE CHAIR:		
DEPARTMENT CHAIR:		
DEAN:		
PROVOST/VICE PRESIDENT:		
PRESIDENT:		

*If more space is needed for committee membership, please attach an additional page.

I have been apprised of the recommendations indicated on this form and have been given the opportunity to review my file before its submittal to the Dean's Office.

_____

Faculty Signature   *Date*

APPENDIX IV: ADDENDUM FOR OPTIONAL PROMOTIONAL PATHS FOR NON-TENURE TRACK FACULTY EMPLOYED AT PSU PRIOR TO SEPTEMBER 16, 2014

All departments with non-tenure track faculty on fixed-term appointments (NTTF) must incorporate new ranks where appropriate by adding **job descriptions**, **promotion criteria**, and **evaluation procedures** into departmental promotion and tenure guidelines by May 15, 2014. Review of revised departmental promotion and tenure guidelines by the Dean or equivalent and the Provost must take place by June 15, 2014. Hiring into these ranks should begin on July 1, 2014.

Non-tenure track faculty members hired before September 16, 2014 who hold the rank of Assistant Professor or above shall retain those ranks, and shall retain the ability to promote to higher NTTF professorial ranks based upon the criteria for promotion to those ranks in their departmental P&T Guidelines.

To allow for promotion, all current NTTF appointed as Senior Instructors shall be re-ranked at the new rank of Senior Instructor I. However, in departments where new criteria for Senior Instructor II may overlap to a great degree with old criteria for Senior Instructor, the department has the discretion to affirm appointment of faculty hired prior to September 16, 2014 at the Senior Instructor II level, pending approval of new guidelines by the Dean or equivalent and Provost.

   A. **Promotional Options for Non-Tenure Track (NTTF, formerly Fixed-Term) INSTRUCTIONAL Faculty employed at PSU prior to September 16, 2014:**
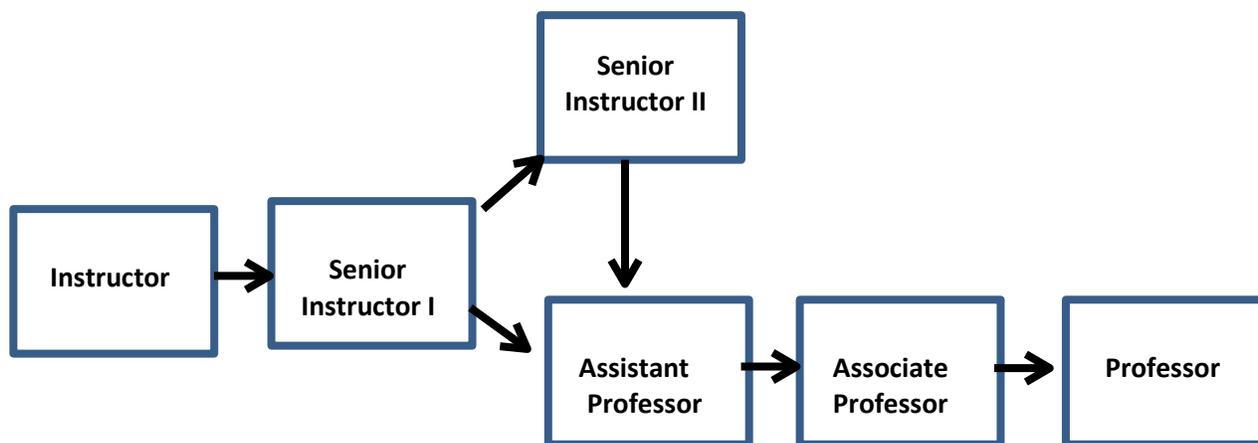
All Senior Instructors will be re-ranked to Senior Instructor I or Senior Instructor II, as appropriate under revised departmental P&T Guidelines.

Where applicable, a non-tenure track faculty member can be considered for Clinical Professor or Professor of Practice contingent on departmental approval as part of the process of revising departmental P&T Guidelines. The term Department refers to any instructional or research unit that has authority to hire and promote instructional and research faculty.

- Departments with NTTF instructional faculty hired before 9/16/14 are required to have clearly defined criteria in Departmental P&T Guidelines for promotion to Assistant Professor.
- Departmental Guidelines must state that a Senior Instructor I who has opted for promotion to Assistant Professor retains the right to be considered for promotion to Senior Instructor II (if they so request) if their application for promotion to Assistant Professor is unsuccessful. They should be considered for promotion to Senior Instructor II in the same cycle, with the same promotion packet, and by the same P&T committee. Should their application for Senior Instructor II be unsuccessful, they should retain the ability to apply for promotion to Assistant Professor and/or Senior Instructor II in future cycles.
- Departmental guidelines must state that for Instructional faculty members hired prior to September 16, 2014, the timelines for promotion at any point along the promotional path from Instructor through Professor shall not apply.
- Departmental Guidelines must state that Non-tenure track faculty members hired before September 16, 2014 who hold the rank of Assistant Professor or above shall retain those ranks, and shall retain the ability to promote to higher NTTF professorial ranks based upon the criteria for promotion to those ranks in their departmental P&T Guidelines.
- Departmental Guidelines must follow the standards set forth in this document and must be approved by the Dean and Provost.

B. Promotional Options for Non-Tenure Track (NTTF, formerly Fixed-Term) RESEARCH Faculty employed at PSU prior to September 16, 2014:

- Departments with NTTF research faculty are required to have P&T Guidelines for hiring and promotion to Senior Research Assistant I and II and to Senior Research Associate I and II.
- Departments with NTTF research faculty hired before 9/16/14 must define criteria for re- ranking of Senior Research Assistant(s) and Senior Research Associate(s).
- Departmental Guidelines must state that for faculty members hired prior to September 16, 2014, the timelines for promotion to Senior Research Associate I and Senior Research Associate II and Senior Research Assistant I and Senior Research Assistant II shall not apply.
- Departmental Guidelines must follow the standards outlined in this document and be

  approved by the Dean or equivalent and the Provost.

C. **The following Motions approved by the PSU Faculty Senate in 2014 offer guidance on the adoption and implementation of new NTTF instructional and research ranks:**

1. Motions on Faculty Ranks, as published in Appendix E-3, March 4, 2013 Senate Agenda:

Motion 1

PSU Faculty Senate recommends that fixed-term faculty employed at PSU for the academic year ending in June, 2014 at .5 FTE or above who currently hold the ranks of Assistant, Associate, and Full to maintain their current academic ranks and titles in future employment contracts with the university that entail the same job duties they currently perform.

Motion 2

PSU Faculty Senate recommends that fixed-term faculty employed at PSU for the academic year ending in June, 2014 at .5 FTE or above who entered into their current employment contracts with the expectation that, if rehired, they would be eligible for promotion to the ranks of Assistant, Associate, Full to extend their eligibility for such promotion in the creation of any future employment contracts with PSU.

1. The criteria for promotion into the ranks of Assistant, Associate, and Full shall continue to be the same for tenure-related and fixed-term faculty, as outlined in the University and State Guidelines for Promotion and Tenure.
2. Faculty with the rank of Senior Instructor I may choose to be considered for promotion to either Senior Instructor II or Assistant Professor, in accordance with their departmental and university guidelines.

Faculty hired within the same time period above who attain the rank of Senior Instructor II will be eligible to be considered for promotion to Assistant Professor and from there through the professorial ranks, again in accordance with previously established guidelines.

Motion 3

PSU Faculty Senate recommends that fixed-term faculty employed at PSU for the academic year ending in June, 2014 at .5 FTE or above who currently hold the ranks of Senior Instructor, Senior Research Assistant, and Senior Research Associate to be mandatorily reclassified as, respectively, Senior Instructor I, Senior Research Assistant I, and Senior Research Associate I. This reclassification is to leave room for future promotion. *No faculty member shall receive a pay cut as a result of reclassification.*

2. Motion on Faculty Ranks approved at the April 1, 2013 Senate meeting:

Motion 4

PSU Faculty Senate recommends that PSU does not use the new Title/Rank of Librarian. [Secretary's note: Motion 4 was introduced March 4 (Appendix E-3), and revised April 1, 2014.]

 [Secretary's note: Motion 5 regarding the use of auxiliary titles "Visiting" and "Adjunct" was not approved.]

Motion 5 (as published in Appendix E-4, April 1, 2013 Senate Agenda)

PSU Faculty Senate recommends that faculty employed at PSU for the academic year ending in June, 2014 at .5 FTE or above, and whose current position meets the criteria in OAR 580-020-005, be given the option of holding Professor of Practice/Clinical Professor ranks (as defined in OAR 580-020-0005) when revised PSU and departmental Promotion and Tenure Guidelines include these ranks. *No faculty member shall receive a pay cut as a result of reclassification.*

The Challenges of Rewarding New Forms of Scholarship: Creating Academic Cultures that Support Community-Engaged Scholarship

A report on a Bringing Theory to Practice *seminar held May 15, 2014*

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University of Massachusetts, Amherst

September 2014

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Preamble

The need for and value of civic engagement is widely acknowledged and frequently advocated by students and faculty at American universities. Over the last several decades, recognizing the variety of forms of scholarly research and academic achievement has become commonplace on many campuses. The Carnegie Foundation now assesses and validates community engagement as one critical measure of a university's identity and success. Many faculty stress community involvement, internships, and various forms of experiential learning in their courses and view them as critical components of a university education. Numerous faculty engage in community-engaged research, working with local organizations, local businesses, and city and town governments, solving problems and helping to collect data and information. There exists a considerable literature—by and for faculty—documenting the scholarship and pedagogical impact of civic engagement strategies and the promotion of community-engaged research.

Frequently, however, such activities are not rewarded or supported in the recognition and promotion process of faculty in higher education. Faculty and universities are still judged primarily by the research profile of their individual and combined achievements. This profile exclusively rewards models which assume that all valid knowledge of the physical and social world is obtained by faculty pursuing their research agendas and getting validation for that work in the form of peer-reviewed publications, successful grant applications, and recognition in national and international discipline-based associations. While some universities are recognizing emerging forms of scholarship in ways that challenge this traditional model, there are powerful counterforces that undermine higher education's commitment to community engagement. The decline in funding for state universities and the competition over fewer and fewer funding opportunities have pushed many institutions to return to a narrow model of excellence built on traditional ideas about academia's function and role. Increasingly, universities are engaged in a prestige race in which the winners are defined by the presence of star faculty (i.e., those who publish widely, obtain large grant-funded research projects, and who receive wide public acclaim for their research) and by their success at recruiting top students and placing them in high paying, high skill careers. Administrators focus on encouraging these traditional activities as they seek funds from wealthy sponsors, alumni, foundations, and grant funding institutions to replace dwindling state support. The recognition of faculty committed to community engagement is often counterbalanced by institutional striving for higher prestige through narrow and restrictive measures of excellence.

Our concern for finding better ways to recognize the work of University of Massachusetts (UMass) faculty who pursue emerging forms of scholarship, including community engagement—and who encourage their students in community engagement—prompted a one-day seminar on the assessment and reward structure for university faculty's community engagement activities. As a result of a vibrant and active discussion that showcased what has been happening on the five campuses of the UMass system, we have formulated the following statement of concerns and actions needed to better recognize the value of community engagement for students, faculty, our campuses, and the University as a whole.

Purpose of the Seminar

The purpose of this seminar was to examine and explore a wide range of faculty rewards (including promotion criteria, awards, faculty development support, and policies at various levels) that provide incentives and recognition to faculty for undertaking community-engaged scholarship (CES). Throughout our discussions, we considered community-engaged scholarship as the advancement of knowledge focusing on social issues through mutually beneficial, reciprocal collaboration with peers outside the university who have locally grounded knowledge and experience.

The central problem the seminar addressed is that most universities lack a system of incentives and supports for faculty who undertake (or are considering) community-engaged scholarship addressing broad social impact. The policies and cultures that shape faculty behavior for career advancement have not kept pace with changes in knowledge production and dissemination. Campuses are attempting to address new and rapidly changing internal and external environments, including (1) increasing the ethnic and gender diversity of the faculty, (2) creating space for new perspectives on advancing knowledge, and (3) addressing the need for organizational change so that universities are publically accountable and have greater legitimacy. In such an environment, community engagement, publically engaged scholarship, and university-community partnerships become increasingly important ways for universities to more effectively generate knowledge, address social issues, improve the human condition, and fulfill their academic and civic purposes. The central question is whether the existing academic policies sufficiently and appropriately enact the core mission of the University of Massachusetts, an "integrated tripartite mission of discovery (a public trust), education (a moral vocation), and engagement (a societal obligation)."[1]

The need for new and revised structures to reward new forms of scholarship is being examined nationally and globally. It is also being examined on campuses that make up the University of Massachusetts system[2]. All of the UMass campuses currently retain the Carnegie Foundation's Community Engagement Classification and are in the process of seeking re-classification. As a part of the re-classification process, campuses address the following question: "In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion that specifically reward faculty scholarly work that uses community-engaged approaches and methods?" The seminar was an opportunity to share current campus practices and processes for bringing about institutional change, to reflect on the state of current reward structures, and to consider ways to effect meaningful cultural change.

Thirty individuals participated in the seminar, primarily faculty and administrators from the five campuses in the University of Massachusetts system representing a range of disciplines and various levels of faculty rank. A list of participants is included at the end of this report. The seminar was sponsored by the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts, Boston, in collaboration with Boston URBAN (Urban Research-Based Action Network).[3]

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[1] Remarks of Vice President for Academic Affairs, Marcellette Williams, to the University of Massachusetts Board of Trustees Committee on Academic and Student Affairs, June 4, 2014.

[2] The five campuses of the University of Massachusetts system are Amherst, Boston, Dartmouth, Lowell, and the Medical School.

[3] Urban Research-Based Action Network (URBAN) is an emerging network of researchers and community members who have come together (1) in order to identify opportunities for collaborative research (and thinking) that addresses critical needs facing urban communities. Additionally, (2) URBAN provides a platform for "engaged" scholarship where individual faculty members from

Context

> *"To be candid, I believe that my 'traditional' scholarship alone (read: grants and papers) should be strong enough for a positive tenure decision. I am still deciding on how to incorporate my engagement work into the portfolio I put together. I would like to have it be a major part of my essays on my research, teaching, and five-year plan that form part of my package, but am still not sure if this is the best strategy. I will be putting these documents together in the fall, and my strategy is to wait and see how the landscape looks at that point in time, and act accordingly."*

The passage above quotes a faculty member who is coming up for tenure review and is ambivalent about how to present her community engaged scholarly work. The quotation captures the struggle over scholarly identity and the cultural politics of navigating academic systems that don't recognize and support the kind of scholarship that defines the faculty member as a scholar. This is a common dilemma. It occurs on campuses across the U.S. when a new generation of scholars who are producing knowledge through new forms of scholarship encounter academic systems that do not recognize and reward their scholarship and allow them to thrive as scholars. As Tierney and Perkins observe, "the professional reward structure needs to shift. Institutions need a diversity of routes to academic excellence and some of them will pertain to being involved outside the ivory tower…Academic work needs to have an impact in order to provide society's return on investment…For that to happen, the reward structure and those practices that socialize faculty need to shift in a way that supports engagement rather than disdains it" ("Beyond the Ivory Tower: Academic Work in the 21st Century," in Genevieve Shaker, Ed., *Faculty and the Public Good*, New York: Teacher College Press, forthcoming).

Some campuses are addressing the need to change the academic reward structure, but progress has been slow and fraught with conflict. At a campus like Tulane University, which has both a Carnegie Classification as a "Research, Very High Activity" campus and an Elective Community Engagement Classification, the conversation about change is in the early stages. In February 2013, the Provost issued *Academic Review and Engagement at Tulane University: A White Paper for Discussion*, declaring that "[g]iven the centrality of engagement to Tulane's mission and ongoing strategic planning process, we cannot continue to sustain a culture of academic review that is silent on engagement." At Syracuse University, also a campus that has both a Carnegie Classification as a "Research, Very High Activity" campus and an Elective Community Engagement Classification, with strong administrative leadership and faculty commitment, the faculty and administration went through a four- to five-year process that led to a revision of the promotion and tenure guidelines that explicitly incorporates community engagement into the reward policies of the campus. The faculty handbook now reads:

> *Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. Syracuse University recognizes that the role of academia is not static, and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support*

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multiple disciplines (and institutions) can connect with one another and members of communities to share ideas and be supported within the academy as they endeavor to pursue a community based "activist" research agenda. URBAN.BOSTON is the local node of the URBAN network and is committed to building and sustaining an emerging network in the Boston metropolitan area.

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scholars in all of these traditions, including faculty who choose to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good. (Faculty Manual 2.34 Areas of Expected Faculty Achievement: Teaching, Research, and Service: http://provost.syr.edu/faculty-support/faculty-manual/2-34-areas-of-expected-faculty-achievement-teaching-research-and-service.)

Across the country, many campuses are at some stage of reconsidering and revising their reward structures to provide recognition for new forms of scholarship—community-engaged scholarship, digital scholarship, interdisciplinary scholarship—and the scholars who are producing it. The scholar quoted at the beginning of this section is part of a larger phenomenon in higher education of a substantial number of faculty doing engaged scholarly work across their faculty roles. The 2010-2011 Faculty Survey from the Higher Education Research Institute at UCLA asks the question, "During the past two years, [have you] collaborated with the local community in research/teaching?" The response from faculty at all undergraduate campuses was 42.5%. When asked what "Issues you believe to be of 'highest' or 'high' priority at your institution," 29.2% of faculty responded that it was "[t]o provide resources for faculty to engage in community-based teaching or research." There is clearly a movement to embrace community-engaged, interdisciplinary, and innovative approaches to scholarship and research.

Across the five campuses of the University of Massachusetts system, academic policies are specified in various documents approved by the Board of Trustees and through faculty union collective bargaining contracts. Most of the policy documents articulate community involvement as an area to be recognized as part of a faculty member's service obligations. This is typical and widespread—that is, community involvement is recognized as service activity, and in the context of a research university, the norm is that research and scholarship and creative activity count the most, teaching and learning count less than scholarship, and service counts the least. None of the UMass policy documents specifically articulate community engagement as a part of the faculty's teaching role or research, scholarship, and creative activity role. As is happening on other campuses nationally, some of the campuses in the system—in particular UMass, Amherst and UMass, Boston—are exploring ways to create policies to reward community-engaged scholarship.

At the University of Massachusetts, Boston, the data on faculty community-engaged scholarship mirror the national data. In a survey done at UMass, Boston in 2009, 33% of faculty described their scholarship as "Public scholarship (engaged research, action research, community-based research)." While a third of the faculty are involved with community-engaged scholarship, the academic policies specifically reward community involvement only as part of the faculty's service role.

During the academic year 2013-2014, a Working Group was formed at UMass, Boston and was charged by the Provost to submit recommendations for rewards for community-engaged scholarship. The working group found that:

- the dominant perception among faculty was that there are not clear policies in place that articulate the value of community engagement as core academic work of the faculty in their scholarship and in their teaching;
- the pervasive perspective is that if community engagement is going to be part of the institutional identity of a research university, it has to be encouraged, supported, and valued as scholarly activity; and,
- advancing CES does not mean that all faculty will be involved with CES, but that those who are doing CES or aspire to do CES will be recognized and rewarded for their community-engaged research, scholarship, and creative activities.

The Working Group issued specific recommendations in the following areas:

- Guidelines for inclusion in tenure and promotion policies
- Changes to the Annual Faculty Report
- A new award for community-engaged scholarship

(Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston. A Report of the Working Group for an Urban Research-Based Action Initiative, March 2014. [http://cdn.umb.edu/images/research/ Report_on_Community_Engaged_Scholarship.pdf](http://cdn.umb.edu/images/research/Report_on_Community_Engaged_Scholarship.pdf))

The seminar offered an opportunity to examine what is being done to reward community engagement across the campuses of the University of Massachusetts system within the context of national efforts and change initiatives, and in light of some emergent campus discussions.

Seminar Structure

Prior to the seminar, members of each of the campus teams were asked to prepare a short presentation addressing:

(1) the current reward structure for faculty;
(2) how CES is being rewarded on their campus;
(3) what challenges are faced in rewarding CES;
(4) what changes have taken place on campus that provide rewards for CES;
(5) what the process is for bringing about change; and,
(6) what the central barriers are for change.

The campus presentations focused the discussion to address first what is in place on each campus—hiring practices, awards, faculty development for implementation, institutional policies, college policies, departmental policies, faculty development for evaluation. Campuses also presented on what changes seem to be more effective than others (e.g., Does support for faculty development work without changes in policies? Why?).   During these presentations, a great deal of clarification, questions, and discussion formed the basis of a wide-ranging conversation on how the systems worked and how they often failed.

During lunch, Dr. Linda Silka, Director of the Margaret Chase Smith Policy Center and Professor in the School of Economics at the University of Maine, delivered a keynote presentation entitled, "We Are All in this Together: Combining Resources to Find Innovative Solutions to the Problem of Rewarding Engaged Scholarship."

After lunch, the discussion continued with a focus on how change has come about (as it had on some campuses) and what this has meant for recognition and rewards for CES. This led to some focused questions, such as: What are effective strategies for engaging faculty and administrators in campus change? What are effective ways to frame community-engaged scholarship? Who needs to be part of the change process? What are strategies for working though obstacles in the change process?

After these discussions, the focus of the seminar shifted to the question of next steps in changing the structures and culture of faculty reward systems.   Specifically, participants addressed the question, "How will you advance rewards for CES on your campus?" This part of the seminar provided an opportunity for collective problem solving that drew on the knowledge and experiences of the participants and lessons learned during the seminar.

Findings

As noted in the preamble, this report is intended to be actively used to engage further discussion and to provide recommendations to the UMass system on how changes to faculty rewards can be developed and how the University's commitment to CES can be further encouraged.   Extensive notes were taken during the seminar and the ten findings below are distilled from the transcript of the meeting. We have organized these findings around key themes that emerged from the seminar.

Annual Faculty Reports
The existing process for reporting and documenting faculty activity is an opportunity to signal the importance of community engagement across the faculty roles. Annual Faculty Reports function primarily as a means for (1) collecting information about faculty activity on an annual basis, and (2) assessing faculty productivity for purposes of distributing merit pay. Annual Faculty Reports also serve to define faculty workload and are properly shaped in concert with the union that serves as the bargaining unit for the campus. The example from the University of Massachusetts, Amherst, of having a committee of the faculty senate work with the union and the office of the Provost to implement revisions to the Annual Faculty Report, highlights the importance of this process as one way of providing recognition for community engagement. The revised Annual Faculty Report at the University of Massachusetts, Amherst now includes community engagement as an area for reporting in teaching, scholarship and creative activity, and service. For faculty doing community engagement, they now have a way to report—and be recognized for—their community engagement across the faculty roles.

Faculty Senate/Council
The unit that serves as the voice of faculty governance on the campus can serve a role in the recognition and rewarding of community engagement. It it important that community engagement as core academic work fall under the purview of faculty, and not be perceived as being imposed upon the faculty by administration. An example of this exists at the University of Massachusetts, Amherst, with the Faculty Senate Council on Public Engagement and Outreach, which is one of a number of councils of the faculty senate and is charged with coordinating engagement.

Redefining Scholarship

While Ernest Boyer started a national conversation about reconsidering how we define scholarship in the 1990s, the conversation continues in new and perhaps more urgent ways. A new generation of scholars approaches knowledge-generation in ways that are not fully recognized by existing policies and structures. Boyer raised the issue of interdisciplinary scholarship in 1990, and the scholarship of engagement in 1996, but didn't foresee the prominence of digital scholarship in some disciplines and for some scholars. The key point here is to open up space for new forms of scholarship to be adequately, appropriately, and fairly rewarded. None of these new forms of scholarship should be considered as additions to traditional forms of scholarship; if they are, then they will in fact be added on to existing faculty scholarly expectations.

Explicit Policy Criteria

First, having community engagement specifically articulated in reward policies is essential. It may be that the most effective, short-term way for campuses in the system to accomplish this is through interpretive policy statements issued by the Vice President for Academic Affairs on the respective campus. For instance, in its report, the University of Massachusetts, Boston's Working Group to the Provost articulates specific recommendations for how that policy document could be written. For the long-term, a comprehensive revision of Trustee policy documents would be in order, as some of these documents date back to 1976. While policy revision is essential, it is not sufficient. Campus leaders will need to have a long-term commitment to aligning policies across campuses (and across Colleges and Departments) and to provide professional development and guidance for (1) faculty in the tenure pipeline on how to present their engaged scholarly work, and (2) faculty on personnel review committees on how to evaluate community-engaged scholarly work.

Research Prestige

One of the seminar participants provided an observation that resonated strongly with participants at the seminar—that across the system, there is a "savage ambition" to rise in the research profile, and that this striving can inhibit innovation and recognition of emergent scholarly work. Too often, improving the "research profile" means growing and supporting traditional scholarship (e.g., journal articles, research grant awards, positivist methodologies, single-author publications) while not recognizing the values of community-engaged research and scholarship. It is important that academic leaders across the system nurture an academic culture that values community engagement as scholarship that raises the profile of campuses, brings about an understanding that community-engaged research contributes to broader social impacts across the Commonwealth, and demonstrates tangible public accountability. Campus and system leaders can advance community engagement as an added value to the University. An example of how this might be done is to make visible that the University of Massachusetts is the only state university system in the country in which every one of the campuses has the Elective Community Engagement Classification from the Carnegie Foundation. This national recognition, and community engagement as core faculty work, should be viewed as contributing to the prestige of the campuses and the system. Such scholarship is valued and understood by the Commonwealth's citizens and their legislators.

Research Grants

Each of the campuses in the system provides internal funding opportunities for faculty research. The more campuses create funding opportunities for community-engaged

research, and the more the campuses invest in these opportunities, the more incentives that are created for faculty to undertake community-engaged research; and for faculty already doing community-engaged research, they will find greater support for their research. An example of this kind of research opportunity is at the University of Massachusetts, Boston, which revised the guidelines for a longstanding "Public Service Grant." The revised guidelines now articulate and fund community-engaged research:

> *As a public urban research university, one way, and possibly the best way, to foster outstanding public and community service is through community-based research and engaged scholarship…Publicly engaged scholarship involves collaborative, reciprocal partnerships that couple university knowledge and resources with those of the public and private sectors to sharpen and enrich research to increase public knowledge and better inform community service.*

ScholarWorks
Each of the campus libraries has adopted ScholarWorks as a way of electronically disseminating faculty scholarship. ScholarWorks can be an important mechanism for highlighting community-engaged scholarship. An example of this is at the University of Massachusetts, Amherst, which has created specific search functions that compile community-engaged scholarship and at the same time provide a platform for faculty doing community engagement to make their work more visible. This is another incentive for faculty and another means for signaling to faculty that community-engaged scholarship is valued and taken seriously.

Chief Academic Officer Leadership
In order for community engagement to be valued as core academic work, the Provost plays a central role in providing the leadership for and signaling the importance of community engagement. If there is ambiguity about the value of community engagement or inconsistent messages about it from the Provost, then deans, chairs, and faculty will be unsure about whether it is something they should embrace and advance. More than any other campus administrator, it is the Provost who sets the tone for where community engagement fits as an institutional priority for faculty and how it will be valued.

Strategic Plan
Community engagement should be a clearly identifiable part of academic goals of the strategic plan for the campus. If community engagement is not included in the strategic plan, it will not be seen as an institutional priority, and if it is not an academic goal, then it will not be seen as the work of the faculty. Beyond vague and lofty references to public purpose and civic commitment in mission statements, and references to the importance of the campus to Massachusetts's communities in the campus vision statements, what is needed is the structuring of community engagement as a priority with clear benchmarks for implementation.

Award for Community Engaged Scholarship
At both the campus level and at the system level, one way to signal the importance of community engagement is through an annual faculty award. What currently exists is a set of awards that recognize excellence for each of the segmented faculty roles – teaching, scholarship, and service. These are important, but they do not capture community engagement and the way that community-engaged scholars often integrate their faculty roles doing engaged scholarly work across teaching, research/scholarship/creative activity, and service. Historically, there are numerous

examples of faculty receiving the "service excellence" award for their community service but without recognition that their service work with the community was linked to and improved their teaching and learning role, and that both their service and teaching were linked to their research. An award that recognizes excellence in community engagement, celebrating faculty who integrate their faculty roles in deep collaboration with community partners, would be an important public symbol of the importance of community engagement.

Recommendations

Based on the seminar discussion and in light of activities currently ongoing at UMass, we would like to propose the following recommendations with the goal of improving and enhancing the reward structure for faculty who engage in community-engaged research and education.

1. UMass Systems Office

It is critical that the UMass President's Office embrace and advocate for the importance of innovative research and teaching and, in particular, for community-engaged research and education. Academic work now embraces digital publications, social networks, public presentations, training and support for community activities with public, private, and not-for-profit institutions. In short, the array of activities now considered part of an academic career transcends traditional publication and research. In order to embrace these innovations and to recognize the value of community-engaged scholarship, we recommend that the UMass system do the following:

- Review and revise system-wide documents that relate to faculty work and expectations throughout the UMass system to insure that they recognize and explicate new forms of scholarship, research, and pedagogy. Many of these documents have not been updated since the 1970s.

- The UMass system is the only state system in which all campuses are now recognized by the Carnegie Foundation as Community Engaged. The President's Office should make this achievement visible as a demonstration of the public accountability of the University and as a way to advance deeper community engagement across the system.

In light of this significant achievement and the value community engagement brings to the University as a whole, including the major contribution it provides as an indication to the wider public of the valuable role the University plays in contributing to the daily lives of people, we recommend that the President's Office create an initiative on Community Engagement that parallels the current initiative on International Relations (http://www.massachusetts.edu/international/index.html).

The initiative could be described in this way:

Community Engagement at the University of Massachusetts

Nearly 150 years ago, the University of Massachusetts was founded to impact communities across the Commonwealth. Today, through Community Engagement at UMass, the University extends its tradition of excellence through collaboration between UMass campuses

and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The campuses have long been involved with community engagement. As part of the [Office of Academic Affairs, Student Affairs and International Relations](), we support the campuses' efforts and strive to form partnerships that will create opportunities to expand the University's community impact.

To better engage the world in which we live—the world our faculty work and our students will enter—UMass is focusing on:

- *Developing and integrating into the curriculum community engagement opportunities for undergraduate and graduate students.*
- *Promoting and encouraging faculty to engage in community-engaged research, teaching, and service.*

Additionally, as with the initiative on International Relations, the initiative on Community Engagement website could include the following:

Information

- *[Home]()*
- *[Academic Affairs, Student Affairs & International Relations]()*
- *Community Engagement Advisory Council*
- *[Message from the Senior Vice President]()*
- *Carnegie Foundation Recognition*

Opportunities

- *[Campus Information]()*
- *Campus Funding Opportunities*
- *Community Partnership Database*
- *Faculty Resources*

As part of the initiative, we would also recommend the following:

- The creation of an Advisory Board comprising selected faculty from each campus.

- Sponsorship of the following activities:

  o An Annual Meeting on Best Practices for community engagement, showcasing current examples of innovative scholarship and community engagement.

  o An Annual Award for Community Engaged Scholarship.

  o An Annual Grant Program similar to the Creative Economy Grant to aid and stimulate community-engaged scholarship.

  o An Annual professional development opportunity that would provide faculty and senior administrators from all campuses the chance to learn about innovative scholarship and community engagement.

2. Campus Initiatives

- The Chancellor and Provost should share this report with executive leadership on the campus and put it on the agenda of meetings of the Dean's Council.

- The Chancellor of each campus should establish an annual award recognizing community engagement integrated across the faculty roles.

Such an award could be framed in this way:

The Chancellor's Award emphasizes community-engaged scholarly work across faculty roles. The scholarship of engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) represents an integrated view of faculty roles in which teaching, research/creative activity, and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member's expertise, is of benefit to the external community, is visible and shared with community stakeholders, and reflects the mission of the institution. Community-engaged scholarship (I) involves academic projects that engage faculty members and students in a collaborative and sustained manner with community groups; (2) connects university outreach with community organizational goals; (3) furthers mutual productive relationships between the university and the community; (4) entails shared authority in the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the results, developing the final product(s), to participating in peer review; (5) results in excellence in engaged scholarship through such products as peer-reviewed publications, collaborative reports, documentation of impact, and external funding, and (6) is integrated with teaching and/or with service activities. (Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston. A Report of the Working Group for an Urban Research-Based Action Initiative, March 2014, pp. 6 & 38. http://cdn.umb.edu/images/research/ Report_on_Community_Engaged_Scholarship.pdf)

- The Chancellor should support the attendance of the Provost and, with the Provost, Academic Deans, at the Engagement Academy for University Leaders in order to develop leadership on campus-community engagement (http://www.cpe.vt.edu/engagementacademy/eaul/index.html).

- The Provost on each campus should work with the Faculty Senate (or Faculty Council) to establish a "Public Engagement Council" as a faculty committee to advance community engagement on the campus. This can be modeled on the Public Engagement Council of the Faculty Senate at the University of Massachusetts, Amherst.

- The Provost on each campus should work with the Faculty Senate and the Faculty Union to revise policy documents such as the union contract and Annual Faculty Reports to specifically include community engagement as core faculty work.

- The Provost on each campus should issue a set of guidelines for the inclusion of community engagement in tenure and promotion such that community engagement is incorporated in each of the three categories considered in personnel matters concerning tenure and promotion—that is, scholarship, teaching, and service. It should be considered one important way to contribute to the university's mission in each area, but not as a required practice for all members of the faculty. In other words, one significant way to contribute to scholarship in a field is through community-engaged scholarship.

- The Provost should work with the campus office for teaching and learning to offer workshops for senior faculty who serve on personnel review committees aimed at developing expertise in evaluating community-engaged scholarship. Additionally, the campus office for teaching and learning should offer workshops for junior faculty on documenting community-engaged scholarship in their tenure and promotion portfolios.

Dissemination

This report will be sent to *Bringing Theory to Practice*, and it will be posted as a resource on the websites of the New England Resource Center for Higher Education and URBAN.

Additionally, the report will be sent to the President of the University of Massachusetts, the Chancellors and Provosts on each campus of the University of Massachusetts, and to all of the participants in the seminar.

Participants

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Kelly Bates, *Emerson College*
John Bryan, *UMass Amherst*
Joanna Cain, *UMass Medical*
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Kat McLellan, *UMass Amherst*
Julie Nash, *UMass Lowell*
John Reiff, *UMass Amherst*
Lorna Rivera, *UMass Boston*
Jonathan Rosa, *UMass Amherst*
Matt Roy, *UMass Dartmouth*
John Saltmarsh, *UMass Boston*
Amy Shapiro, *UMass Dartmouth*
Linda Silka, *University of Maine*
Glaucia Silva, *UMass Dartmouth*
Rajini Srikanth, *UMass Boston*
Shirley Tang, *UMass Boston*
Shelley Tinkham, *Massachusetts Department of Higher Education*
Adrian Tió, *UMass Dartmouth*
Robin Toof, *UMass Lowell*
Elaine Ward, *Merrimack College*
Mark Warren, *UMass Boston*
John Wooding, *UMass Lowell*

III.2 Scholarly/Creative Activity and Professional Development
CoAS Standards

CoAS expects faculty to engage in peer-reviewed scholarly/creative activity. A candidate whose scholarly/creative activity does not meet minimum departmental or college standards will not be tenured or promoted solely on the basis of teaching and/or service. Candidates are also expected to demonstrate a consistent effort to engage in activities that develop their professional expertise. Scholarly/Creative Activity: General Guidelines for Departmental Tenure and Promotion Policies and Reviews Scholarly/creative activity enhances the reputation of the university and the individual professor, and it earns the respect of the students. Scholarship contributes to the university mission by reinforcing good teaching. The professor's involvement in their discipline translates into relevant and up-to-date instruction. It generates opportunities to engage students in research and creative activities that go beyond didactic instruction, and it provides students with a model of creativity and professional development. We strive not merely to impart information to our students, but more importantly, to create independent scholars with the motivation and skill to learn for themselves. We cannot hope to teach students how to produce good scholarship if we ourselves are not actively engaged in it. The word "scholarship" has traditionally encompassed many different kinds of activities within the academy. Ernest Boyer and the Carnegie Foundation for the Advancement of Teaching outlined four broad areas of scholarship in Scholarship Reconsidered (1990), and later authors reaffirmed and expanded upon them in Scholarship Assessed (1997): 1. The scholarship of discovery (following the traditional paradigm of research and publication in the sciences). 2. The scholarship of integration (scholarship that integrates research from a number of disciplinary areas in a problem-solving or other environment). 10 3. The scholarship of application or engagement (scholarship that flows directly from disciplinary expertise, makes use of appropriate disciplinary methods, and embraces situations where theory and practice interact and knowledge is applied to practical problems). 4. The scholarship of teaching and learning (reflection on one's teaching within the context of a research problem related to teaching, its connection to learning, and to scholarly literature on the subject). The College of Arts and Sciences recognizes that disciplines may support and encourage a wide variety of activities that fall under one or more of these areas of scholarship and that certain areas of expertise may tend to favor some areas more than others. For example, in some areas, the scholarship of discovery may be highly valued, while in others, the scholarship of application, integration, or teaching and learning may be equally if not more highly valued. The departmental chairperson and Departmental Tenure and Promotion Committee shall evaluate the candidate's work according to the criteria established in the departmental tenure and promotion policy. The departmental tenure and promotion policy should have a system for evaluating the candidate's work with respect to depth of scholarship or artistry, originality, peer review, competitiveness and reputation of the venue in which the work appears, how widely the candidate's work is disseminated, its relationship to the state of the discipline, and types of achievement recognized by accrediting bodies applicable to that discipline. The departmental chairperson shall ensure that all scholarly/creative activities are documented. While peer-reviewed publication is an obvious, undisputed form of scholarly achievement, there are many other ways to remain current and creatively engaged in one's field. The following forms of scholarly/creative activity are offered as examples to underscore the diversity of worthy

endeavors in this area. This list is not meant to be exhaustive nor to be used as an evaluation checklist, nor is it necessarily the case that departments may give equal weight to all the areas outlined. A departmental chairperson and Departmental Tenure and Promotion Committee may base a recommendation on other scholarly/creative achievements appropriate to the discipline and as defined by the departmental tenure and promotion policy. o Works published in print and electronic media, including scholarly books and monographs, textbooks, book chapters, research articles, fiction, drama, poetry, technical reports, translations, magazine articles, videotapes, software, abstracts, book reviews, and performance and art reviews. o Artistic works such as paintings, sculptures, prints, restorations, and other visual arts; musical compositions and arrangements; directing, dramaturgy, performance or design of theatrical productions; musical performances with professional organizations or as a soloist in a professional environment, and artistic exhibitions and productions of the candidate's work. 11 o Presenting papers to professional societies, chairing paper sessions, giving poster presentations, and serving on discussion panels. o Consulting work that is clearly an application of scholarly expertise in one's discipline in a peer-reviewed professional setting, if not listed under service. o Collaborative scholarly or creative activities with students disseminated in a professional environment. o Speaking engagements at other institutions. o Grants applied for or received from sources outside GC. o Editorships and membership on editorial boards; peer reviewing for scholarly journals, publishers, and granting agencies; and service on juries and judging panels. o Intellectual or artistic collaboration with colleagues at GC and other institutions; advice or consultation that promotes the development of other GC faculty members. o Postdoctoral fellowships, internships, and other advanced study; degrees or diplomas received beyond the terminal degree required for tenure or promotion to include research work at other universities. o Honors received in one's discipline and membership in honor societies. o Receipt of the GC research award. Certain written works should be classified under categories other than scholarly/creative activity. Workbooks, study guides, anthologies, and laboratory manuals produced specifically for GC courses and not disseminated elsewhere shall be classified under teaching.

Draft outline

How well are we rewarding public, civic, community based scholarship and pedagogy in tenure and promotion criteria and policies?

Summary: Despite the growth of faculty-developed innovative civic and community based scholarship and curricular programs, our respective institutions' definitions of research, teaching, and service for Promotion and Tenure may not adequately account for this kind of scholarship. The goal of this project is to pool our knowledge of current policies and practices and brainstorm future directions for improvement in institutional acknowledgement and reward systems in tenure and promotion. By bringing relevant data from our institutions, and providing a selected bibliography of scholarly resources, we hope to develop a group thought line regarding the kind of civic, community based engaged teaching and scholarship each of us is involved in, and how the current T & P policies, practices, and definitions at each of our institutions appear to promote and/or impede recognition of the scholarship that we are doing.

Intro: Many ADP member institutions of higher education in Georgia and the nation are leading efforts to engage students in learning beyond the classroom through innovative civic engagement courses, curricula, and co-curricular programming as well as producing public scholarship yet tenure and promotion policies and practices at our respective USG institutions may not yet adequately or accurately "count" or "account" for these kinds of scholarly products and pedagogical accomplishments. The purpose of this project is to generate a shared accurate pool of knowledge regarding current P&T policies relevant to this area as well as brainstorm creative ways to address the gap between current institutional policies and definitions of teaching, scholarship, and service, and delineate future directions for expanding T& P policies in ways that will better acknowledge and promote these innovative efforts within and across our colleges and universities.

Body:

Examples of current ADP related civic curricular and co-curricular programs in GA

(insert list of member institutions, highlights of programs, courses, co-curricular programming, awards), include results of 2019 ADP program audit for GA institutions

Definitions of public, community-based scholarship and seminal research articles

 Julie Ellison and Timothy K. Eatman (2008) *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*. Imaging America: Artists and Scholars in Public Life Tenure Team Initiative on Public Scholarship.

Advancing Community Engaged Scholarship and Community Engagement at the University of Massachusetts Boston (2014) A Report of The Working Group for an Urban Research-Based Action Initiative

Current examples of institutional mission statements, strategic plans, and T&P definitions of scholarship, teaching, and service

*T&P criteria and policy docs at our institutions, cross-institutional comparison and contrast

<u>Model institutional T&P policies and practices</u>
Portland State University Policies and Procedures for the evaluation of faculty for tenure, promotion, and merit increases
<u>Suggestions for future directions</u>

<u>**Sample (successful) summary narrative to support T&P with a public scholarship focus</u>
(This isn't necessary useful for the report, it just is my personal one page summary narrative for my T&P portfolio with a civic based public scholarship focus).
My discipline is Speech Communication. My training is in oratory and public address. My area of specialization is instructional communication, defined simply as how to use speech to enhance teaching and learning. My scholarly passion is knowledge that contributes to nurturing and enhancing democratic deliberation and public collaboration. If my discipline was writing, and my training was in writing, I can see how you might expect to evaluate my scholarship solely by counting the number of articles I have written for specialized academic journals. I have done some of that, and I have recently co-authored a textbook, and I have presented many academic papers at national, regional, and state-wide conferences, and have written several scholarly research issue guides. What I hope you appreciate is that the keynote and plenary addresses I have crafted and delivered to hundreds of people, the hundreds of public fora I have facilitated, the communication workshops I have created and implemented for community and GC folks, the research reports I have written for a variety of public organizations and advocacy groups, the strategic plans and quality enhancement reports I have co-authored and edited at GC, and the 25,000.00 of external grant money I assisted in bringing in for the city of Milledgeville through the Knight City Challenge Grant and 5000.00 of external grant money for GC through the Kettering Foundation research exchange are also worthy examples of applied, engaged public scholarship. I am proud to have been competitively selected as an inaugural ENGAGE Fellow because of my demonstrated excellence in civic and community based scholarship. I have asked many of the folks I have worked for or with on these projects to comment on their observations of the impact of my scholarly endeavors, so I hope you will read their comments.

The way I frame my scholarship is very influenced by the work of Julie Ellison, Timothy Eatman and the Imagining America tenure team initiative 2008 work "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University". They articulate a continuum of scholarship that incorporates Boyer's four categories of scholarship and provide a definition of and criteria for evaluating the work of public scholars like myself. Their definition of public scholarship 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." (p.iv). They acknowledge that "public scholarly and creative work is grounded in the assumption that knowledge is socially produced. To cite Portland State's T& P policy, "One should recognize that research, teaching, and community service often overlap. For example, a service learning project may reflect both teaching and community outreach. Some research projects may involve both research and community outreach. Pedagogical research may involve both research and teaching." (p.8). In

identifying the criteria for evaluating the excellence of publicly engaged scholarship, they note that "The basic motivation for public scholarship is no different from any other kind, except that what varies is who helps frame the question, who wants to generate and then interpret the evidence, and who uses the results—but using the same principles of excellence that we would apply to any other form of scholarship… (finding) broad consensus across disciplines and institutions on six attributes that, taken together, define scholarly and creative excellence in the domains of teaching, outreach, and discovery: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique." (p.9)

My scholarship has been publicly disseminated to literally thousands of people if you add up all the audiences for all my work over time. My ongoing work through Public Achievement, Public Deliberation, the American Democracy Project, and most recently the Milledgeville Democracy Lab has been designed to establish sustaining relationships and mutually beneficial long-term collaborations between our institution and the surrounding community in service to the public good. I have tried to embody the best of my discipline in my civically engaged, public scholarship, and am grateful to be at an institution that understands the enduring value of that kind of work in fulfilling our Public Liberal Arts mission.

Scholarship in Public:
Knowledge Creation and Tenure Policy in the Engaged University

A Resource on Promotion and Tenure in the Arts, Humanities, and Design

Julie Ellison

and

Timothy K. Eatman

Imagining America: Artists and Scholars in Public Life
Tenure Team Initiative on Public Scholarship

2008

TENURE TEAM INITIATIVE MEMBERS

CONTENTS

To cite the TTI Report, please use the format below:

Ellison, J., and T. K. Eatman. 2008. *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University.* Syracuse, NY: Imagining America.

ACKNOWLEDGEMENTS

We want to begin by recognizing the extraordinary contributions of the Tenure Team itself. During lengthy structured interviews with Tim Eatman, these individuals thought aloud in response to a series of probing questions about public engagement and faculty work. They gave us, in the process, their convictions about democracy, their theories of knowledge, and, best of all, their stories.

The national co-chairs of the Tenure Team Initiative, Chancellor and President Nancy Cantor of Syracuse University and President Steven Lavine of the California Institute of the Arts, have been wonderful leaders and partners, shaping not only the broad goals of the Initiative, but also its most practical manifestations. Jan Cohen-Cruz, the director of Imagining America, brought the force of her discernment, the weight of her own deep experience, and the lift of her good cheer to this project. Her confidence carried us through. Imagining America is lucky to have David Scobey as its board chair. His idioms and wisdom pervade this report. Kal Alston, Associate Provost at Syracuse University, has also served as a true intellectual partner and collaborator with us on the development of this report even as she leads that institution's charge to clarify and implement the reward structures that will support the University's vision of Scholarship in Action. Along with Chancellor Cantor, Vice Chancellor Eric Spina, and academic leadership across the campus, she has focused faculty attention on engaged public scholarship and leveraged material support for the Tenure Team project at Syracuse.

This report has benefited from numerous collaborations and consultations. An informal think tank grew up around this document and the background study that preceded it. This group included our "72-hour readers," to whom we owe particular thanks, and other colleagues whose comments were invaluable: Harry Boyte, Margaret Dewar, Amy Driscoll, Hiram Fitzgerald, Sylvia Gale, Devorah Lieberman, Ira Harkavy, Sarah Robbins, Judith Russi Kirshner, John Saltmarsh, Lorilee Sandmann, Tim Stanton, and Kathleen Woodward. The staff of Imagining America, including the Ann Arbor Team (Heather Dornoff, Stacey Brown, and Brittany Mullins) and then the Syracuse Team (Juliet Feibel, Robin Goettel, Jamie Haft, and Alyssa LoPresti), was responsive to every query, strategic or tactical. The two years of research that went into the report left us indebted to a stellar group of research assistants: Andrea Jenkins, Emily Squires, Liz Hudson, Dan Merson, and Nilay Yildirim.

We are grateful to Julie Plaut for bringing Campus Compact into collaboration with us around the TTI. Campus Compact is generously supporting the June 2008 working conference and will continue to work with us on the implementation phase following that convening.

Finally, we thank our spouses, Janet Eatman and Mark Creekmore. They supported us as we commuted between Ann Arbor and Syracuse. Both of them work at the meeting places of universities and communities; they were among our most important interlocutors.

FOREWORD

Chancellor and President Nancy Cantor, Syracuse University, and **President Steven Lavine,** California Institute of the Arts

As national co-chairs, we are pleased to provide leadership for the IA Tenure Team. There are two good reasons why a national project should address tenure as a public matter, important to our culture.

• Policies that encourage public scholarship can make alliances between universities and other knowledge-creating institutions more deliberate and useful.

• Campus-community partnerships in the arts and humanities should be excellent; therefore, they need to be examined and evaluated.

As university presidents and chancellors, we say we want creative scholars who are also committed to the public good. So how can we create environments that attract them? Their ranks frequently include faculty of color and women in underrepresented fields—just the kind we'd like to have. So how can we steer them away from the revolving door of recruitment without retention? Many faculty members experience a frustrating clash between their intellectual goals, which include pursuing community-based scholarship and art-making, and institutional tenure policies.

To draw and keep such talent, and to encourage top-notch scholarship that contributes to the public good, we need to look hard at the culture of the academic workplace, including the places and spaces in which we do our best work today. The range of scholarly products has expanded, as have the pathways for dissemination. If we care about higher education's engagement with its communities, the local impact—as well as the national and international implications of faculty work—must be recognized. And, if we truly want to encourage the integration of teaching and action research, we must reward it at tenure time.

We have worked hard, as presidents, to support public scholarship and collaborative community-based arts practice. However, even as American higher education recovers its traditions of public practice, we are not yet always comfortable extending them to our newest faculty. Even such normally sympathetic fields as policy studies and social sciences more often tend to discourage junior faculty members from collaborative work that is interdisciplinary and publicly engaged. How many times have we heard, "You'd better wait until you get tenure before you do that"? We brag about the fabulous work of our engaged faculty—but can we get them promoted?

Significant numbers of faculty believe that public scholarship and creative work are driving vital new areas in the humanities and arts. Scholars and artists have worked across campus-community boundaries on multi-disciplinary explorations of citizenship and patriotism, ethnicity and language, space and place, and the cultural dimensions of health and religion.

As presidents, we have institutional reasons to consider this work critical. We believe that diversity, civic passion, and excellence go together and that institutional excellence inheres in the people who are exchanging ideas and doing the work. To attract and keep a diverse faculty, we need flexible but clear guidelines for recognizing and rewarding public scholarship and artistic production.

EXECUTIVE SUMMARY

Motives

The Imagining America Tenure Team Initiative (TTI) was inspired by faculty members who want to do public scholarship and live to tell the tale.

Publicly engaged academic work is taking hold in American colleges and universities, part of a larger trend toward civic professionalism in many spheres. But tenure and promotion policies lag behind public scholarly and creative work and discourage faculty from doing it. Disturbingly, our interviews revealed a strong sense that pursuing academic public engagement is viewed as an unorthodox and risky early career option for faculty of color.

We propose concrete ways to remove obstacles to academic work carried out for and/or with the public by giving such work full standing as scholarship, research, or artistic creation. While we recommend a number of ways to alter the wording and intent of tenure and promotion policies, changing the rules is not enough. Enlarging the conception of who counts as "peer" and what counts as "publication" is part of something bigger: the democratization of knowledge on and off campus.

We want this report to serve as a toolkit for faculty, staff, and students who are eager to change the culture surrounding promotion and tenure. It offers strategies that they can use to create enabling settings for doing and reviewing intellectually rigorous public work.

History

In her role as co-chair of the TTI, Chancellor and President Nancy Cantor of Syracuse University announced the launch of the Tenure Team Initiative at the IA conference held at Rutgers in October, 2005, responding to urgings from member colleges and universities. Over a two-year period, we surveyed the growing literature on this topic, conducted original research, presented and sought feedback at numerous conferences, and published a substantive background study, available on IA's web site.

These activities led us to formulate a set of core questions that we posed to members of the Tenure Team in a series of structured interviews conducted by co-investigator Tim Eatman, resulting in over 400 pages of coded, searchable transcripts. This report conveys the priorities and foregrounds the voices of these seasoned, eloquent leaders.

> **Publicly engaged academic work is scholarly or creative activity integral to a faculty member's academic area. It encompasses different forms of making know-ledge 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.**

Changing Careers and Cultures

In the first section of the report, after defining publicly engaged academic work, we locate it in a continuum of scholarship. The logic of the continuum organizes four domains and the recommendations pertaining to each of them:

- a continuum of scholarship gives public engagement full and equal standing;

- a continuum of scholarly and creative artifacts includes those produced about, for, and with specific publics and communities;

- a continuum of professional choices for faculty enables them to map pathways to public creative and scholarly work; and

- a continuum of actions aimed at creating a more flexible framework for valuing and evaluating academic public engagement.

In the two sections that follow, the report focuses on the individual faculty career over time and on institutional change.

Audiences and Allies

We address multiple sets of readers, all of them necessary to a robust campus coalition aiming to nourish a responsive environment for public work: association leaders who are essential to the coordinated efforts of campus networks; top university leaders such as presidents and provosts; leaders on the "middle ground"—department chairs, center and program directors, and deans; and engaged faculty and students.

Why are we so interested in chairs, deans, and directors? Departments, and the units with which they interact, are where tensions arise about the value of publicly engaged scholarship at the point of promotion or tenure. They are where all the work of promotion gets done and where the potential for real change is greatest. We are reaching out to department chairs in this report because they have been overlooked as key partners in public scholarship.

Now What?

In June 2008, at a working conference in New York City, representatives of IA member institutions that are rethinking tenure and promotion policies will work with other national leaders to select the most promising pathways to "climate change" on campus. IA's national conference in Fall 2008 will include activities for several different constituencies. Regional conferences in 2008-2009, in association with Campus Compact, will encourage intercampus collaborations that are not only supportive but also convenient. But without waiting for any of these things to happen, readers of this document can "take it home" and act on it. We invite you to form an implementation group and use this report to start the discussion. Let us know what happens. Send reflections to *imaginingamerica@syr.edu*, and we'll be sure to respond.

Summary Recommendations

1. Define public scholarly and creative work.

2. Develop policy based on a continuum of scholarship.

3. Recognize the excellence of work that connects domains of knowledge.

4. Expand what counts.

5. Document what counts.

6. Present what counts: use portfolios.

7. Expand who counts: Broaden the community of peer review.

8. Support publicly engaged graduate students and junior faculty.

9. Build in flexibility at the point of hire.

10. Promote public scholars to full professor.

11. Organize the department for policy change.

12. Take this report home and use it to start something.

EXAMPLES OF PUBLIC ENGAGEMENT IN THE ARTS, HUMANITIES, AND DESIGN

Public History of Slavery: An international symposium on the subject complemented the publication of James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: The Tough Stuff of American Memory.* Lonnie Bunch, former president of the Chicago Historical Society, director of the Smithsonian Museum of African American History and Culture, and co-editor of a publication series on the New Public Scholarship, keynoted that symposium. Regional sites of such work include the Harriet Wilson Project in New Hampshire, a community-based organization that collaborates with the Center for New England Culture at the University of New Hampshire. At Brown University, Professor James Campbell, at the instigation of President Ruth Simmons, led the Steering Committee on Slavery and Justice in a research project on the university as a "site of conscience" inseparable from its city and region, leading to the production of rich documentary and curricular resources.

Theater: New WORLD Theater (NWT) was founded in 1979 by Roberta Uno, then a faculty member at U-Mass Amherst. In 1995, NWT began a commitment to Southeast Asian, Latino, and Black youth in geographically segregated areas of Western Massachusetts. Project 2050, based on "the projected demographic shift when Caucasians will become a minority in the U.S.," links youth, professional artists, and scholars in a series of collaborations dedicated to "imagining the near future." NWT was also the site of "New Works for a New World," an international performance development initiative. "In the practical work" of NWT, Uno writes, "the domestic and global have existed simultaneously." This strand of NWT's work led to Uno's book, *The Color of Theater*. She is now a program officer at the Ford Foundation.

Arts and Civic Dialogue: Seeking to explore "who has voice and authority in critical writing about civically engaged art," the Animating Democracy Initiative funded the participation of writers in three "arts and civic dialogue" projects, assigning three writers per project. The writers were familiar with civic engagement, community cultural development, and nonprofit arts organizations. The group included university-based scholars, such as John Kuo Wei Tchen and Renato Rosaldo, as well as nonacademic writers. The writers interacted with the creative teams during the development of the project and responded to the final production. The essays that resulted, with responses from the arts organizations and from community collaborators, have been published by ADI as *Critical Perspectives: Writings on Art and Civic Dialogue,* which has been used in a number of college classes.

Urban Design, Historic Preservation, and Community Development: Professor Dolores Hayden authored *Power of Place,* a book on the theory and practice of an organization that linked faculty and graduate students with municipal and community organizations in order to recover and make visible the history of women of color in Los Angeles. *Sento at Sixth and Main* is the product of a long-term historical preservation project of the University of Washington's Preservation, Planning, and Design Program. It was co-authored by Gail Dubrow, a faculty member, and Donna Graves, a writer and planner, in collaboration with designer Karen Cheng. *Sento* documents the buildings and artifacts of the early Japanese experience in the U.S. The Historic Chicago Greystone Initiative is a university-community partnership that uses architectural heritage as a community development tool. The project engages students in courses at the University of Illinois at Chicago and at other campuses. North Lawndale is the focus of a major design competition, "Defining the Urban Neighborhood in the 21st Century." The awardee receives a one-year residency at the American Academy of Rome. Winning design work is displayed as a part of major exhibits and disseminated through the publication of *Greystone Guidebooks*.

Teachers as Public Scholars: Sarah Robbins, of Kennesaw State University, led the Keeping and Creating American Communities Project, based at the Kennesaw Mountain Writing Project (part of the National Writing Project Network). This multi-year project, supported by the NEH, developed a theoretical and critical framework for community-engaged research and teaching. K-12 teachers became public scholars of their own regions. The teachers then developed curricular modules that enabled their students to undertake local investigations that benefited the community. Two books—one composed of critical essays, the other of teaching models—resulted from this project.

Visual Arts: SPARC (Social and Public Art Resource Center), founded by Judy Baca in 1976, has produced highly participatory public art projects of historic dimensions, including the "Great Wall" of Los Angeles. It has generated new curricula at UCLA and Cal State Monterey Bay, as well as numerous publications and documentaries. In Michigan, at the forefront of a growing movement in prison arts work, the Prison Creative Arts Project (PCAP) founded at the University of Michigan in 1990 is led by Professors Buzz Alexander and Janie Paul. Through a course in the U-M Department of English, PCAP supports creative writing, theater, and visual arts workshops. Alexander's book on PCAP is under contract with the University of Michigan Press and he is a recent recipient of the Carnegie Foundation's Professor of the Year award. PCAP serves over thirty correctional institutions in Michigan and mounts an annual Prison Art Exhibition that is videotaped and shared with each contributing prison artist. Paul, as Director of Community Connections for the School of Art and Design, oversees the School's new engagement requirement and curates the PCAP exhibit.

Humanities Education: The Free Minds Project in Austin is supported by the University of Texas Institute for the Humanities, Austin Community College, Skillpoint Alliance, and Foundation Communities, an affordable housing organization. Free Minds is part of the national network of Clemente Course programs offering a college-level humanities curriculum for low-income adults. Free Minds was led by doctoral student Sylvia Gale. As a result of this and other collaborations, Gale and UT Humanities Institute director Evan Carton co-authored "Toward the Practice of the Humanities" and launched an on-campus sabbatical program for community fellows. Gale is writing her dissertation on the history of vocational education and the humanities in the U.S. She was the first director of IA's PAGE (Publicly Active Graduate Education) program.

Museum-Based Community History: The Harward Center for Community Partnerships at Bates College supports projects that are integrative of pedagogy, scholarship, and public work. One such collaboratory is a partnership, now four years old, with Museum L-A, a local museum of work and industrial community in Lewiston-Auburn, Maine. Four Bates faculty oversaw the collection of more than one hundred oral histories of millworker elders. The partnership moved on to archival historical research and exhibition development, leading to two new exhibitions: "Portraits and Voices," a collection of photographic portraits and oral histories, and "Weaving a Millworkers' World," a traveling social history exhibit. Through undergraduate research opportunities, Bates students contributed to these exhibits; one went on to join the Museum L-A staff as a curator. Bates faculty and staff serve on the museum board and Exhibit Committee. Professor David Scobey has written on the implications of the project for faculty scholarly work in "Making Use of All Our Faculties: Public Scholarship and the Future of Campus Compact."

OVERVIEW: KNOWLEDGE CREATION AND CIVIC AGENCY

This report was inspired by faculty members who want to do publicly engaged academic work and live to tell the tale. It is also for and about their colleges and communities. This report offers an approach to tenure that knits together the career of the publicly engaged humanist or artist, the cultures of department and campus, and the realities of community partnerships. Part of the report focuses on the individual faculty career over time, and part deals with institutional change.

The goal of Imagining America's Tenure Team Initiative on Public Scholarship is to help institutional leaders, and faculty themselves, to understand and value public scholarship in the cultural disciplines. Evaluating the work of civically engaged scholars in the humanities, arts, and design is a challenge. We have surveyed a large body of knowledge on this topic, conducted original research, and published a substantive background study. These led us to formulate a set of core questions that we posed to members of the Tenure Team in a series of structured interviews, conducted by Tim Eatman. Our investigations took us from thinking aloud to pushing an agenda.

Civic Agency and the Scholarly Continuum

Civic agency is fundamental to the kind of public and community-based inquiry that we are addressing here and in all of Imagining America's programs. Our recommendations are organized around the idea of a continuum of knowledge and knowledge-making practices.

We place our work on the Tenure Team Initiative in the context of the larger civic engagement movement in higher education. The principle of civic agency underlies broad efforts for educational change seeking to "empower students and other citizens in the work of democracy," as Harry Boyte argues in a recent essay. The agency of civic professionals on campus is crucial to our understanding of publicly engaged academic work and how institutional cultures can change in response to it. How can we enliven a negotiated, pluralistic commons for public cultural work? Recent theorists of agency describe it as the "navigational capacities to negotiate and to transform a world that is understood to be fluid and open." As our table of professional pathways to engagement shows, we take the metaphor of wayfinding seriously. Boyte points to a shift from "equality of opportunity" to "equality of agency," a movement away from a model of expert intervention toward one of "experts on tap, not on top" (forthcoming). Emphasizing agency shapes our view of how faculty learn, change, and change their institutions and professions. We value the self-organizing strategies of coalitions and working groups of publicly engaged faculty, students, administrators, and staff in dialogue with off-campus collaborators and allies. We believe that faculty who are eager to join the work of the imagination to the work of democracy are best served by a diversity of thoughtful voices, practical policy tools, and scenarios that support their "collective capacities to act." In this way, we encourage the users of this report to build enabling environments for public work.

Craig Calhoun, a Tenure Team member and President of the Social Science Research Council, sees a change in the zeitgeist, revealed in

> the sense of making things, this excitement around making and building institutions, rather than only commenting on the institutions. You have a lot of the smartest young people trying to build something, and I think that carries over to academia, where people are saying, "I want to do that. I want to create."

We have tried to translate these large civic ideas, and "the sense of making things" that animates them, into the practical question of how to remove obstacles to publicly engaged scholarship and creative work by university faculty. We propose the continuum—a word that just kept coming up in the interviews—as a practical model for increasing the chances that the concrete processes of tenure and promotion can respond appropriately to knowledge creation for the public good.

Our interview with Devorah Lieberman, Provost of Wagner College, offers a real-world example of how this can work. Change at Wagner occurred through the "long, long public discussion" that led to agreement in principle on a continuum of scholarship and to suitable policies and practices:

> The way we framed it on this campus is like this: picture a continuum. On the right side of the continuum is traditional engagement and scholarship and on the far left side of the continuum would be the most civically engaged or reciprocal scholarship and engagement. We've had several long, long public discussions about this—we've all agreed that anywhere you personally want to fall on this continuum, it's fine.... And there's gradations all the way along that continuum, so anywhere that you personally want to practice your scholarship and your engagement, it's okay and will be recognized by the institution.

The idea of the continuum structures four key domains. Our intention is to give people tools that they can use to strengthen academic public engagement within each of these domains:

• a continuum of scholarship within which academic public engagement has full and equal standing;

• a continuum of scholarly and creative artifacts;

• a continuum of professional pathways for faculty, including the choice to be a civic professional; and

• a continuum of actions for institutional change.

We choose to focus on the word and the idea of the continuum for several reasons. It was the term of choice for Tenure Team members and surfaced repeatedly in their interviews, along with terms like "spectrum" and "gradient." They used it to argue that tenure and promotion policies should be grounded in a notion of multiple scholarships. Framing professional practice as a continuum is a step that originated with Ernest L. Boyer and has been embraced by key initiatives and organizations (Calleson, Kauper-Brown, and Seifer; Gibson). Multiple scholarships, treated as a continuum, populate tenure and promotion policies built around Boyer's terminology, as well as guidelines that preserve the logic of multiple scholarships using different language better suited to specific campuses.

The term continuum has become pervasive because it does useful meaning-making work: it is *inclusive* of many sorts and conditions of knowledge. It resists embedded hierarchies by assigning *equal value* to inquiry of different kinds. Inclusiveness implies *choice:* once a continuum is established, a faculty member may, without penalty, locate herself or himself at any point. There may be more negotiable options for faculty members who organize their work around community-based projects, at the point of hire or at different stages of a career. There may also be greater flexibility for the university, which can choose to encourage academic inquiry that matches its public mission, character, and place.

Finally, the continuum holds things in *relationships of resemblance and unlikeness*. The resemblance comes from the principle that connects them: that work on the continuum, however various, will be *judged by common principles,* standards to which all academic scholarly and

creative work is held. "Quality" and "impact" in a chosen field are the most common unifying criteria, though these are by no means transparent terms. There are potential arguments embedded in the term. Distinctions like "traditional" or "innovative," "less engaged" or "more engaged," are commonly assigned to different points on the continuum. Without dismantling traditional conceptions of who qualifies as a peer in peer review, for example, or of what counts as knowledge or the dissemination of knowledge, a generous continuum of scholarship will be undone by a narrow definition of impact. But whatever the common principles are, assuming that they are consistent with the inclusive intent of the continuum, the key point is that "the same principles of excellence" apply to all kinds of scholarly work [Ramaley].

This four-point framework for this report—a continuum of scholarship, a continuum of scholarly and creative artifacts, a continuum of professional pathways, and a continuum of actions—organizes our recommendations. Each cluster of recommendations is tied to one of these domains.

Because Imagining America is a community of artists, designers, humanists, and interdisciplinary scholars centered on questions of culture, our approach to the Tenure Team Initiative for Public Scholarship is characterized by three defining moves:

• Looking inward, we emphasize cultural strategies to guide culture change on campus, drawing on rich narrative data and the creative use of scenarios. We focus on the academic department, right at the middle ground of the university, and its network of relationships to schools, centers, institutional leaders, communities, and publics.

• We connect cultural engagement to cultural diversity. We stress translation and bridging as necessary culture-changing and knowledge-changing abilities. This orientation is based on what we know about the high value placed on community engagement by many women faculty and faculty from historically underrepresented groups (American Council on Education— Office of Women in Higher Education; Ibarra). It also reflects the fact that cultural diversity is at the heart of major intellectual developments in key arts and humanities fields.

• Looking outward, we define public scholarship as complex knowledge that is part of broader trends and movements for change.

The Whole Figure Eight

Let me draw you a "word picture" to illustrate what is wrong with scholarly reward systems and where we need to go.

Picture a figure eight: a flattened figure eight, turned on its side. The left-side loop represents a scholarly community of practice—the academic field—with its own questions, debates, validation procedures, communication practices, and so on. The right-side loop represents scholarly work with the public—with community partners, in collaborative problem-solving groups, through projects that connect knowledge with choices and action.

Our problem is that scholarly practice is organized to draw faculty members only into the left-side loop. The reward system, the incentive system, our communication practices—all are connected with the left side only. Work within the right-side loop is discouraged, sometimes quite vigorously.

Our challenge, then, is to revamp the terrain so that the reward system supports the entire figure eight, and especially scholarly movement back and forth between the two loops in the larger figure. Left-loop work ought to be informed and enriched by work in the right-side loop, and vice versa. Travel back and forth should be both expected and rewarded. This is what our project is trying to achieve. But I doubt I will live to see (laughs) the triumph of this transformative effort [Schneider].

Mixed Messages

As publicly engaged academic work takes hold in American colleges and universities, tenure and promotion guidelines lag behind scholarly and artistic inquiry and the programs that support them. One arts dean reports, "We're doing it, but we haven't figured out this piece." Policies have not kept pace with a deepening sense of the value of engaged knowledge.

As the high-stakes evaluation of an individual's body of work, "a serious day of judgment in somebody's life" [Lemann], tenure is a magnet for collective anxieties about professional and institutional values. For our neighbors who work in the public, non-profit, or private sectors, tenure is a mystifying entitlement. It triggers questions about what colleges and universities do and how well they do it. And, insofar as tenure enforces the status hierarchy that has produced "multiple professoriates," it is the focal point of tensions surrounding changes in the academic workplace and workforce (Katz).

For the publicly engaged faculty member, tenure review should mark the point where the results of public and community-based inquiry are accorded the full dignity of informed peer review. What policies will help those charged with assessing the dossier to value appropriately the many artifacts of publicly engaged academic work and multiple perspectives on them? What happens when such policies are absent? We heard a lot about this at a session dedicated to the TTI at Imagining America's 2005 national conference.

- A community-engaged ethno-musicologist at a private research university notes that, without adequate tenure policies in place, she was left to fend for herself: "You have to educate your administrators, but that's no solution." Even her sympathetic dean had little guidance for her, beyond suggesting that she "put one paragraph about this work" in what one senior administrator called her "very strange" dossier.

- A member of the dance faculty at a public research university describes his predicament as he approaches tenure. "I'm coming up for review in the dance department: So what do I do? ....I'm an oral historian in the community. Does oral history methodology count as the co-generation of knowledge? I make performance works based on oral histories. Who are the peer reviewers for that? I asked four different department chairs 'what is praxis?' and got four different answers."

- One dean asks, "Has the question already been asked and answered *a priori* about the value of public scholarship?" A second dean seeks models: "Are there lessons to be learned from clinicians and social workers and sociologists?" A third dean, a scientist who leads a large college of arts and sciences, queries, "We typically look for the second book or the second grant. So how about public scholarship? Don't we ask, what is the next project?"

Flexible evaluation is good; continuously improvised evaluation is not. Where change outruns habits and rules, individual faculty members hear mixed messages from their academic colleagues, the leaders of campus engagement initiatives, and the community partners with whom they collaborate. Those mixed messages combine to tell them that public engagement makes for good teaching, fine publicity, and dubious scholarship.

Clear Messages

IA chose to focus this initiative on the specific problem of appropriately valuing public academic and artistic work as scholarship, research, or creative output. David Scobey, chair of Imagining America's National Advisory Board, voices a central tenet of this report when he calls on us to demonstrate the "intellectual richness" of public and community-based inquiry in the humanities, arts, and design: "It is time for partisans of academic public engagement to spell out its intellectual claims" and, in this way, to "deliver the goods."

Other national organizations and many universities have worked to change campus cultures, crafting model policies and rewriting faculty handbooks to include community-based teaching and professional service with a strong civic thrust. In urging changes to tenure practices, Imagining America stands in distinguished company. We have learned from and built upon the undertakings of the Campus Compact, Community-Campus Partnerships for Health, the American Association of Colleges and Universities, the American Council of Education's Office of Women in Higher Education, the Carnegie Foundation for the Advancement of Teaching, the Woodrow Wilson Foundation, the Modern Language Association, and the Higher Education Network for Community Engagement (HENCE). Whenever possible, our goal has been to borrow and extend, to adjust the idioms and fill in the gaps of earlier efforts, in order to develop policies adequate to publicly responsive academic work in the arts, humanities, and design. This has been a sustained exercise in not reinventing the wheel. But we still need to make the case for academic public engagement as complex knowledge.

Particularly in research universities, the words "public" and "scholarship" continue to live on different planets. We acknowledge the centrality of teaching to the work of just about every public scholar and artist we know. Almost every example of public scholarship listed at the beginning of this report involves a hybrid project, combining inquiry, teaching, and contributions to the public good. But engaged scholarship—public creation and discovery—continues to be undervalued in the tenure and promotion process.

The Tenure Track in the Era of "Multiple Professoriates"

IA's Tenure Team Initiative has concentrated on Classic Coke®—the tenure track. This report is finite in scope. It does not address the capacity of all of America's "multiple professoriates" to pursue publicly engaged scholarly and creative work and to be rewarded for it. While the nation's faculty are divided according to many variables, they are differentiated, above all, by the presence or, increasingly, the absence, of tenure (Katz; Schuster and Finkelstein). Tenure has become "a fairly weak privilege that only a segment of the population gets a chance at" [Calhoun]. There is widespread tension and distress over the unequal positions of tenure-track faculty and those with multi-year clinical or "professor of practice" contracts tied to comprehensive periodic reviews, on the one hand, and contingent faculty working on annual or per-course contracts, on the other.

A university's strong commitment to its public mission does not guarantee a strong commitment to the civic potential of its faculty. Calhoun notes that:

> Community colleges, parts of the four-year liberal arts college system, some branch campuses of state universities.... are doing a lot of work to reach parts of the public, open up access to higher education, shape what a variety of different constituencies will know about important issues for public debate.... But [faculty on these campuses] don't have much prospect of tenure.

Lecturers and part-time faculty may have deeper community ties and better civic networks and skills than tenure-track colleagues. Public engagement can create opportunities for tenure-track and non-tenure-track faculty to bring different knowledge to a project or program. But non-tenure-track faculty are limited in their ability to act on their public commitments where they are denied the time, resources, or professional stability to build the relationships that make possible effective community-based teaching and sustained civic partnerships. Most are ineligible even for small internal project grants, for example. "There's a lot to be worried about," says Calhoun, "whether or not there's tenure."

There is a lot to be worried about in settings where there *is* tenure. Calhoun reflects on the possibility of an inverse relationship between traditional constructions of scholarship and institutional engagement:

If by public we mean reaching out to a wider constituency, a lot of institutions that do the most are among the institutions that have cut back on tenure. And a lot of institutions, which still work according to the traditional ideas of tenure, are those that have the strongest scholasticism.

Research universities often lag in developing the intellectual frameworks, policies, and infrastructure to support academic public engagement. There is a remedial intent to this report, therefore. The "policy gap" is evident even though, with their many arts and professional schools, research-intensive campuses nurture in their midst some of the most promising models of tenure and promotion policies for publicly engaged faculty. They also offer Preparing Future Faculty programs that, with a sufficient boost, could make community and public engagement a live option for students as they move toward faculty roles. In concert with others we believe that publicly engaged academic work can hold its own in research universities. We point to the exemplary work of the Campus Compact Research Universities teams that produced the *New Times Demand New Scholarship* reports (I & II), resulting from conferences held at Tufts University and UCLA respectively. We also are convinced that research universities have much to learn from the innovations of metropolitan, comprehensive, and liberal arts institutions.

What Did the Tenure Team Say?

The individuals on the Tenure Team brought the imagination and range that an undertaking like this needs. They are national association leaders, deans, provosts, and chairs. They are also historians, landscape architects, specialists in intercultural communication, sociologists, scholars of contemporary art, and scholars in Ethnic Studies. All of them are publicly engaged, but not in the same way. Some are founders of the civic engagement movement in higher education, signers of the Wingspread Declaration. Others are at the forefront of the fight for diversity and access. Several helped to bring about the sea-change in higher education that has made teaching and learning central to faculty work, building a multi-campus coalition for liberal learning. Another cluster sustains the flow between the working world of the arts, arts institutions, and schools of the arts on campus. Still others start with Dewey's perpetual challenge to educators and center their work in community schools (Benson et al).

All of the interviewees were storytellers. Narrative is a resource in their labors on behalf of public engagement at their home campuses and in national organizations. They told stories that wove together their own intellectual passions, the social landscapes of their professional lives, and projects underway at their own institutions. We have dedicated special sections of the report to some of these stories. Interview selections are identified within brackets by last name of the Tenure Team member. A complete listing of the Tenure Team is provided at the beginning of this report.

The Interviewees:

- want to locate public academic engagement within a continuum of scholarship;

- view public academic work as part of larger shifts in the understanding and making of knowledge;

- feel strongly that universities should recognize more diverse scholarly and creative artifacts, including those that advance the public presentation of knowledge;

- want to work out the meaning of scholarship campus by campus, but with the support of multi-institutional networks; and

- believe that pursuing publicly engaged academic work is especially attractive to students and faculty of color, and especially risky for them.

This last point is sobering indeed. Members of the Tenure Team were selected, in part, on the basis of their commitments to public academic work. Thus it is all the more troubling that many of these higher education leaders voiced serious concerns about the risks run by graduate students and faculty of color who choose public scholarship or creative work as an early career priority. This issue alone warrants the adoption of tenure and promotion policies that bring knowledge-making about, for, and with publics and communities unambiguously into the continuum of scholarship.

Taking It Home

It takes a village to get promoted, and it takes a village to change promotion policies. We offer an implementation model that takes seriously the department, the center, the school or college, and the university as a whole.

In June 2008, a working conference in New York City will push beyond recommendations to concrete scenarios for change. Representatives of IA member institutions that are rethinking tenure and promotion policies will work with other national leaders to select the most promising pathways to "climate change" on campus.

The IA national conference in Fall 2008 offers activities for different constituencies. IA will launch an affinity group for department chairs. The annual PAGE (Publicly Active Graduate Education) Summit serves as a platform for early career civic professionals. And a conference panel aimed at all IA institutional representatives will aim to broaden the impact of the June conference.

IA regional conferences in 2008-2009, in association with Campus Compact, offer a cluster approach to changing tenure and promotion policies for publicly engaged artists and scholars. They will encourage intercampus collaborations that are not only supportive but also convenient.

But without waiting for any of these things to happen, readers of this document can "take it home" and act on it. We hope that this report will be of practical use in forming coalitions of institutional leaders, chairs, faculty, administrators, and graduate students who care about the campus as part of the public life of world and neighborhood and about engaged academic work in its rich particulars. Campus working groups will ensure that tenure guidelines are nuanced through a permanent process of collegiate and departmental reflection. They will take seriously the co-authorship of promotion—what we call "writing the case." And, suitable to the humanities and arts, they will use the power of dialogue and narrative—exemplified throughout this report—as resources for the work. We invite you to form an implementation group and use this report to start the discussion. Let us know what happens. Send reflections to *imaginingamerica@syr.edu* and we'll be sure to respond.

The arguments and guidelines that we set forth here are significant in themselves. But the report matters most as an occasion for organizing campus and national efforts. As John Saltmarsh observes, "multiple interventions are needed simultaneously," and we need to connect to, support, and learn from them all.

RECOMMENDATIONS

PART ONE: A CONTINUUM OF SCHOLARSHIP

I. DEFINE PUBLIC SCHOLARLY AND CREATIVE WORK

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.

II. DEVELOP POLICY BASED ON A CONTINUUM OF SCHOLARSHIP

III. RECOGNIZE THE EXCELLENCE OF CREATIVE AND SCHOLARLY WORK THAT CONNECTS DOMAINS OF KNOWLEDGE

Four dimensions should be recognized in academic public engagement as distinct kinds of scholarly excellence:

• The interdisciplinarity of public scholarship

• Intercultural engagement

• The integration of scholarship, teaching, and public engagement

• The impact of public scholarship across multiple publics, communities, and audiences

IV. EXPAND WHAT COUNTS

Value local and regional work equally with work of national and international scope, including projects that are jointly planned, carried out, and reflected on by university and community partners.

Evaluate more diverse artifacts and a broader spectrum of creative and critical work informed by matters of public salience.

Treat a faculty member's leadership as scholarly achievement, including the design of curricula, degree programs, and centers.

Recognize the public presentation of knowledge as scholarly or creative achievement.

V. DOCUMENT WHAT COUNTS

Develop an institutional resource to evaluate and document community partnerships and public projects thoroughly, regularly, and using a range of methods that are appropriate for the humanities, arts, and design. This will make it more likely that tenure and promotion dossiers for individual faculty members will present solid documentation on their public and community-based academic work. Continuously review the evaluation process with community partners and faculty.

VI. PRESENT WHAT COUNTS: USE PORTFOLIOS IN THE TENURE OR PROMOTION DOSSIER

The portfolio:

- begins with a framing statement that narrates the arc of the work, locates it relative to one or more disciplines or fields, explains its contributions to the public good, establishes its originality, and points to future directions;

- documents projects through a variety of relevant materials, e.g., public and scholarly presentations, multimedia and curricular materials, individual and co-authored publications, site plans, policy reports, participant interviews, workshops, and planning and assessment tools;

- is sent to external reviewers.

VII. EXPAND WHO COUNTS: BROADEN THE COMMUNITY OF PEER REVIEW

Make external letters count. Solicit letters from a diverse and highly qualified group of reviewers to ensure a comprehensive evaluation of a faculty member's public scholarly or creative work. Choose reviewers from the publics and audiences relevant to the achievements of the candidate. For some individuals, all reviewers most appropriately are located in other institutions of higher education. For others, the appropriate reviewers are located in museums, theaters, K-12 schools, or other community settings.

Work continuously within the department to build a pool of potential reviewers who are university-based public scholars or artists in or proximate to the field. Whose publications arise from public or community projects, address public issues, are being taught? Who has directed relevant programs? Who speaks to these issues in professional associations?

Counsel faculty when they are hired that they should be compiling their own annotated list of potential external reviewers who can speak to the public dimension of their work.

Solicit evaluative letters from community partners who collaborated with the faculty member, providing clear guidelines for the letter. Invite them to assess: significance of the project; contributions to theory and professional practice; nature and quality of the relationship; and impact. Compensate community partners for these letters.

Urge qualified senior scholars to serve as external reviewers for publicly engaged junior faculty when asked to do so.

PART TWO: A CONTINUUM OF PROFESSIONAL CHOICES

VIII. SUPPORT GRADUATE STUDENTS AND JUNIOR FACULTY WHO CHOOSE ACADEMIC PUBLIC ENGAGEMENT

Incorporate this principle into tenure and promotion policies: "The university is committed to scholarship and creative activity that serves the public good. Therefore, it is committed to supporting those junior scholars who participate in projects that advance community and other external partnerships, public engagement, and activities that similarly contribute to public discourse and the formation of robust publics."

Build a better PFF: Create a next-generation Preparing Future Faculty program for early-career public scholars and artists that can be adapted on any campus. Organize it on the founding principles of PFF: multiple mentors, clusters of institutions of different types to provide a realistic sense of possible careers, and an emphasis on supporting students from historically underrepresented minority groups to foster a diverse professoriate.

Develop a resource that helps graduate students and faculty over the whole academic career to map out professional pathways. See IA's model, Pathways for Public Scholars, in Part III of this report.

Work with campus and national networks of faculty and students of color to integrate public and community engagement into professional development programs.

IX. BUILD IN FLEXIBILITY AT THE POINT OF HIRE: NEGOTIATED OPTIONS CONFIRMED IN WRITING

Encourage academic units to negotiate at the time of hire with faculty members who focus on publicly engaged academic work. This allows for flexible, mutually agreed-upon options, such as specializing in community-based teaching or participatory action research. The department and the faculty member, for example, should be able to plan for different ratios of professional commitment, such as appointments that are split between leading a community-based program and complementary pedagogical and research responsibilities. The outcomes of these negotiations during the hiring process are normally set forth in a Letter of Understanding or equivalent document.

X. PROMOTE PUBLICLY ENGAGED FACULTY TO FULL PROFESSOR

Free to pursue public scholarship, associate professors still may not find such work recognized in the promotion and rewards system on campus. Developing protocols to advance public artists and scholars to full professor rank should encourage retention, develop faculty leaders, and test policies for evaluating public scholarship and creative work in a less risky atmosphere than that surrounding tenure decisions.

PART THREE: A CONTINUUM OF ACTIONS

XI: ORGANIZE THE DEPARTMENT FOR POLICY CHANGE

Focus on the department in order to:

1. Build chairs' capacity through groups and networks:

- Encourage the exchange of best practices for hiring, tenuring, and promoting publicly engaged artists and scholars through programs that prepare and support chairs.

- Hold annual retreats with chairs and the directors of the campus's engagement programs.

- Link arts, humanities, and design chairs to national associations committed to doing, understanding, and evaluating public engagement.

- Join an IA-sponsored national affinity group for chairs to develop mutually supportive relationships with peers at other IA institutions.

2. Organize the department to change the discourse of scholarly and creative work by revising the departmental statement on tenure and promotion. That statement may:

- Describe the mission and priorities of the department, including its public role and activities, and link these to the overall mission of the institution.

- Articulate what scholarly, professional, and creative work looks like in your unit and discipline, communicating the work done in your department to the public and to those in other fields.

RECOMMENDATIONS

- Convey to potential and new faculty members the value that the department places on making knowledge "about, for, with" various communities and publics.

- Explain tenure and promotion criteria, process, and documentation.

3. Develop an agenda for engagement with centers and institutes:

- Strengthen relationships between departments and publicly engaged centers or institutes, including topical centers (e.g., arts and health), humanities institutes, and centers for advanced studies.

- Work with centers and institutes on joint or complementary public engagement initiatives (e.g., shared curriculum; office space, transportation, and staff support for community project teams; appointments for community fellows; pre-docs for engaged students).

XII: TAKE THIS REPORT HOME AND USE IT TO START SOMETHING

Form implementation groups (departmental, collegiate, or campus-wide) to shape tenure and promotion policies that are responsive to publicly engaged academic work. Use this report to start the discussion.

Present the results of your efforts at IA's 2008-2009 regional conferences, dedicated to TTI implementation efforts.

Bring your campus initiative to the attention of other disciplinary, professional, and higher education associations.

PART ONE: A CONTINUUM OF SCHOLARSHIP

Introduction

"Public scholar" and "public artist" are not just academic identities. And academic institutions are not the only places in which publicly engaged intellectuals face challenges to their professional standing. Architecture, dance, public history, poetry, urban planning, journalism—all have their versions of this situation. There is much to be gained by tracking responses to publicly engaged professional practice in different domains. In this report, however, we concentrate on publicly engaged faculty and on how to change tenure and promotion policies for them.

The core of this first section presents a vocabulary—a set of keywords and key ideas—for publicly engaged academic work, ready for use in faculty handbooks and other campus policy documents. This vocabulary and the policies derived from it "put a prow on the boat" of public engagement, in the words of Chris Waterman, Dean of Art and Architecture at UCLA.

We present IA's definition of publicly engaged academic work. Then we place that definition in a scholarly continuum with lots of options, the strategy urged by Tenure Team members. Combining definition and continuum offers both clarity and choice: clarity about the legitimacy of public inquiry and choice about how it can enter the cultures of IA's many different member institutions from all corners of American higher education.

Defining Public Inquiry

Before taking up the questions, "What is *excellent* public cultural work?" and, "What is *excellent* public scholarship?" we need to establish what these are. Not all scholarship is public scholarship, and not all creative work in the arts is public art or public design. Defining publicly engaged intellectual work by university faculty establishes the *legitimacy* of civically engaged academic work in the cultural disciplines but not its *quality*. It simply demarcates the nature of the work whose excellence is in question.

This definition emerged from extended debate, showing exactly why tenure and promotion policies need to be deeply informed by the context and culture of individual campuses. The definition needed to encompass intensely collaborative approaches, jointly planned, carried out, and reflected on by co-equal community and university partners. It also had to extend

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LISTENING TO TENURE TEAM LEADERS

No Intellectual Compromises This is about making scholarship better, making knowledge better. It is not about concessions in the quality of scholarship and knowledge [Calhoun].

A group of amateur historians wants you to help them with a history museum. This leads you to the historical research questions that you're going to spend the next three years working on. So, what is it about those questions and that partnership that makes this a rigorous conversation? It's our job to show how the work has generated interesting questions that are being rigorously vetted [Scobey].

One wants to value it fully, but also evaluate it fully [Weisbuch].

to translational and applied research and the public presentation of knowledge, broadly construed. It encompasses work that is defined by local and translocal commitments. Tenure Team members kept pushing us to make finer distinctions, within broader frameworks:

• I like your definition...[with] the addition of the idea of engaged scholarship having a democratic purpose at its very core [Harkavy].

• There is a difference between public and community scholarship. Some scholars will support public scholarship but not define "public" the same way [Lemann].

• My definition of public scholarship is a shared framing of questions, a shared process of, of gathering and interpreting, and applying the knowledge gained. Public scholarship provides a different way of deciding what's worth pursuing and what isn't [Ramaley].

In the end, we arrived at the following as a definition that serves the purposes of this report and the needs of IA's membership:

> **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.**

LISTENING TO TENURE TEAM LEADERS

The Continuum of Scholarship People move from, "I'm doing work that might be useful to the public" to, "I will interpret my work in order that others may understand its value" [or] "I know things the public ought to know and I will teach it to them," to a very different approach that builds upon a deep collaboration with people in the broader community. I think it is a continuous movement toward, "I will work with the public to generate the kind of knowledge that will be useful to all of us" [Ramaley].

The way we framed it on this campus [is like this]: on the far right side of the continuum is traditional engagement and scholarship and on the left side of the continuum would be the most civically engaged or reciprocal scholarship and engagement. We've come up with a long, long public discussion about this— we've all agreed that anywhere you personally want to fall on this continuum, it's fine [Lieberman].

How is it that scholars should distinguish between engagement and service? It's a mistake to distinguish between them. It's important to put them on a spectrum of activity that will make it possible for those who have a service ethos to see themselves.... A spectrum or a continuum [of public scholarship] is pretty important that allows people to enter wherever they are and see themselves within the frameworks of their own institutional context and what it rewards [Dubrow].

Changing Knowledge, Changing Roles, Changing Artifacts

It is not enough just to define public cultural work. It needs then to be located within an expanded spectrum of creative and critical activity encompassing everything that counts as research, scholarship, or creative activity. The best approach is to define public scholarship and creative work clearly and to incorporate them into a scholarly continuum that recognizes many professional pathways.

The rationale for changing the faculty reward system extends beyond tenure and promotion policies. It requires thinking hard about how knowledge and the professional lives of those who make it are changing. Public engagement alters knowledge production in many ways. It affects:

• how work is organized;

• what is made;

• the status of the work and of the people doing it;

• institutions and organizations;

• fields and disciplines.

What we see when we look around us is this: more faculty members with plural roles in complex projects are generating more diverse scholarly and creative artifacts. From these people and these artifacts come the pressure to craft more flexible systems of evaluation and reward.

Public scholarly and creative work is grounded in the assumption that knowledge is socially produced. As John Saltmarsh has argued, this "fundamental epistemological position" leads us to understand "the role of the university within a larger domain of knowledge production." In the arts, humanities, and design, this means knowledge about and through culture.

LISTENING TO TENURE TEAM LEADERS

The Scholarly Continuum at Work: Sustained Relationships, Diverse Artifacts

What I've built are sustained relationships and out of those relationships come a plethora of interesting projects of many forms: student theses, classes, weekend events, and books. What I'm trying to sustain are the partnerships and relationships over time transcending any particular project. And those are the skills I try to teach, because they're critical to the work and are needed in the curriculum [Dubrow].

In collaboration with the Japanese American National Museum, I organized a research team investigating this multiracial history that led directly to an exhibition. I witnessed our USC undergraduate and graduate students leading discussion groups at the International Institute that brought together current residents of the community with former residents that had left Boyle Heights over fifty years ago.... In the end, this decade-long project produced a wide range of public scholarship from many of its practitioners: a major museum exhibition, a teacher's guide made free to all teachers, high school student radio projects, undergraduate and graduate research papers, and hopefully, within a year or so, my own next book [Sanchez].

Participating faculty take on plural, mediating roles as they shuttle between their faculty office and the project site. Projects and programs serve both civic and intellectual purposes, leading to experimental pedagogical and critical strategies that add to the complexity of the work. And just as members of collaborative teams have affinities with different communities, so the artifacts that they produce take shape in many genres and speak to various and specific publics.

The Continuum of Scholarship Expands What Counts

It is important to expand what counts as scholarly and creative work. In practice this means developing policies that respond to the features of community-based projects. Because our recommendations in this report address the challenges of the real world of publicly engaged academic work—the real world of campus-community projects—we opened the report with two pages of examples. As our examples show, public scholarship takes the form of projects that combine pedagogy, research, creative activity, and publication.

Many public scholars—perhaps most of them—organize their scholarship, creative practice, and teaching around projects. A project is carried out by a purpose-built team organized for a finite period of time in order to bring about specific results or to create particular events or resources. One way of making promotion review more coherent for administrators and individual faculty members is to review projects in a holistic fashion.

Tenure and promotion policies need to be responsive to the project as the molecular structure of public scholarship and creative practice. Project-friendly policies should not use national and international scope to define intellectual quality, for example. Academic endeavor that is local or regional in focus has equal claims to complexity, creativity, and rigor. Project management and leadership, the design of new programs and curricula, and the public presentation of knowledge—all may flow from project-based academic work. It is definitely challenging to evaluate the scholarly excellence of integrative projects that combine inquiry and discovery with teaching and service. But it has to happen.

Portland State University's policy document urges promotion committees to accept blurred boundaries and cautions them against confining faculty engagement within narrow categories:

> One should recognize that research, teaching, and community outreach often overlap. For example, a service learning project may reflect both teaching and community outreach. Some research projects may involve both research and community outreach. Pedagogical research may involve both research and teaching. When a faculty member evaluates his or her individual intellectual, aesthetic, or creative accomplishments, it is more important to focus on the general criteria of the quality and significance of the work...than to categorize the work.

This recommendation parallels the guidelines of the University of Illinois, which also declare that the *both/and* logic of publicly engaged academic pursuits can be a positive benefit:

> Much as the research...of individuals may positively affect their teaching and public service, so too their involvement in public service may positively serve the purposes of their research and teaching. This interaction among teaching, research, and public service can contribute significantly to the vitality of the institution, its colleges, units, and departments, as well as to the vitality of its individual faculty members.

In the spirit of these exemplary policies, we urge colleges and universities to recognize the particular excellence of creative and scholarly work that connects and migrates across different domains of knowledge. (See Recommendation 4, "The Four I's.") This does not mean piling on sets of criteria, as George Sanchez argues on the basis of his own experience:

> Often I would get reviewed as both an interdisciplinary scholar and a historian. Now that might mean that I have to [meet] criteria in two different places as opposed to just one. It's a penalty. So, imagine now the public scholar. In most Research I universities, it's often viewed as an extra set of criteria. And of course, it's that extra set of criteria then that hurts your case.

It is vital to establish the significance of a work of public scholarship for one or more fields or as integrating teaching, community engagement, and knowledge creation. But faculty should be accountable to one clear set of criteria.

The Excellence of Publicly Engaged Academic Work: Like and Unlike Other Kinds of Scholarship

However diverse, all scholarly and creative achievements face the question of excellence. The judgment of excellence is arrived at dialogically and contextually, through cycles of evaluation that take place on campus and through a geographically dispersed community of peers—local, regional, national, transnational.

The Tenure Team calls attention to the *both/and* logic that should prevail in evaluating public cultural work: it is both like and unlike other kinds of scholarship. Phrases such as "just as" and "no different...except" underscore the fact that the two sides of that *both/and* principle are of equal importance. "Just as with conventional scholarship," writes David Scobey, "the assessment is done by a peer community that has talked together about what counts as excellence in that mode of work." President Ramaley affirms that public scholarship "varies" from other kinds of scholarship in some ways but it is "no different" in others:

> The basic motivation for public scholarship is no different from any other kind, except that what varies is who helps frame the question, who wants to generate and then interpret the evidence, and who uses the results—but using the same principles of excellence that we would apply to any other form of scholarship.

What are those principles of excellence? Sometimes it is as simple as "quality" and "impact." More often, universities are turning to criteria derived from Boyer's multiple scholarships. Mary Taylor Huber finds broad consensus across disciplines and institutions on six attributes that, taken together, define scholarly and creative excellence in the domains of teaching, outreach, and discovery:

1. Clear goals

2. Adequate preparation

3. Appropriate methods

4. Significant results

5. Effective presentation

6. Reflective critique

These criteria are a good starting point for tenure and promotion policies that support publicly engaged scholarly and creative work. They are applicable "to a broad range of intellectual projects, while allowing the markers for what is clear, adequate, appropriate, significant, effective, and reflective to vary among different kinds of scholarly projects" (Huber; see also *Scholarship Assessed,* Glassick, Huber, & Maeroff; Diamond and Adam II 8). They have been adopted by many universities and by groups such as the team that launched the National Review Board for the Scholarship of Engagement. But criteria for excellence, in themselves, do not constitute a tenure and promotion policy.

The Continuum of Scholarship Expresses Campus Values

The continuum of scholarship conveys the university's commitment to innovation, diversity, and choice. Our research demonstrated that policies organized around the scholarly continuum are vehicles for the expression of campus values and character.

There are three good institutional reasons to incorporate a continuum of scholarship into tenure and promotion policies:

• A scholarly continuum makes it easier for the institution to evaluate new or undervalued professional practices or artifacts. Policies grounded in this principle can serve a clear institutional interest, weighting teaching or community engagement more heavily, for example, or responding to new forms of work, like digital publication.

• The continuum of scholarship helps to foster an intellectually and culturally diverse faculty. Allowing faculty members to define themselves more flexibly may be an effective recruitment strategy, especially in light of data pointing to the high value that faculty of color and women faculty assign to community engagement and "multicontextual" environments (Ibarra).

• Tenure and promotion policies grounded in a continuum of scholarship make a statement about intellectual community. A heterogeneous, fluid, tolerant academic culture—in the words of Art and Architecture Dean, Judith Russi Kirshner, of the University of Illinois at Chicago, a culture that celebrates the "prodigality" of knowledge—is a positive good.

A number of tenure and promotion guidelines that contain statements of value are embedded in the metaphor of the continuum or in vocabularies of range and representation. We single out three, from Portland State, Syracuse University, and the Taubman College of Architecture and Urban Planning at the University of Michigan.

Portland State University, in many ways served as a national laboratory for tenure and promotion policies supportive of public engagement. Its policies have been deeply internalized by the faculty by virtue of iterative, participatory learning sustained over a number of years. Its policy emphasizes the campus's urban mission in a "value" statement and then goes on to provide a capacious definition of outreach scholarship:

> [The University] highly values quality community outreach as part of faculty roles and responsibilities....The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community-based activities are those which are tied directly to one's special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

Syracuse University has made "scholarship in action" its institutional mission. In a draft policy document currently under discussion, Syracuse faculty are generously characterized as "actively engaged in an intellectual life that enhances the knowledge base and extends the boundary in their chosen area of concentration." In its suggested template for a letter to external reviewers, Syracuse underscores the "wide latitude" that a scholarship continuum permits: "The Syracuse University faculty is strong in part because it engages in scholarship that comprises a spectrum of excellence from disciplinary to cross-disciplinary, from theoretical to applied, and from critical to interpretive. Syracuse University is committed to long-standing traditions of scholarship as well as evolving perspectives on scholarship."

University of Michigan's Taubman College of Architecture and Urban Planning, too, makes a statement about the relationship between the diversity of knowledge and the diversity of people:

> We need diversity in breadth of knowledge, in range of professional experience, in representation of disciplines, in professional productivity and attainment. Some faculty are scholars in the humanistic tradition; some are artists; others pursue empirical research or develop methodologies in the traditions of the natural or social sciences.... a substantial group is oriented primarily to the world of practice, and makes its contribution in solving current problems.

Clearly, policy is not just a set of rules. Tenure and promotion guidelines are highly expressive, value-laden documents. Policies that emphasize scholarly engagement use the idea of a "spectrum of excellence" to say something important about campus culture.

The Continuum of Artifacts

"Expanding what counts" relies on a continuum of artifacts as well as a continuum of scholarships. Community-based projects generate intellectual and creative artifacts that take many forms, including peer-reviewed individual or co-authored publications, but by no means limited to these. The continuum of artifacts through which knowledge is disseminated and by which the public good is served matches, in inclusiveness and variety, the continuum of scholarship. This is why we recommend the use of portfolios in the tenure dossier. The portfolio may include writing for non-academic publications; presentations at a wide range of academic and nonacademic conferences and meetings, as well as at participatory workshops; oral histories; performances, exhibitions, installations, murals, and festivals; new K-16 curricula; site designs or plans for "cultural corridors" and other place-making work; and policy reports.

Portland State's policy on tenure and promotion shows how the continuum of artifacts translates into practice:

> It is strongly recommended that the evaluation consider the following indicators of quality and significance:
>
> • publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach;
>
> • honors, awards, and other forms of special recognition received for community outreach;
>
> • adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems;
>
> • substantial contributions to public policy or influence upon professional practice;

- models that enrich the artistic and cultural life of the community; and

- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

It is impossible to list all the many things that can count as products of publicly engaged scholarly and creative work. More important than the inclusion of any single item is the encouragement of the mixing, sequencing, and integration of artifacts. Knowledge changes and grows as it is translated into different contexts and idioms—from the archive to performance, from story to site plan, from exhibition to journal article. It encounters and links different communities of reception. These changes of state call for more integrative and possibly more narrative forms of review. That is why we recommend the use of portfolios in the tenure dossier.

Message from the Tenure Team: Value The Public Presentation of Knowledge

Tenure Team members made it clear that a continuum of scholarly artifacts includes the public presentation of knowledge. They are strong advocates for public intellectual work, the dissemination of knowledge, and more expansive forms of "scholarly communication" [Bender]. Taking the public presentation of knowledge seriously, in all its forms, is a priority for them in enlarging what counts as scholarship. Indeed, they view the public presentation of knowledge as a significant professional asset, agreeing with Don E. Hall, who argues that "being multi-voiced is a necessary job skill" (105).

The Tenure Team member with the most direct relationship to the issue of the public presentation of knowledge, Nicholas Lemann, Dean of the Columbia Graduate School of Journalism, stressed the two-pronged meaning of "public" for Imagining America, suggesting that we "divide 'public' into two categories":

> A lot of academics will say, "I love the idea of public scholarship," but if you talk about co-creation of knowledge with people in the local community, "No, that's not what I had in mind at all. I had in mind reaching a broad public outside the disciplinary audience with my work entering public discourse."

LISTENING TO TENURE TEAM LEADERS

The Public Presentation of Knowledge

There is not enough value put into the translation, synthesis, and presentation of research. It's not enough to do good research. You've got to make sure that the work gets into the minds of other people. That can come through a wider audience for reading. It can come through getting it produced in alternative media. It can come through informing a museum exhibition. It can come through performance [Calhoun].

The questions are informed by matters of public salience and the knowledge is addressed to a larger public conversation.... [This implies both] thinking about the public uses of knowledge and new genres of presentation and dissemination [Scobey].

We call attention to the difference between local publics and the broad public to which Lemann refers. We think that tenure and promotion policies need to credit both. Most Tenure Team members value both meanings. They express a desire to link public presentation to a specific local or regional project. Informative lobby exhibits accompany performances. A new book on *Keywords in American Studies* is published with a companion web site hosted by a humanities institute, where groups can add new keywords of their own (Burgett and Hendler). Interviewees like campus-community collaborations that produce radio or video documentaries dealing with a particular locality. But they also have a healthy respect for the critically acute, well-researched book for nonacademic readers, such as Lemann's *The Big Test* or Cornell West's *Democracy Matters.* "We are asking the question, what scholar has given substantive time to presenting publicly?," said one Tenure Team member. " Cornel West is an excellent public scholar. I would judge him on the fact that he can take very hefty content [in] *Race Matters* or *Democracy Matters,* and he can communicate it in a way that makes sense to the public."

Thomas Bender, a leading historian of the disciplines in American universities, points to the kind of public meaning-making that fundamentally defines the humanities. "There is a continuum between our research and the public" that has to do with the nature of "communication networks." Humanists write and speak, he suggests, to a "generalized public," not "a client or sponsor," and "not as expert, but as contributor." This model of a communicative continuum can encompass both specific and general publics.

Documenting the Continuum of Artifacts: Portfolios

As knowledge creation changes, so, too, do the genres of documentation. We are in the midst of a portfolio boom. The use of e-portfolios for self-assessment and reflection by students is becoming common. For applicants for K-12 teaching positions as well as for junior faculty jobs, teaching portfolios are now the norm.

In this environment, we want to stress the wisdom of the professional practice portfolio in the design disciplines and its availability as a model for the tenure or promotion dossier. The professional work portfolio is well suited to public scholarship and public creative work, as it allows for reflective, critical analysis and for a broad diversity of sometimes-unconventional artifacts.

LISTENING TO TENURE TEAM LEADERS

A Portfolio of Professional Practice
[Someone like me] will typically present a portfolio of work that will include a continuum of products from peer-reviewed scholarship in high status publications (the *Journal of American History* or *American Quarterly* in my field) to public scholarship in more heterodox publications.... I published a Maine-contextualized essay [in the *Maine Policy Review*] about the civic mission of K-12 education. But it was peer-reviewed; it was part of a scholarly conversation. And through the continuum to non-peer-reviewed intellectual products like a set of materials produced to accompany a new performance work....When I got tenured at Michigan in the School of Architecture and Urban Planning, the particular form of my tenure case was to submit four portfolios: a scholarly research portfolio, a teaching portfolio, a service portfolio (for institutional service), and what they called a professional practice portfolio, which was the place where architects put architectural designs and where I put the [historical] exhibits. So one of the templates is a fourth portfolio where cultural resources or non-scholarly public products get put. Another one would be to expand the research portfolio, to have a more capacious sense of what research products are [Scobey].

Making Outreach Visible: Guide to Documenting Professional Service also offers valuable examples of project portfolios that can be adapted to the documentation of public scholarship. Two of these examples are especially useful for faculty in the humanities: the Memphis Anthropology Project Portfolio and the Portland YWCA History Project Portfolio (Driscoll and Lynton).

Expand Who Counts as a Peer: Broadening the Community of Review

Writing the promotion case for a publicly engaged faculty member is demanding interpretive and critical work. Authorial roles include writing as an external reviewer, writing as a community partner, writing—as department chair—the all-important letter to the dean. Writing the case involves reading closely, balancing multiple judgments from multiple perspectives, connecting specific artifacts to significant trends and contexts, and then bringing all this together in a persuasive document, embodying the collective judiciousness of the department for non-specialist readers. It is of inestimable importance. It may call for new genres, such as the portfolio. It definitely requires a broader and more diverse community of peers, capable of responding to newly valued kinds of productivity.

As public scholars based in and out of the academy gain more experience in evaluating those doing similar kinds of public cultural work, national cohorts of peer reviewers are developing that can serve as national authorities on engaged professional practice in specific fields. The task now is to put this cohort to work.

A departmental strategy for promotion needs to address the writing of several different kinds of letters—including the letters that are written to solicit letters, explaining the institution's definition of scholarship and criteria for evaluation. Well in advance of promotion, the department chair should seek letters from a diverse and highly qualified group of reviewers to ensure a comprehensive evaluation of a faculty member's public scholarly or creative work. The department should make sure that clear criteria for public scholarship are delivered into the hands of external reviewers who are qualified public scholars themselves, so that they can compose letters useful to departmental committees. This process will work better if the chair and other mentors have counseled faculty when they were hired that they should be compiling their own annotated list of potential external reviewers who can speak to the public dimension of their work.

Who are the external reviewers? Reviewers should be chosen from any and all relevant publics and audiences for the achievements of the candidate. "The assessors," urges Robert Weisbuch, "should be a mix of people in the relevant fields and people in the world who care about these issues...the distinguished strangers who are going to read the work." For some individuals, all reviewers are located most appropriately in other institutions of higher education. For others, they are located in museums, theatres, K-12 schools, or other community settings.

The letters to potential external reviewers should not mince words. Craig Calhoun proposes a script:

> You ask the external reviewer something like, "We expect there to be a demonstration of merit for tenure and it should include these different kinds of successes or achieve-ments. " You explicitly ask the question: "The University values effective presentations to wider non-academic audiences. What has this candidate done to offer that?" All right. And then [if you are the external reviewer] you say, "I see something."

In addition to seeking out nationally known publicly engaged scholars and artists, departments should also solicit letters from community partners who collaborated with the faculty member, providing clear guidelines for the letter. Restricting external reviewers who are not themselves academics to the domain of "practice" or "application" reduces their standing as co-creators of knowledge for whom theory-building and critical reflection matter. They should be invited to comment on all relevant intellectual and material dimensions of the work. They may be asked to assess the significance of the project; its contributions to theory and professional practice; the nature and quality of the relationship; the work's impact. It is important to compensate community partners for these letters. Including such letters in the dossier may mean changing departmental policies to permit external review by close collaborators.

This logic also extends to forming promotion subcommittees. Scholars and artists who are experienced public scholars at the faculty member's home institution, along with the directors of centers for community partnerships or other engagement programs, may be represented on tenure and promotion subcommittees.

Finally, we encourage senior scholars to serve as external reviewers for publicly engaged junior faculty at other institutions. Scobey reports, "In the last six months I've done three tenure reviews in three different schools and departments because I'm asked to come, not as the historian, but as the publicly engaged humanist who can speak to the excellence of particular work." Joining the growing pool of senior faculty who can speak to the excellence of publicly engaged academic work is a vital professional service.

LISTENING TO TENURE TEAM LEADERS

We've got to have evidence about what we're doing, but it has to be evidence that brings in the voices of people other than in the university [Rice].

The most progressive foundations...have developed either impact assessments or assessments of the strength of partnerships. Can you assess the quality of a partnership? Well one of the things is, you ask the partner.... Right now we have tenure and promotion guidelines that say you can't go to someone you've collaborated with to recommend you [Dubrow].

Are the values they embody shot through all the other practices, evaluations, and procedures of the university? Do they count toward tenure decisions for participating faculty, really count? Work that bridges the academy and the community should count toward tenure and promotion [Valaitis].

• • •

We have begun by delineating what public inquiry is and urging the flexible model of the continuum of scholarship. This model led logically to strategies of documentation and external review that match the inclusive and plural character of the continuum of artifacts that is the logical consequence of the continuum of scholarship. In the next section of this report, we focus on publicly engaged faculty members themselves.

PART TWO: THE COURSE OF A CAREER: A CONTINUUM OF PROFESSIONAL CHOICES

Our greatest goal is to enhance an individual over the course of a career. Go forth and do it, but do it smartly.

Earl Lewis

We need practical steps that operationalize not only the shape of the institution, but the shape of the individual's career over time.

David Scobey

From Anxiety to Agency

The ethic of care is palpable in the Tenure Team's interview transcripts. The conviction that members of the rising generation of public artists and scholars can advance their own interests as civic professionals in the academy is not. We take a hard look at the feelings of trepidation that surround public scholarship and share reflections by Tenure Team members themselves who strained to balance contradictory pressures as assistant or associate professors.

We believe that alliances among engaged graduate students, junior and senior faculty, and university administrators can produce better tenure and promotion policies and better professional development programs. Colleges and universities have been crafting pathways for undergraduates interested in community service learning and civic engagement. Duke's Scholarship With a Civic Mission program is a fine example of this approach. But to our knowledge there are no similar developmental pathways for engaged faculty.

"We need three or four different paradigms that individuals" can choose from, states Earl Lewis, Emory's provost. It is our goal here to answer that need, with the proviso that these pathways need to be developed with, not for, graduate students and assistant professors. If there are few pathways, there are many desire lines, routes carved from the footfalls of men and women looking to engage with publics and communities.

This section of the report focuses on the concerns of individual faculty members, while the following section examines ways to change the institutional culture of colleges and universities. Since individuals are best served by enabling networks of peers, mentors, and campus leaders, this portion of the report inevitably anticipates the next.

The Cost of Doing—and of Not Doing—Publicly Engaged Academic Work

Faculty members, graduate students, department chairs, deans, and provosts who care about public scholarship and community engagement hold in common an unshakeable belief that public scholarship is good for universities, for communities, and for themselves as individuals. They agree with the principle stated by George Sanchez:

> You can't say the university really values community engagement and that only senior faculty should be allowed to do this work. You have to incorporate it into the very guts of the institution and what it values.

The mood, however, when one asks what the academic career options are for a graduate student or junior faculty member, is one of anxious boldness among graduate students and profound concern among everyone else. Most academic elders on the Tenure Team, aware of the risks of staking professional advancement on public engagement, are protective of students and junior colleagues. They balance encouragement and caution.

Publicly Active Graduate Students

Graduate students are restless. Some are finding dissertation topics and peer mentoring networks that allow them to work out how to integrate engagement into their fields or disciplines. These groups emerge, for example, in the Public Engagement and Professional Development program at the University of Texas, the Black Humanities Collective at the University of Michigan, and the annual Public Humanities Institutes for graduate students at the University of Washington and the University of Iowa. Some students have found their way to degree programs designed

to train publicly engaged artists and scholars, such as the Ph.D. program on Theatre for Youth at Arizona State. Others are taking charge of re-thinking the possibilities of graduate education itself through Imagining America's PAGE (Publicly Active Graduate Education) program.

Their mentors may urge them to stop. The PAGE Fellow who remembered being advised to disengage from community commitments told an Imagining America audience, "I felt like someone was asking me to cut off my legs." She rejected this advice and took the risk. Especially for graduate students who have become accustomed to community service learning as undergraduates, perhaps writing a senior thesis that arose out of a community or public project, the transition to the civically disassociated world of a graduate program can be stressful. "There is tension in the system" between student-centered engagement, which is encouraged, and faculty-centered engagement, which is not, Earl Lewis told IA. President Carol Christ of Smith College, a member of the Tenure Team, speculates: "I would imagine colleagues saying not, 'Oh, I think that's a waste of time. I don't think that's valuable,' but 'I don't suggest you spend a lot of time on that because it's not going to count.' "

Junior and Mid-Career Faculty: Postponement and Under-Reporting

If some early-career artists and scholars pursue engagement, others think just as hard about their options and decide to postpone community-based teaching or research projects until later. And then there are a number of junior faculty who are engaged in public or community work, but who under-report it:

> The two situations I see are, one, people don't do public scholarship work even if they want to because they figure it's not going to have any role in tenure. And, two, I see situations in which people who do incredible or significant public scholarly work don't know how to put it in the context of their tenure case. People say, "Oh, it's gonna hurt me." People don't know how to put it in effectively...and it ends up... just getting placed under service, which is often just a list [Sanchez].

Tenure Team members—including two who have been or are presently graduate school deans—recall vividly how they themselves negotiated the pressures on emerging public scholars. (See Career Course Narratives below for full accounts.)

• Earl Lewis, now Provost of Emory University and former director of the Responsive Ph.D. initiative of the Woodrow Wilson National Fellowship Foundation, recalls how scrupulously he weighed his choices about public projects. He remembers calculating the costs and benefits of including these activities in his annual report on professional achievement.

• Gail Dubrow, Graduate Dean at the University of Minnesota, says, "I was a canary." She tells the story of how she both fulfilled and defied stringent disciplinary demands by pursuing a "do-it-all" strategy—and how she decided to go into administrative leadership in order to keep others from having to do the same.

• Devorah Lieberman, Provost of Wagner College, is still indignant about the advice she got from a university administrator as an associate professor, who told her to publish only on her dissertation topic at a point when she was ready to branch out from there. Her narrative points to how often the constraints on public scholarship are also the constraints on cross-disciplinary work.

It is clear from these vivid memories of career-long adjustments that just getting tenure does not resolve the stresses of public scholarship. While we focus here on publicly engaged faculty members at early career stages, we also suggest that universities pay close attention to associate professors.

Students and Faculty of Color: A Sense of Risk, A Challenge to the Status Quo

What is the relationship between diversity and engagement? The sense of risk is most pronounced in the interviews with African-American academic leaders. While committed to public engagement and proud of a long history of "speaking for the community," they voiced the strongest concern for the professional jeopardy risked by graduate students and junior faculty who choose this path.

The theme of safety recurred throughout our interviews, as did the call for institutional change that responds in concrete ways to the real and perceived vulnerability of engaged students and faculty. To "preserve an individual over the course of a career"—Provost Earl Lewis's overriding priority—was especially urgent for deans and scholars of color. This group of interviewees included those with the strongest conviction that diversity and engagement are urgently connected, as well as those with the deepest misgivings about the wisdom of public engagement for untenured faculty of color. And what is the risk? The risk is that the relationship between the university and the faculty member will end prematurely:

> Each institution has to work with its own tolerance for risk. Because it's really about risk. Anytime we hire a junior faculty member, it's a risk. And we should do everything in our power to help that person develop so they will be able to maintain that thirty-year relationship with their institution [Lewis].

The argument for caution, backed up by Woodrow Wilson's report on Diversity and the Ph.D., is convincing. It is summed up by Tenure Team member Orlando Taylor, Dean of the Graduate School of Howard University:

> Faculty of color face so many barriers, so many doubts, [are] often marginalized, often given too much minority service, outreach responsibility. When the time comes for tenure, they learn that it doesn't count.... They don't get promoted. So part of me says, when you get into this avant garde, think-out-of-the-box kind of a model, are we setting up minority faculty for failure?.... More often than not, it is a minority scholar or the woman who tends to have more of this social idealism that leads them to want to engage in this kind of work.... But those who hold power in academia more often than not...don't value engagement, don't value civic responsibility, and therefore you have this tension where you're getting more women and people of color on the faculty, but the gatekeepers...[are] from another generation. And so...these persons may be set up for disappointments [Taylor].

Taylor issues a challenge to university leaders:

> I'd like to see boards of trustees or governing boards of institutions, academic senates, chief academic officers build new systems of reward and evaluation of faculty, such that this kind of work is safe.

"Everything in our power" involves doing two things that benefit all faculty members. First, pragmatically, it may mean urging a junior colleague to avoid community-based scholarship in the early years of a career. Devorah Lieberman, Provost of Wagner College, observes that "the department has to be clear" with the new faculty member: "Otherwise, it's confusing.... Whatever their guidelines are, either very narrow or very broad, they should be very clear."

Second—and we will have much more to say about this in the next section of the report—structural features that divide academic units from engagement units—a feature particularly of decentralized research universities—need to be addressed as part of a comprehensive institutional effort to create an ecology of public work. There is a "two-cultures" problem on many campuses. The normative academic culture is made up of departments, deans' offices, professional societies, national and local faculty networks, journals and conferences, and

institutes. There is also a thriving culture, or counter-culture, of engagement. This tends to be located in "extraterritorial" units: centers for community service learning, undergraduate living-learning communities, outreach offices (Ellison).

Faculty members who are active in the "engagement culture" operate constantly in both domains. This double identity presents opportunities for integration, cross-fertilization, and the practice of translation. It can also be professionally schizophrenic and render important areas of achievement illegible at the point of promotion: "These faculty may be the most valued members of that counterculture of [engagement], but they can only arrive there through the tortured processes we have developed in a departmental culture which is particularly alienating yet required," George Sanchez observes.

Sanchez goes on to stress the importance to the future of minority scholars of departmental support for publicly engaged faculty:

> The contradictions between traditional departmental culture and the counter-culture of engagement…. haven't gone away. Minority scholars have seen this tension right from the get-go and have tried to find a middle path. Often…they take on the role of translator—translating what they know from the community into the academy or the other way around. That role means walking a tightrope, with the possibility of a lot of failure along with it.

Without an alliance between Orlando Taylor's "gatekeepers" and "avant garde" junior faculty who are attracted to publicly engaged academic work, this binary split will persist. It will keep on reinforcing inhibitions among those interested in careers as public scholars and artists, while allowing others to view the professional choices of engaged colleagues as eccentric. These campus constituencies need to form coalitions to develop viable pathways—or, as Earl Lewis put it, "paradigms"—for engaged faculty in the humanities, arts, and design. Academic public engagement requires a continuum of scholarship, a continuum of artifacts, and a career continuum, as well.

Agency is an Option: Navigating Pathways to Public Engagement

As we argued in the Overview to this report, civic agency includes the "capacities to negotiate and to transform a world that is understood to be fluid and open." Building an enabling environment for academic public engagement requires fostering relationships that lead to productive working groups and purposeful collaborations for change. The next and final section of this report is dedicated to institutional strategies toward that goal.

But even where the institutional climate is not encouraging, groups of like-minded colleagues can come together, serving as peer mentors and developing supportive networks. One can choose the path of public scholarship and public culture-making and, even in the most constrained climate, find ways to move along that path as a graduate student, untenured faculty member, or senior professor.

As a way of fostering those "navigational capacities," we have developed a tool for mapping pathways to public engagement at five career stages (below). What we offer is a sample only, as this template can be adapted to many different sorts of faculty appointments and to campuses with differently weighted priorities. This tool includes several critical (and recurring) stages of professional development: making a decision to put public engagement at the heart of one's research, scholarship, or creative activity; building knowledge; and identifying and acquiring relevant skills. A faculty member or graduate student can exercise agency in these three areas even in settings unsympathetic to community projects. David Scobey concludes, "If we really take seriously the idea that this is part of what a rigorous, generative, great academic institution does, we have to have a story that we tell about the beginning, middle, and end of a career that does this."

Setting an Intellectual Agenda: The Choice of Subject Matter

Tenure Team member Craig Calhoun stresses the critical moment of choosing one's topic:

> Deciding to do research on something that really matters to the public good is basic.... Everybody should ask themselves (first), "Am I doing something that is really important?".... and second, "Is this a line of research that is important for the public good?"...Everybody at every stage of their career should be asking this.
>
> You say, "Well, I want to work on this," and your advisor says, "That's too broad. Let's try to frame it better. Let's try to figure out the research methods." But not talking you out of the problem. You've got to have fire in your belly. You've got to believe it's important.

The emphasis on exercising the freedom to choose one's subject matter and one's stance toward it is an important dimension of agency, particularly for graduate students. "We have produced a system in which, instead of empowering students to do the things they think are important better, we teach them that something else valued by the discipline is what they should go after," Calhoun asserts. For many younger scholars, knowledge "that really matters to the public good" includes "research on behalf of social movements" [Calhoun]. Universities can distinguish between public scholarship as civic engagement and public scholarship as activism without banishing either one from academic legitimacy. David Scobey contrasts work that is "about citizenship" and work that is "about justice." Both may meet the criteria for professional activity. Social movements can be bridges to knowledge. We see this in the history of African American Studies, Women's Studies, Disability Studies, and Gay and Lesbian Studies—academic fields that emerged through social movements and brought into the academy a characteristic mix of research, critique, policy-making, theorizing, public debate, the formation of new public spheres, and local organization building.

Publicly Active Graduate Students

The University of Michigan's excellent resource, *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University,* was developed through an exemplary process of collaboration with graduate students and faculty members. It provides good advice and thoroughly convincing best practices. However, it presents graduate students almost exclusively as the recipients of wisdom, without attributing to them the capacity to exercise agency in electing research or creative projects informed by civic commitments and acquiring the skills needed to advance those projects. The language of mentoring often assumes lack, dependency, or neediness. Can we move toward a strength-based, or asset-based, model of mentoring?

Imagining America's PAGE program—Publicly Active Graduate Education—has shown us how networking and self-organizing by graduate students leads to growing agency. To date, almost 200 graduate students in the humanities, arts, and design have applied for 48 conference fellowships. PAGE fellows have established annual summits at the IA national meetings. These events are driven by a set of readings, a set of issues, and the deliberate shaping of a culture of peer mentoring and workshopping.

The success of PAGE has implications beyond the cultural disciplines. It contains lessons for Preparing Future Faculty (PFF) programs nationwide. PFF programs, as valuable as they are, do not concretely address graduate students' futures as civic professionals or as future faculty in colleges and universities with a strong public mission. Integrating new modules on dimensions of engagement into PFF programs could clarify professional pathways for graduate students and early career faculty.

As David Scobey has pointed out, "We have to develop a picture of the successful trajectory of an academic career as a public scholar." On the following page, we offer a planning tool that we hope will enable people to do just that.

PATHWAYS FOR PUBLIC ENGAGEMENT AT FIVE CAREER STAGES
A HYPOTHETICAL EXAMPLE:

ACTIONS	CAREER STAGES				
	Grad. Student	Asst. Prof. 1-3	Asst. Prof. 4-6	Assoc. Prof.	Full Prof.
I. DECIDING TO BE A PUBLIC SCHOLAR					
Establish "public good" focus area for teaching, scholarship, creative work	x	x	x		
II. BUILDING A KNOWLEDGE FOR PUBLIC SCHOLARSHIP					
Identify civic, public, community issues in your field and know who is working on them	x	x	x		
Map campus (people, programs, pathways)	x	x	x		
Map community (people, programs, issues)	x	x	x		
III. DEVELOP SKILLS: PRIORITIZE AND START TO ACQUIRE THEM					
Teaching, networking, presentation, writing and speaking accessibly	x	x	x		
Ethnography and oral history	x	x	x		
Documentation, evaluation, digital resources	x	x	x		
IV. MENTORING PUBLIC SCHOLARS					
Get mentoring	x	x	x		
Peer mentoring	x	x	x	x	x
Give mentoring				x	x
V. DOING PUBLIC SCHOLARSHIP					
Participate in Preparing Future Faculty programs (PFF)	x				
Teach community-based class		x	x	x	x
Join campus-community project team			x	x	x
Public presentation of knowledge		x	x	x	x
Supervise community-based undergraduate research			x	x	x
Get involved with national programs for engaged grad students and faculty	x	x	x		
Explore collaborative publication	x	x	x	x	x
VI. EXERCISING LEADERSHIP					
Coordinate project	x	x	x	x	x
Collaborate on course or curriculum development		x	x	x	x
Co-direct campus-community project	x	x	x	x	x
Write grant proposal		x	x	x	x
Speak for public scholarship and creative practice on key committees				x	x
Seek leadership role in national association				x	x
Launch publication project (journal, book series, position papers)				x	x
Serve as program or center director					x
Serve as chair or dean					x

CAREER COURSE NARRATIVES FROM THE TTI INTERVIEWS

I. Earl Lewis

I realized...that my colleagues expected several things from me and I expected several things. So I would engage in different kinds of public scholarship, and I'll show you an example. Some years ago there was this book that was being produced called *Still I Rise*. It's a cartoon history of African Americans. And I became Nell Painter's historical consultant on this. I thought this was important because it was actually a way for a certain audience of folks to get into the history of African Americans. I went through and made sure, content-wise, historically, that it was accurate. It was important to me to do it. I saw that something was important and reached a broader public than essays I might write for a historical journal. It could show up in high school classrooms. It would show up in other places. W.W. Norton published it and so there's this trade book that would show up in bookstores all over.

I thought, I'll reference it at the end of the year, but I realized it would take too much explaining to my colleagues as to why I would take on this project. It was in a minor listing of the things I was involved in that year rather than a major listing of the things that I was involved in that year. I realized that sometimes I am going to have to trade [this kind of project] with an article in a traditional venue. So then I will mix and match. How many public kinds of things that were a little off the beaten path could I do in a given year? And how many other things would I have to do, in the academy? In some years it was balanced one way or another, but I was always cognizant of the fact that one had to balance these things, because I understood that my department was more comfortable with [one] category than with the other.

There's [another] piece, which is to take my scholarly work and translate it for a lay audience. I started doing this when I was an assistant professor at Berkeley and we'd do live radio, just trying to translate that. Getting it out into a different form. So, that was another way that one engages in a different kind of public scholarship in collaboration, in this case, with the media.

I was told when I was at Berkeley, publish as much as I could, better single-authored than co-authored, community stuff wouldn't earn me any credit. You do it on the side.... And so I said, yeah, I will publish as much as I can. [But] I believed co-authoring was important, and so I started doing that with some of my own students. And then I continued to do that, across the career.

John Hope Franklin said it. He was here in town on Friday. Someone asked him about being an academic and being an activist. And John Hope said, "You can't study American history and come up when I did without seeing a need for change." And so, he said, "I thought of myself as a scholar and an activist and the two," he says, "were never incompatible in my view." And so my view is that the privilege of being in the positions that I have been in over the years came also with a responsibility. I try to figure out venues and contexts for sharing [what I have] more broadly than just with the scholarly community and finding that right balance.

And so when I was at Michigan, I was chairing during the midst of the affirmative-action lawsuits. We did it by producing videos on issues of diversity that dealt with not only race but also mental health and the whole range [of difference]. And, so, you end up creating a public scholarship.

II. Gail Dubrow

I faced enormous pressures over the value of public scholarship in my own case for tenure and promotion, particularly over what constituted appropriate venues for and the right balance among and between professional practice, scholarship, and public engagement. I received my Ph.D. in Urban Planning and was primarily tenured in a planning department, though I also had appointments in other fields. Planning departments typically recognize professional practice, but you need to be a national leader or innovator, not just a routine practitioner. Drawing

heavily on established norms in the social sciences, academic planners are expected to contribute scholarly articles to the top planning journals. As someone who focuses on cultural issues in planning, I was trained in a humanistic tradition of book publication and was intrigued by the possibilities, as well, of producing work that would be accessible to the diverse communities with which I was working to preserve their cultural heritage. As my dossier evolved it included books for scholarly and public audiences, book chapters aimed at bringing ideas about cultural preservation to varied disciplines, and articles for preservation planning professionals intended to reform established policies and practices.

I published for all of these audiences, extending the reach of my work substantially beyond the usual suspects (though my books were reviewed in the top planning journals), but it was not a smooth path to tenure and promotion by any means because publication in planning journals is the metric that continues to matter the most in planning departments. Interestingly, the approach to planning with which I am most closely associated, community engaged planning, has yet to figure out a meaningful relationship between planning with and for communities, and producing tenure-worthy publications of any relevance to those communities. This haunting contradiction led me to engage community members in the process of reviewing my book manuscript, develop modes of publication that are jargon-free and accessible on multiple levels to a wide range of readers, and to develop distribution channels designed to reach these communities as well as academic peers. Unfortunately, these approaches have not yet infused the ethos of academic planning, much less the review process for tenure and promotion. Moreover, work that is informed by the theoretical and methodological concerns of multiple disciplines, e.g, critical race studies, feminist studies, and ethnographic methods, among others, still is not valued in academic planning unless it is directed to planners exclusively. The time has come to recognize interdisciplinary and engaged work because it has the potential to solve problems that cannot be solved through the tools and methods of a single discipline or field, much less by academic expertise exclusively. Ironically, in my case, I was highly productive and had developed a national reputation in multiple fields—including preservation planning, planning history, and the history of architecture, to women's history and Asian American studies—and multiple communities, but the narrow departmental currency left me with a constant feeling that I was headed for career failure.

As I progressed from beginning Assistant Professor through promotion to Full Professor, departmental debates over the value of my work often were demoralizing, though I took refuge in a wide range of social and intellectual communities beyond the department and university walls. When I finally moved to a different public research university, I was simply astonished to see the body of work that had made me suspect in my former position qualify me for tenure at the rank of full professor in four different departments simultaneously. An institutional culture of openness to interdisciplinary and engaged scholarship made all the difference in how my record was valued and perceived. As my career evolved, I entered academic administration to change the policies and practices that have unnecessarily privileged contributions to established disciplines over contributions to knowledge that reach broader segments of society. I'm thrilled to see long overdue changes coming for the next generation of scholars, practitioners, and students who view their commitments and loyalties in the widest terms possible as citizens of the university and the world.

III. Devorah Lieberman

When I was applying for promotion to full professor, I was interested in a form of scholarship that was not traditional. It still resulted in publications, but the research wasn't very traditional. I started publishing this research and a university administrator called me in and said that I wasn't publishing in the area in which I earned my Ph.D. I told him I wasn't interested in traditional research at that period of time. I told him I had grown. He told me to publish in the area in which I earned my Ph.D. and then after I was promoted to full professor I could publish anything and anywhere I wanted. So I said, "OK." I went back and I published two traditional articles that year and the next year I was promoted. When I was promoted I told him that I wanted to write an article entitled "Publishing Without Passion for Promotion." I don't want to ever put a scholar in a situation where they have to publish without passion just to get promoted. It's empty, it's an empty promotion.

# PART THREE: CHANGING THE CULTURE: A CONTINUUM OF ACTIONS

Building an Alliance

We shift here from the arc of the individual career to the process of institutional change. We repeat Orlando Taylor's call for altered reward systems for faculty members whose scholarly and creative work has public sources and takes public forms:

I'd like to see boards of trustees or governing boards of institutions, academic senates, chief academic officers, build new systems of reward and evaluation of faculty.

Highest Priority for TTI
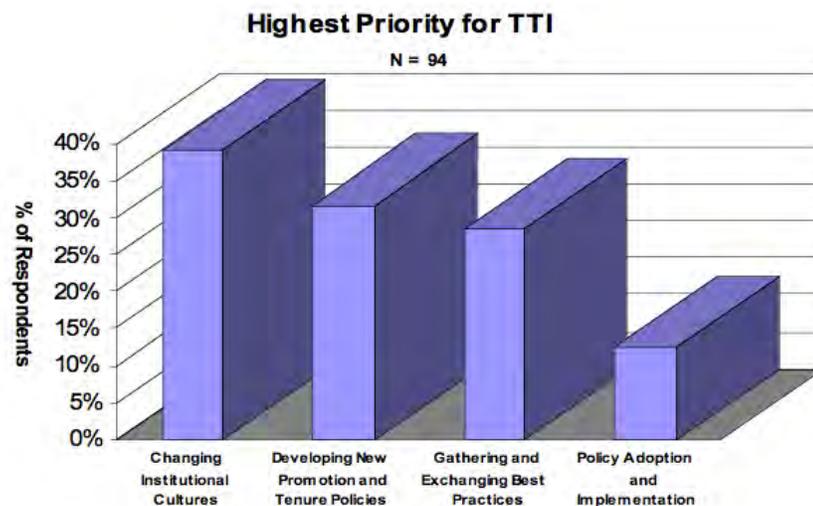
Building a culture of scholarly and creative engagement means "seeding...acceptance and... support for public scholarship at three different levels of the institution," Scobey notes. The most effective strategies for changing institutional culture rest on alliances that connect these three sets of people with different relationships to the project of changing the collective common sense surrounding tenure and promotion:

• top university leaders—presidents and provosts;

• faculty doing public and community-based intellectual work;

• leaders working on the "middle ground," including program and center directors, department chairs, and senior staff.

Presidents and Provosts

A major theme in this final section of the report is the powerful role of language—language of, about, and for the purposes of public engagement. This forms part of our discussion of the role of presidential speech, the departmental discourse of knowledge, and the function of critical documents in the tenure or promotion dossier. We focus on speaking and writing as social meaning-making by people in purposeful groups. Deciding what words we use and how we use them is part of the work of building relationships among individuals, affinity groups, and university departments and programs.

David Scobey observed in his TTI interview:

> The central administrator, the provost or the president, is better placed to see the force of the movement for civic engagement in higher education. Their job is to think outside of the disciplinary norms and interests of any particular group. They'll tend to ask a question like, what should a college look like as a whole, in teaching writing or in encouraging undergraduate research or in community engagement.

Our focus here in this final section of the report is on the institutional middle ground, above all on the department as the locus of hiring, mentoring, and tenure. But before turning to the department, we want to call attention to the way in which presidents and provosts craft an institutional story. There are lessons in this for faculty, as well.

Calhoun observes, "Presidents can change the question" by "starting the discussion." Academic leadership has been defined, after all, as aiming faculty contributions "toward some desired future state" (Gmelch and Miskin 106-107). Language is the most potent resource of presidents and provosts in specifying the near future. President Carol Christ noted:

> Whatever I say as president to persuade the faculty to put those criteria within the formal faculty code...would be the only bully pulpit that I would have.... it's a combination of talking about that, but [then] really working with the faculty to make sure that it's included in...formal definitions and procedures.

What does this presidential process look like in action?

President Robert Weisbuch of Drew University began his 2008 State of the University address by "nominating" (literally, naming) *learning in action* as the defining mission of the campus. He offered an eloquent public discourse for something that was already happening: "I want to tell you about yourselves because, in truth, you yourselves have nominated this theme to me."

This reciprocal motion of faculty action and presidential persuasion—mediated by the deans, chairs, and directors who work the middle ground—has three important consequences. First, the president's language gathers together an array of projects, courses, and programs, legitimizes them, and makes them into something large that is held in common. Second, the mission of "learning in action" establishes a framework for specific decisions about campus priorities. At Drew, this means a new Center on Religion, Culture, and Conflict; a new major in Environmental Studies; and a Master of Arts in Teaching that marks "a new era of school-university partnerships." Third, a well-crafted discourse, delivered by the president, setting forth the intellectual grounds for knowledge that "completes itself in purpose" clears a space for future experimentation and calls on faculty to design it.

A committed president or provost is a prerequisite for a campus-wide revision of tenure and promotion policy. As President McCulloch-Lovell notes, "If deans and provosts and presidents don't...encourage it, then the faculty member is waging a very lonely effort." Equally important are the mediating formations—a Council on Public Engagement, a vice provost for Outreach and Engagement, a task force on tenure and promotion policy—that bring together different university constituencies.

- Robert Bruininks, former provost and current president of the University of Minnesota, made public engagement his issue, starting a reexamination of the university's public mission and the implications of this mission for scholarship and creative practice. This civic thrust, sustained by the Council on Public Engagement and the Vice President for Engagement, is now in its seventh year.

- Chancellor and President Nancy Cantor of Syracuse developed Scholarship in Action as a framework for the faculty bodies that are moving to broaden the scope of tenure and promotion policy.

- Missouri State made strategic use of its public affairs mission, both from the top, as President Michael T. Nietzel convened the university's leadership to rewrite the faculty handbook, and from the faculty and staff by way of the "extended campus."

- Michigan State University's vehicle for institutional climate change was the policy document known as *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach*. The MSU provost who instituted the policy—Lou Anna Simon—is now the president. MSU is about to issue a report on the 294 tenure and promotion cases carried out under this policy.

At Wagner College, Provost Devorah Lieberman combines the central administrator's systemic viewpoint with activities that form groups and, above all, model relationship-building through conversation. Variations on the words "conversation," "discussion," "circle," "web," and "groups" make the point in key sections of Wagner's annual report. Lieberman concentrates on supporting department chairs and faculty:

SUPPORT FOR FACULTY AND CHAIRS AT WAGNER COLLEGE
[adapted from the 2005 Wagner College annual report]

Substantive educational reform must go through a number of stages. Change begins with vision and inspiration, moves on to adoption and implementation, and begins to shift institutional culture as new good practices are pervasive. The architects and early adopters of change do become exhausted by their dual roles as designers of new processes and implementers of the new curriculum. The challenge of sustaining change calls at once for reinvigoration of the originators and involvement of new faculty.

- Mentoring. The associate dean of the faculty partners new faculty with senior faculty mentors. For groups of faculty, the provost holds informal open conversations at her home. Similar discussion groups meet on campus. Discussions focus on academic success and the dynamics of strengthening the faculty as a whole.

- Provost's meetings with varying faculty groups. Open conversations are held at the provost's home... for differently identified groups of faculty members—department chairs, professors, the newly tenured, scientists, etc.

- Town meetings. Each term, an open town meeting of all faculty is held where stimulating topics of pressing interest such as "defining scholarship" and "what is meant by service learning" are discussed broadly.

- Scholarship circles. Led by the provost and the associate dean of the faculty, this wonderful web of faculty groups and subgroups supports and promotes scholarly work. Many older faculty members as well as newer colleagues find these very helpful and productive, particularly in linking innovations in effective teaching to disciplinary interests. Retired faculty, librarians, the provost, and associate deans meet monthly with these groups of faculty to serve as resources and to provide feedback.

The department chairs must feel that they are internal department mentors. And there need to be workshops on the campus annually so that any junior faculty member feels that there are people there who can help him or her think through the big picture on how to get to the next step. There has to be enough faculty development to help them.

Decentralization and the Institutional Middle Ground

So far we have provided examples of campuses where publicly engaged academic work is linked to a central mission. There are lessons here for more decentralized universities, too—those characterized by receptivity to intellectual entrepreneurship by faculty but averse to public engagement driven by the administrative center. It is unlikely that a coalition of innovative deans, directors, and chairs could raise public engagement to the level of a unified agenda in these settings. A coalition can form a powerful bloc, however, that connects multiple programs, starts joint initiatives, and fosters a civic subculture.

Will institutional leaders take the next step of bringing the sites of intellectually ambitious public engagement into formations that have decisive critical mass? Or will we be stuck in the administrative strategy of keeping most programs going with minimal resources, praising them regularly, and thinking that they cannot now or ever represent intellectual values shared by the faculty as a whole? We don't know how this question will be answered, campus by campus. But we do know that there is plenty that can be accomplished in the middle ground.

We move now to a closer look at departments, centers, and deans, in order to understand better how departments that want to tenure and promote publicly engaged faculty members can take action in any campus environment. We start with the department. We do this for three reasons:

- The department is the locus of hiring, mentoring, and promotion; it is the point of connection to disciplines and interdisciplinary field.

- The department is undervalued as an intellectually generative site for public cultural work.

- The department is a key matrix for vivifying knowledge through public engagement.

Departments Can Change the Discourse

Support Department Chairs

James C. Vortruba, President of Northern Kentucky University, when asked at a conference what he wished he had done more of in his highly successful career as a leader of public engagement, paused and then said: "I wish I'd done more for chairs." We do recommend more support for and investment in chairs as partners in public engagement. The challenges they face are overwhelming, as researchers on academic leadership unanimously conclude. But we also believe that chairs are already positioned to be powerful mediators and organizers.

"The chairs have the hardest job," Scobey notes, agreeing with Vortruba. "They don't have models of how to be a civically engaged department, and they're not getting kudos and pats on the back from editors of journals or panelists in academic conferences for their department's public engagements. Chairs need ways of thinking about how it serves the needs of good work in their disciplines to reward publicly engaged scholars and give them tenure."

How can universities, and chairs themselves, build chairs' capacity to foster a culture of scholarly and creative engagement? How does the campus support chairs in their efforts to learn about, understand, encourage, and evaluate the public scholarly and creative work of faculty?

Although it differs from IA's approach by using the vocabulary of service rather than that of scholarly and creative engagement, the F*aculty Guide for Relating Public Service to the Promotion and Tenure Review Process* from the University of Illinois-Urbana Champaign (UIUC) provides an example of how tenure and promotion policies can be supplemented with resources arising from and directly addressing the concerns of faculty. The guide supports both engaged faculty and those charged with evaluating their work. It specifies how people can work together to create an institutional climate that supports public scholarship and art making:

> The guide provides important information regarding how to make a case that an individual's performance is of high quality, that it is integrated with teaching and research (scholarship), and that it makes an impact on the quality of life. Use of this guide by faculty members, department heads, and committees should lead to better-supported promotion and tenure documents, more successful cases, and more fulfilled and appropriately rewarded faculty members.

The guide pays close attention to the role of chairs, emphasizing the fundamental importance of early and sustained mentoring. Chairs are urged to become involved in work that is as particular as the project planning process and as general as the culture-changing enterprise of making public service "visible, evaluatable, and improvable."

Above all, chairs need to be supported through relationships, ones that they seek out and ones that they are invited into by others. Developing relationships is at the heart of our proposed sequence of support strategies, set forth in Recommendation XI.

Rewrite the Department's Statement on Scholarship

We recommend that departments interested in making their tenure and promotion documents more inclusive of publicly engaged intellectual and artistic work start by rewriting the departmental statement on scholarship or creative activity. This document is an expression of collective self-understanding and a public expressive action of the faculty. It puts an identity out there in the world of the university and—used as the basis for the departmental web site, communications with visitors, and review committees—in a broader world as well. Within the department, developing a common language and intellectual rationale for publicly engaged intellectual work, then putting that language into writing in core departmental documents makes a material difference in changing the institutional culture.

Learning, purposeful relationship-building, and articulation are the critical first steps for a department that wants to create a tenure and promotion policy for engaged faculty. Listening to and conversing with "the university"—individuals and offices in the central administration—is a critical first step in this departmental undertaking. Departmental and university discourses continue to speak past, not to, each other. "I've read universities' wider mission statements and the missions of Ethnic Studies departments and they seem to want to fulfill the same goals," says George Sanchez, "but they don't acknowledge each other." This is by no means unique to Ethnic Studies. Yet nothing can change without such mutual acknowledgement. This is the basis for establishing alliances and coalitions that can make the case for the intellectual generativity of public engagement.

The importance of language labor—discussion and writing in groups and by groups—for the process of institutional change cannot be stressed enough. Once a department has constructed a discourse for scholarly and creative engagement, there are eager audiences for it. Chris Waterman, dean of Art and Architecture at UCLA, spoke from his perspective as the recipient of tenure dossiers from the departments in his college, including the chairs' all-important accompanying letters. He stresses "context" as the critical factor in the subcommittee's report and the chair's letter—the context, for example, of how public work speaks to and advances trends in the field or discipline:

> Language [on public academic work] is very important for an ad hoc committee and the chair who has to write a letter—guidelines about [how] you talk about community work as is research. What I say to the chairs and to the faculty committees doing promotion and tenure work is that setting up a context for a dossier or a file is the most important thing. We are all translators. When you're talking about somebody doing "Make art/ Stop AIDS" on the UCLA campus...and in particular when you're talking about the community projects that may be aligned with these things, providing context is absolutely crucial.

Listening to the Disciplines

Departments listen closely to professional associations and learned societies. A number of these associations are quietly establishing the legitimacy of public scholarship and creative work, including its standing in the tenure process. We propose that arts, humanities, and design departments study the examinations of faculty effort carried out by disciplinary associations.

For many years, the American Association of Higher Education (AAHE) sponsored the Forum on Faculty Roles and Rewards, which Eugene Rice directed. This crucial initiative was joined by complementary and intertwined undertakings by the Carnegie Foundation for the Advancement of Teaching and the national Institutional Priorities and Faculty Rewards project, based at Syracuse University. The latter focused on working with scholarly and professional associations in order to generate "discipline-specific statements about the kinds of faculty work that ought to be honored and rewarded in particular fields" (Rice 7). It was this project that led to the publication of two volumes that departments interested in supporting publicly-engaged faculty work can use in faculty professional development.

Robert M. Diamond and Bronwyn E. Adam's *The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty* contains contributions from twenty societies and associations, including six humanities and arts fields. The MLA's fifty-page contribution in the second volume stands out for its boldness is making visible faculty work that has been invisible and undervalued, bringing rigorous theoretically-informed critical analysis to bear on the task, and developing a series of hypothetical case studies against which to test a redefinition of scholarship in the real world of tenure and promotion. This document is the forebear to the report of the MLA Task Force on Tenure and Promotion. These statements are useful starting points and process models for departments interested in updating core documents.

The Intersection of Departments, Centers, and Deans

We recommend that chairs, deans, and center directors work together to strengthen relationships between departments and centers or institutes, including topical centers (e.g., arts and health, diversity and democracy), humanities institutes, and centers for advanced studies. Departments and centers could address joint or complementary activities, such as providing funding, space, and staff support for public or community projects; appointments for community fellows; global engagement; the presentation and publication of public scholarly and creative work; fellowships for engaged Ph.D. students; and professional development workshops for publicly active faculty and students.

Tenure Team member Thomas Bender focuses on the advantages—and a few pitfalls—of the department/institute pairing:

> You've got this institute, which no other department has, what if you put the activist stuff there? It may be that this is the way to get both resources for community scholarship and also recognition. You could buy some people time. You could give them small research grants....That's the kind of institutional mechanism that might actually have some appeal as a way of recognizing this scholarship. It's a form of reward, legitimization....Often these things will come at a fairly high level [from] the provost's office or something like that, which also gives a certain credibility to the whole enterprise. The only thing you have to be careful [about] is that it doesn't become a ghetto for what is perceived as "some social types."

We are seeing a boom in cross-fertilization among departments and centers. There are humanities institutes with strong public missions (at Texas, Iowa, Rutgers-Newark, Washington-Seattle, for example), academic units sponsoring new degree programs (such as the M.A. in community-based cultural studies at Washington-Bothell and the new degree program on health sciences and architecture at the University of Illinois, Chicago); and Institute-within-the department formations (for example, the Diversity and Democracy Institute in American and Ethnic Studies at USC, or the Asian/Pacific/American Studies Program and Institute at NYU). And there are even more intricate models, such as the Public Scholars program in Museum Studies at IUPUI. Public scholar appointments link Museum Studies to several different schools and colleges, each associated with a public cultural institution in the region.

The risk in all of this entrepreneurship is that the department will be left behind as the place where only business as usual occurs. It is important to make sure that the center does not draw faculty away from the department because it offers a more enabling setting for an engaged artist or scholar. The department needs to become an imaginative locus of engagement, too, and to partner effectively with the centers and institutes that serve its faculty members.

As a public research university arts dean, Judith Russi Kirshner is committed to developing new programs that advance critical practice and public scholarship. "We began," she recalls, "by borrowing models from those other disciplines [with] whom we collaborate." She finds herself hiring faculty for these programs who introduce creative "rupture" into the arts and design. She looks for "prodigality," "the practice of critique," and "community engagement" when hiring. Now, echoing Bender's concern, she is asking, how do I foster an institutional culture in which faculty in these programs can build successful tenure cases?

Participatory Policy Change

The process of arriving at a self-conscious and deliberate language, and deploying that language within the institution, is as important as its content. The principles of engaged learning in groups work for faculty as well as students. Even more important than vision and voice at the top is the regular coming together of faculty and mid-level leaders in small groups to craft—to speak and to write—new policies and then to implement them by broadening the conversation more and more.

Once changes in tenure and promotion policy have been made, a number of institutions have implemented them through interactive or performative activities. At Indiana University-Purdue University Indianapolis, a determined effort focuses on senior faculty. All faculty members who are serving on tenure and promotion bodies in any given year participate in a required workshop on the multiple forms of scholarship, including engaged scholarly and creative work. Some campuses have "held mock deliberations of promotion and tenure committees" using sample portfolios from *Making Outreach Visible* (Driscoll and Lynton 23).

At the University of Michigan, the renowned CRLT Players of the Center for Research on Learning and Teaching use theater to address, among other things, the process of tenure review. The troupe's presentations are based on scenarios built from research conducted through interviews and focus groups. The Players' sketches are designed to "bring to life the unspoken assumptions, motivations, and feelings" surrounding an issue. The actors talk to the audience but stay in character, and a facilitator provides "research-based information about the topic at hand." These dialogic experiences show how listening, talking, learning, and acting on policy change unfold together.

These collective strategies for updating campus policies point toward the need for periodic revision and should be carefully documented. While the temptation is to rewrite the faculty handbook as rarely as possible, tenure guidelines should be reviewed and amended every three to five years, drawing on feedback from the annual promotion cycle.

Learning from Future Faculty: Pressure in the Pipeline

If publicly engaged future faculty are to stay in the university and thrive there, resisting the forces that cause "leakage" in the "pipeline," the university needs to listen to graduate students. IA's PAGE program has taught us how strategic bootstrapping by graduate students can be. "The more informed students become and the more they begin to demand to work this way," notes Ellen McCulloch Lovell, Marlborough University's president, "the more people are going to adjust." Research-intensive universities are well positioned to bring graduate deans and graduate students fully into the engagement conversation, as well, tapping the network of Woodrow Wilson's Responsive Ph.D. initiative.

Sylvia Gale and Evan Carton's essay, "Toward the Practice of the Humanities," argues for the humanities "as a social practice" that does things as well as interprets them. The hunger for both interpreting and doing is evident in individual careers and in changes on campus. New degree programs and centers are connecting cultural studies and community practice; ethnic studies and police training, community development and art. Public artists and scholars are foraging widely for an appropriate repertoire of disciplinary and professional tools. There is pressure in the pipeline.

Pressure in the Pipeline: Voices from PAGE 2007 Summit

- Help credentialize new programs that are being run and staffed by graduate students by providing office space, resources (like a phone line!), and yearly small grants to help pay for people's time.

- Create job descriptions that recognize community education and program work as integrated with the departmental mission of educating undergrads and advancing research.

- More funding for such programs as UC Irvine's Humanities Out There (HOT) and UW-Madison's Humanities Exposed (HEX) makes a significant difference to graduate students.

- We need ways to facilitate a stronger connection between Humanities Centers/Community Engagement offices and graduate student instructors.

- It would be fantastic if tenure review standards in some way recognized this kind of work as legitimate, worthy, and productive.

Conclusion: Taking the Work Home

"My sense of strategy," Dean Gail Dubrow told us, "is to take leading members of Imagining America, that represent different sectors, and for the institutional leaders to commit themselves to transformation and to rely on one another as a support network for changing practices." That is our sense of strategy, as well.

In June 2008 a working conference in New York City will push beyond recommendations to concrete scenarios for change. Representatives of IA member institutions that are rethinking tenure and promotion policies will work together to select the most promising pathways to climate change on campus.

The IA national conference in Fall 2008 will offer activities for different constituencies. IA will launch an affinity group for department chairs. The annual PAGE (Publicly Active Graduate Education) Summit will serve as a platform for early career civic professionals. And a conference panel aimed at all IA institutional representatives will aim to broaden the impact of the June conference.

IA regional conferences in 2008-2009 will offer a cluster approach to changing tenure and promotion policies for publicly engaged artists and scholars. They will encourage intercampus collaborations that are not only supportive but also convenient.

But without waiting for any of these things to happen, readers of this document can "take it home" and act on it. We invite you to form an implementation group and use this report to start the discussion. Let us know what happens.

RESOURCES, REFERENCES, AND METHODOLOGY

Online Resources and Policy Documents. For links to these and other resources, see *imaginingamerica.org*.

Campus Compact

New Times Demand New Scholarship I
www.compact.org/initiatives/research_universities/Civic_Engagement.pdf

New Times Demand New Scholarship II
www.compact.org/initiatives/research_universities/Civic_Engagement.pdf

Community Campus Partnership for Health Toolkit
http://depts.washington.edu/ccph/toolkit.html

Committee on Institutional Cooperation
www.cic.uiuc.edu/groups/CommitteeOnEngagement/index.shtml

Georgia State University Women's Studies Institute
www2.gsu.edu/~wwwwsi/faculty_staff/policies.html

Indiana University Purdue University at Indianapolis
http://imir.iupui.edu/ceinv/

Imagining America's Tenure Team Initiative Knowledge Base
www.imaginingamerica.org/TTI.html

Pennsylvania State University
www.outreach.psu.edu/outreach-scholarship/

University of Minnesota
http://academic.umn.edu/provost/faculty/promotion.html

University of Michigan Taubman College of Architecture and Urbana Planning
www.tcaup.umich.edu/facultystaff/tcaupcollegerules0903.pdf

Modern Language Association–Task force on Tenure and Promotion
www.mla.org/tenure_promotion

Michigan State University
http://outreach.msu.edu/default.asp

National Clearinghouse on Engagement
http://schoe.coe.uga.edu/index.html

National Association of State Universities and Land-Grant Colleges
www.nasulgc.org/NetCommunity/Page.aspx?pid=224&srcid=183

University of Illinois at Urbana-Champaign
www.oc.uiuc.edu/engagement/p&tfacultyguide2000.pdf

Syracuse University
http://provost.syr.edu/documents/2007/10/1/Tenure_Provost_Statement09-07.doc

Woodrow Wilson National Fellowship Foundation

The Responsive Ph.D.
www.woodrow.org/responsivephd/

Diversity and the Ph.D.: A Review of Efforts to Broaden Race and Ethnicity in
U.S. Doctoral Education
www.woodrow.org/responsivephd/RPHDresources.php

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Methodology

Survey The study design for the Tenure Team Initiative project consists of a web-based survey and structured one-on-one interviews with members of the Tenure Team. The questionnaire instrument addresses those with a special interest in the evolving field of public scholarship, community engagement, and the development of appropriate evaluation methods about promotion and tenure policy. A total of ninety-four (94) useable cases resulted from the data collection. The primary limitation of the TTI survey is the relatively small number of cases available. While the survey targeted members within the IA consortium, other interested persons eager to express their views were also encouraged to complete the questionnaire. The data were examined for descriptive analyses; chi-square tests and Analysis of Variance were examined for all categorical and dichotomous variable pairs. Open-ended questions were categorized and used in the development of the structured interviews. We include here some of the descriptive contextual gleanings of the survey data.

Respondent Discipline

N=94
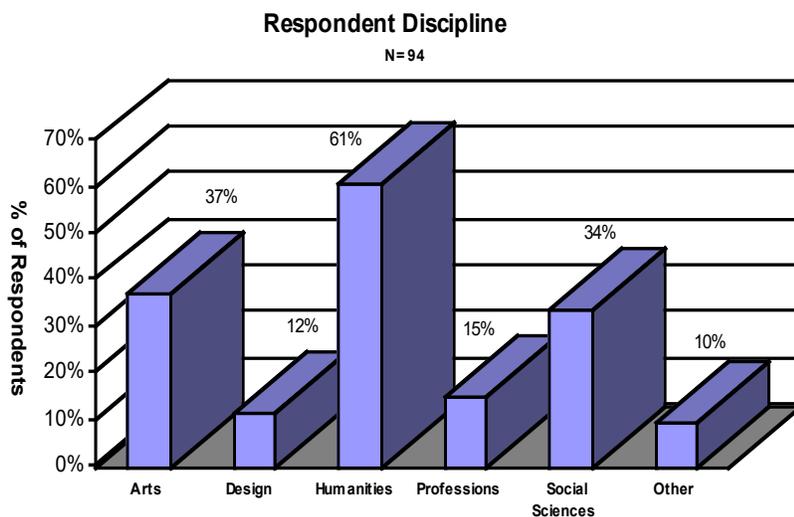
Level at Which P & T Policy Addresses Public Scholarship and Creative Work at Respondent's Institution

N = 94
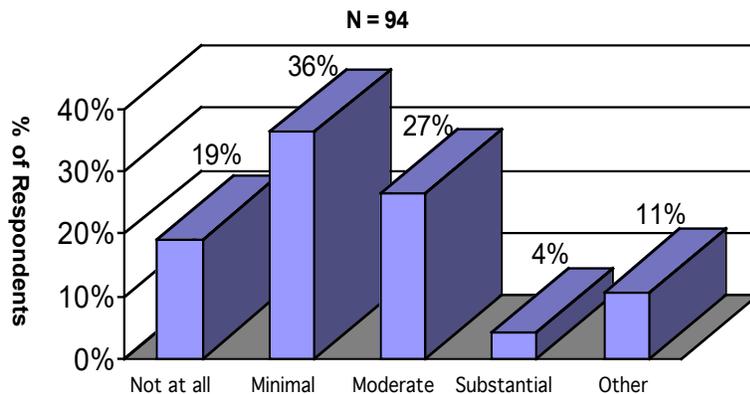
Respondent's Own Public Engagement
N= 94
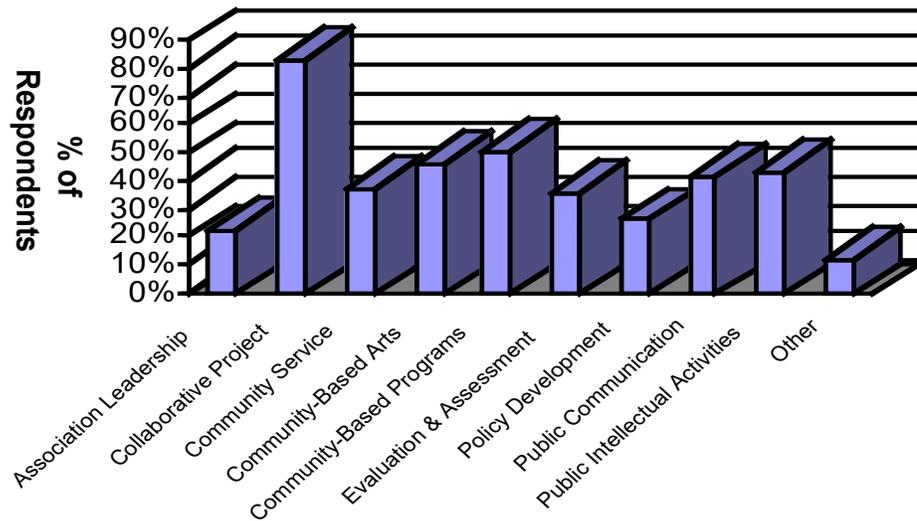
Interviews   Members of the Tenure Team are among the most experienced and knowledgeable leaders in the field of higher education with expertise in the domain of public scholarship and engagement. The selection process leading to these interviewees began with ideas about expertise in the area (Rubin and Rubin). In total, nineteen participants, all members of the Tenure Team, engaged in semi-structured interviews consisting of sixteen questions about public scholarship, public engagement, and current and future practices related to tenure and promotion. Interviews varied in duration, but averaged approximately forty-five minutes. All interviews were audiotaped and transcribed verbatim resulting in 438 pages of data about these issues. Random comparison analyses were conducted to ensure accuracy of transcription data: narrative summaries were developed within twenty-four hours for each interview. Interviews were carefully read and re-read by individual members of the research team. Then, the data was analyzed using an open-coding method, where the participants' utterances were classified according to theme. Analysis toward themes allows exploration of the "commonalities, differences, and relationships" (Jones et al. 90) among participants' responses, giving a general idea of the aim of thematic analysis, which is to explain "what is going on" in the dataset (Rubin and Rubin). This is in contrast to other analytic approaches, which would highlight one phenomenon deeply and the issues surrounding it, for example.

This approach to interview data allows for recognition of participants' reactions to the broad range of questions and issues, rather than searching for their reactions to something specific. From there, this information can be synthesized toward broad sense-making of participants' understandings of the issues as a whole. The process was similar to the constant comparative method (Strauss and Corbin), where the researcher is constantly refining the classification scheme as the analysis continues. Researcher triangulation was used to ensure the highest quality analysis and representation of the data.

Tenure Team Structured Interview Protocol

Defining Public Scholarship We would like to establish a common understanding of the term public scholarship, as it applies to publicly engaged work in the cultural disciplines. We will be asking you questions that pivot on this term, and we are interested in your own working definition. Acknowledging that a definition of public scholarship is still a work in progress, we use the term to describe:

- Scholarly and creative work jointly planned and carried out by co-equal university and community partners; collaborative knowledge-making with colleagues in non-academic settings, including the labor of crafting and sustaining relationships between individuals and organizations;

- Intellectual and imaginative work that yields a "public good" product, such as K-12 curricular resources, exhibits, performances, site designs, policy recommendations, and broadly accessible publications;

- Historical, critical, and artistic work that contributes to public debates over, for example, citizenship, human rights, group and national identities, affirmative action, the construction of public memory, school reform, historic preservation, and immigration;

- Efforts to change higher education itself, including the development of new programs, and research on the success of such efforts.

Question Pool

1. How do you define public scholarship? Are there scholars that come immediately to mind as you formulate such a definition? Why?

2. What is your sense about how universities can best value public scholarship in the tenure and rewards system?

3. What doubts or misgivings do you have about institutions of higher education growing public scholars? What pitfalls do you see? What policies or other strategies can circumvent these pitfalls?

4. How should scholars distinguish between engagement and service?

5. From your perspective, where are the most critical policy opportunities for academic central administrators to promote public scholarship?

6. On the TTI web survey you identified a number of institutions that represent models of faculty evaluation and rewards as they apply to publicly engaged cultural and creative work. Would you please elaborate about why these examples are so compelling? What dimensions are missing in these models?

7. Given the types of public scholarship in the arts, humanities, and design that you have engaged in over the course of your career, what advice do you have about policy recommendations to buttress that kind of work?

8. We are very interested in the flow of artists and humanists between academic and community-based institutions. What perspectives do you have about how to maximize reciprocal benefits in those situations?

9. Are there specific experiences that have changed your perspective on faculty tenure and promotion policies? Would you care to elaborate in a general way?

10. What does it take for campus-community collaborations involving faculty to meet academic standards for scholarship?

11. What specific promotion and assessment strategies apply to public or community projects in the arts, humanities, and design?

12. How important is benchmarking and what are some approaches that might work with poets and artists?

13. In order to make the case for modifying current evaluation rubrics to provide for the non-traditional aspects of public scholarship, should we be looking to other sectors, for example, the assessment strategies used by the nonprofit arts sector and foundations?

14. Exposure and dissemination are important aspects of any valuable work. What are some strategies for getting public scholarship recognized inside and outside the academy?

15. What advice might you offer about making the case for public scholarship in a way that really speaks to humanities and arts faculty constituencies?

16. What critical arguments should we be making about the advancement of tenure and promotion policies for public scholarship?

ABOUT THE AUTHORS

Julie Ellison is Professor of American Culture, English, and Art and Design at the University of Michigan, where she has taught since 1980. She is also Director Emerita of Imagining America. Professor Ellison is one of the nation's foremost experts on emergent models of public, community-based, and project-centered scholarship in the humanities and arts. Ellison has worked with collaborators in South Africa since 2003 on the changing relationship between cultural institutions and universities there and on new communities of writing. She recently completed a speaking tour of New Zealand universities as a Fulbright Senior Scholar, keynoting a national humanities congress. Before IA, Ellison served for four years as Associate Vice President for Research at the University of Michigan. She received her B.A. from Harvard in American History and Literature and her Ph.D. in English from Yale. Ellison's scholarly work ranges across the literature and culture of the eighteenth and nineteenth centuries, with particular emphasis on gender, emotion, politics, and genre. Chicago University Press published her third scholarly book, *Cato's Tears and the Making of Anglo-American Emotion* in 1999. She has published poems in a number of quarterlies and journals. For the last ten years, she has taught a series of community-based classes dealing with poetry, as well as seminars on cultural citizenship and the new public scholarship. Her current research project focuses on the reframing of the imagination as a democratic condition by Black intellectuals, artists, and politicians.

Timothy K. Eatman is Assistant Professor of Higher Education at Syracuse University and Director for Research of Imagining America. Tim has provided research leadership for the Tenure Team Initiative on Public Scholarship since its inception. Professor Eatman also pursues research on students from groups that are traditionally underrepresented in higher education. In this regard his primary interests lie in the pipeline to graduate school and the professoriate. Eatman conducts research that examines the relationship among institutional policies, programs, and college student development. He earned degrees in Education (B.S.-Pace University, NY and M.Ed.–Howard University, D.C.) and a Ph.D. in Educational Policy from the University of Illinois at Urbana-Champaign. He was a Postdoctoral Fellow at the University of Michigan's Center for the Study of Higher and Postsecondary Education, Associate Professor of Education at Spring Arbor University, and Associate Director for Research and Policy of the Academic Investment in Math and Science Program at Bowling Green State University. Eatman has published in venues including the *Journal of Educational Finance, Readings on Equal Education,* book chapters, and reports. As a member of the leadership team for Brothers of the Academy Research Institute, Eatman has worked with scholars from around the nation to promote progressive scholarly interaction and collaboration between researchers in academe and community leaders around issues of educational equity. He also serves on the Board of Directors of Mt. Pleasant Christian Academy, a private non-profit K-12 school in New York City.

IMAGINING AMERICA MEMBER INSTITUTIONS

Allegheny College
American University
Arizona State University
Auburn University
Bates College
Bellarmine University
Beloit College
Boston College
Bowling Green State University
Brown University
California Institute of the Arts
Carleton College
Clark University
Colgate University
Columbia College Chicago
Columbia University
Cornell University
Dartmouth College
Drew University
Duke University
Eastern Connecticut State University
Emerson College
Emory University
Grand Rapids Community College
Hamilton College
Hampshire College
Indiana State University
Indiana University Bloomington
Indiana University-Purdue University,
  Indianapolis
Iowa State University
Kalamazoo College
Kennesaw State University
Lafayette College
Lawrence University
Macalester College
Massachusetts College of Art and Design
Miami University of Ohio
Michigan State University
Missouri State University
Nassau Community College
New York University
Ohio State University
Oklahoma State University

Pennsylvania State University
Portland State University
Purdue University
Rensselaer Polytechnic Institute
Richland College
Rutgers University
Southern Oregon University
Stanford University
Stony Brook University-
  State University of New York
Syracuse University
Tulane University
University at Albany, SUNY
University at Buffalo, SUNY
University of Alabama, Tuscaloosa
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Santa Barbara
University of Delaware
University of Illinois at Urbana-Champaign
University of Iowa
University of Maryland
University of Michigan
University of Minnesota
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Puerto Rico, Humacao
University of Southern California
University of Texas at Austin
University of Texas at San Antonio
University of Utah
University of Virginia
University of Washington, Bothell
University of Washington, Seattle
University of Washington, Tacoma
University of Wisconsin, Madison
Vanderbilt University
Virginia Tech
Wagner College
Wesleyan University
Winona State University
Xavier University of Louisiana

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Artists and Scholars in Public Life