

***PROMOTION AND TENURE
ISSUES IN RECOGNIZING AND
REWARDING FACULTY
ENGAGEMENT:
RED HERRING OR REAL?***

Lorilee R. Sandmann, Ph.D.
2008 Kentucky Engagement Conference
Facilitating & Rewarding University-Community
Engagement in
Teaching, Research, and Service
November 19, 2008

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- The proportion of engagement within an assistant professor's total contribution was less important for promotion than convincing evidence of balanced attention to **high-quality performance and accomplishments**.
 - “There has been a gradual acceptance of outreach forms of teaching, research and service as legitimate with both similarities (quality and impact) and differences (recipients, collaboration) compared with disciplinary research, resident instruction and institutional service”
 - It appears that institutional promotion and tenure guidelines are not constricting consideration of engagement as scholarship **if it is deemed of quality and having impact**.

Knox, A. (2001). Assessing university faculty outreach performances. *College Teaching*, 49(2), 71-74.

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- Two out of three of 729 chief academic officers
 - during the past 10 years, their institutions had changed mission and planning documents
 - amended faculty evaluation criteria
 - provided incentive grants or developed flexible workload programs as a basis for a broader definition of scholarly work
 - Only one-third of the chief academic officers observed increases in the scholarship of integration, student contact with faculty, and scholarship focused on civic engagement and professional service
 - Administrative and faculty leaders finding ways to ensure that RPT reflects these changing views of scholarship

O'Meara, K. (2005). Effects of encouraging multiple forms of scholarship nationwide and across institutional types. In K. O'Meara & R. E. Rice (Eds.), *Faculty priorities reconsidered: Rewarding multiple forms of scholarship* (pp. 255-289.

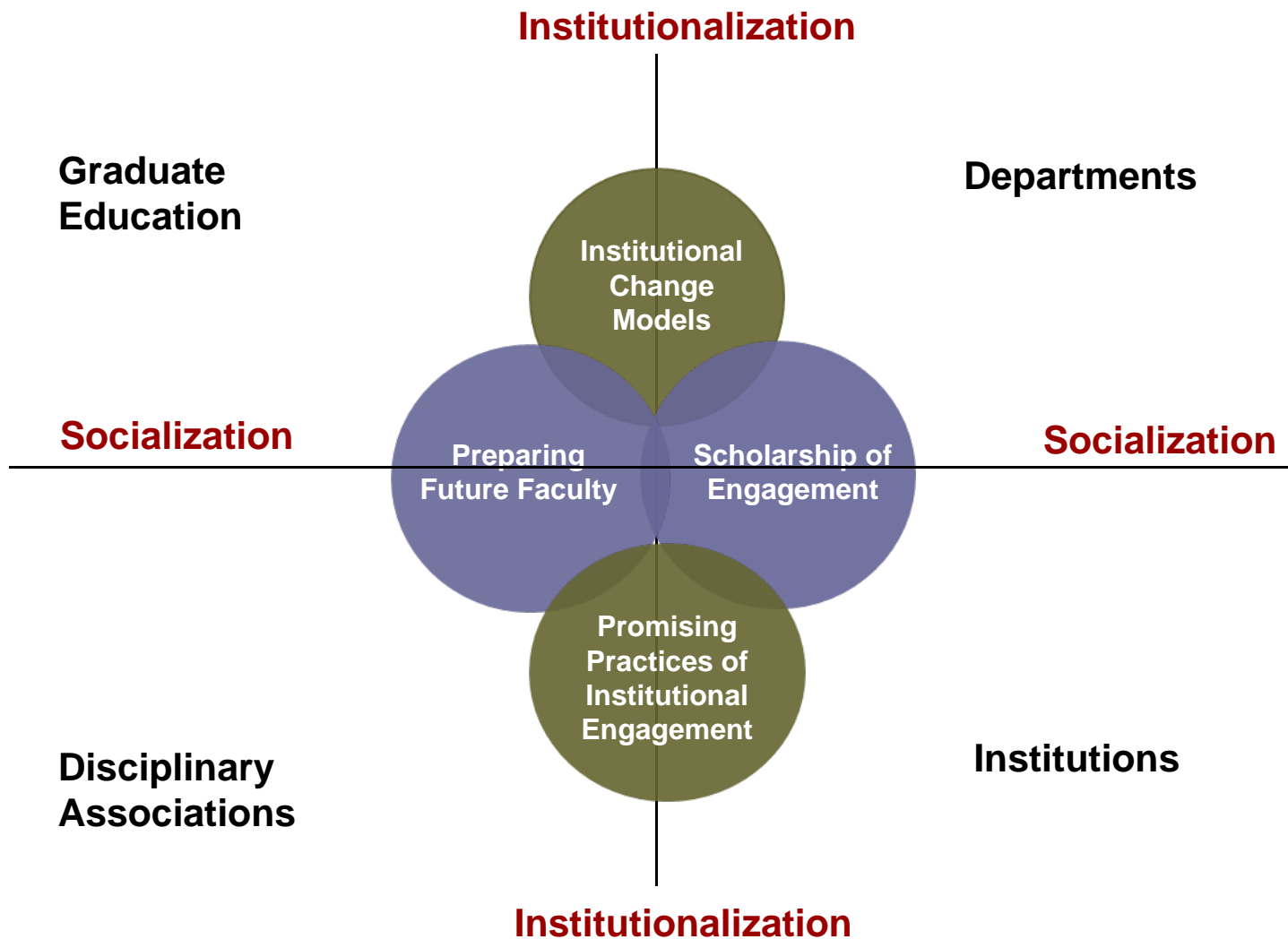
Or...

If you were a junior faculty would you embark on a career of engaged scholarship?

■

RPT ISSUES

- Where—institutional type
- Who—applicants (stage of career); peer reviewers; evaluators
- What—changing faculty work; engaged scholarship
- How—documenting and providing evidence
- Support—
 - Preparing
 - Evaluating
- Institutionalizing
 - P& T guidelines



Sandmann, L. R., Saltmarsh, J., & O'Meara, K. (2008).
 An integrated model for advancing the scholarship of engagement:
 Creating academic homes for the engaged
Journal of Higher Education Outreach and Engagement, 12(1), 47-64.

ISSUE: INSTITUTIONAL

- Mission
- Definition of Engagement for RPT
- Leadership
- Structures—Alignment
- Support

-
- Are you asking faculty to account for the PUBLIC MEANING and impact of their scholarship beyond the discipline or profession?
 - How is civic engagement presented as an INTELLECTUAL IMPERATIVE?
 - How is the institution INTENTIONALLY supporting faculty (e.g., enabling infrastructures) with an interest in civic engagement activities?

Walshok, 1999

■ Academic Culture Trends

- Integrated and diverse approaches to teaching and research
- Expectation of an evolving scholarly agenda
- Multiple career pathways – career stages
- Collaboration with external sources of knowledge; global dynamics
- Balance between intrinsic and extrinsic rewards
- Standards of quality, not standardized work

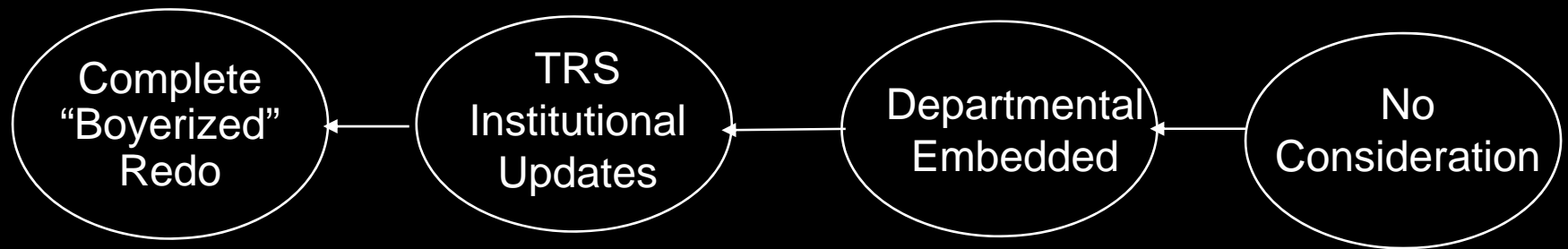
MAJOR SHIFTS IN FACULTY WORK

From

To

- Provider (faculty) driven → Learning driven
- Autonomous → Collaborative
- Discipline-based → Interdisciplinary
- Ivory tower → Civic Engagement
- Quality based on how much you have → Quality based on how much you contribute

CHANGES IN REVIEW, PROMOTION & TENURE GUIDELINES



- conceptual clarity around engagement
- engagement across faculty roles
- grounded in reciprocity
- **Saltmarsh & Giles. (in press)**
Rewarding Community-engaged Scholarship

SYSTEMS TO SUPPORT THE ENGAGED SCHOLARSHIP

- Develop a learning community
 - Common understanding of terms
 - Rationale of reasons and rewards
 - Other models adapted
- Collaborative
- Processes that are rigorous, reliable, understood by traditionalists, yet appropriate
- Capacity building—pre, junior, mid, senior, adm.
- Culture change and alignment

SYSTEM SUPPORT: PREPARE EVALUATORS FOR ENGAGED SCHOLARSHIP

- What is
 - the institutional standards/policies/procedures?
 - the common conceptualization of scholarship?
 - recognized and valued?
- Who are the evaluators?
 - Mentoring committees
 - Role of department P&T committee
 - Role of department chair
 - Communities of practice
- What is the most convincing format?
- Training: IUPUI, CSU Monterey Bay

ISSUES: INSTITUTIONAL

- Disorganizes an institution organized around the disciplines
- Warrants interdisciplinarity when structures are not established for that
- Warrants team work when reward structures focus on individuals
- Expects democratic processes and lessons from a non-democratic institution
- Requires institutional accommodation/transformation

ISSUE: DISCIPLINES/DEPARTMENTS

- Public Sociology (Burawoy, 2004, 2005)
- Public Scholarship (Peters, 2005)
- Community Engaged Scholarship in Health Professions (CCPH, 2005)
- Arts (Imaging America, 2008)
- Engaged Scholarship (Van de Ven, 2007)
- Others--transdisciplinary, translational...CA, UK, Australia



ISSUE: FACULTY'S WORK AS ENGAGED SCHOLARSHIP

Doing and Framing the Work...

*Design, build, and sustain genuine democratic
engaged scholarly partnerships*

Philosophical/Conceptual—why
Operational—how

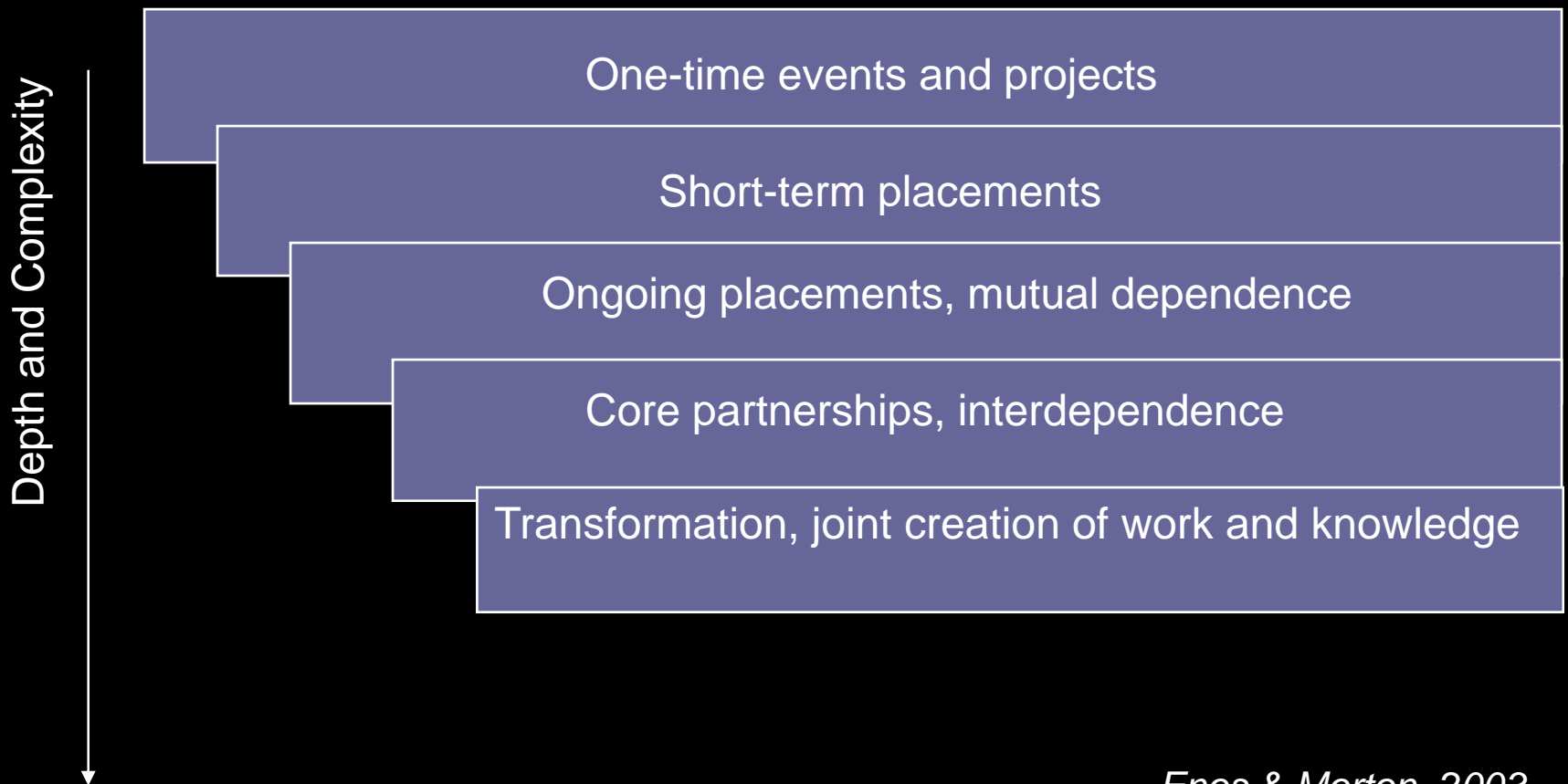
PARTNERSHIP TYPOLOGIES

- Service Relationship-volunteer or sell support for a institution-related function; ex. contracted research, technical assistance
- Exchange-exchange resources for mutual benefits; ex. student learning
- Cooperative Relationship-plan together and share responsibilities
- System and Transformative Relationships-share responsibilities for planning, decision making, funding, operations and evaluation of activities *and* where each institution is transformed through the relationship; ex. community or sector transformation

Sockett, 1998

FRAMEWORK FOR DEVELOPMENT OF CAMPUS-COMMUNITY PARTNERSHIPS

Time



Enos & Morton, 2003

ARCHITECTURE OF ENGAGED SCHOLARSHIP: *SAME QUESTIONS, DIFFERENT ANSWERS*

- Purpose
- Questions
- Research Design
- Data Analysis
- Dissemination

Sandmann, L. R. (2006). Scholarship as architecture: Framing and enhancing community engagement. *Journal of Physical Therapy Education*, 20(3), 80-84.

TRADITIONAL SCHOLARSHIP AND ENGAGED SCHOLARSHIP

TRADITIONAL

- breaks new ground in the discipline
- answers significant questions in the discipline
- is reviewed and validated by qualified peers in the discipline

ENGAGED SCHOLARSHIP

- breaks new ground in the discipline *and* has direct application to broader public issues
- answers significant questions in the discipline which have relevance to public or community issues
- is reviewed and validated by qualified peers in the discipline *and* members of the community

TRADITIONAL SCHOLARSHIP AND ENGAGED SCHOLARSHIP

TRADITIONAL

- is based on a solid theoretical basis
- applies appropriate investigative methods
- is disseminated to appropriate audiences
- makes significant advances in knowledge and understanding of the discipline

ENGAGED SCHOLARSHIP

- is based on a solid theoretical *and* practical bases
- applies appropriate investigative methods
- is disseminated to appropriate audiences
- makes significant advances in knowledge and understanding of the discipline and public social issues
- applies the knowledge to address social issues in the local community

ISSUE: DOCUMENTATION—AS QUALITY SCHOLARSHIP

- Goals/questions
- Context of theory, literature, best practices
- Methods
- Results
- Communication/dissemination
- Reflective critique

Goals/Questions

- Does the scholar state the basic purpose of the work and its value for public good?
- Is there an "academic fit" with the scholar's role, departmental and university mission?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify intellectual and significant questions in the discipline and in the community?

Context of theory, literature, "best practices"

- Does the scholar show an understanding of relevant existing scholarship?
- Does the scholar bring the necessary skills to the collaboration?
- Does the scholar make significant contributions to the work?
- Is the work intellectually compelling?

Methods

- Does the scholar use methods appropriate to the goals, questions and context of the work?
- Does the scholar describe rationale for election of methods in relation to context and issue?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

Results

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the discipline and to the community?
- Does the scholar's work open additional areas for further exploration and collaboration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?
- Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?

Communication/Dissemination

- Does the scholar use a suitable styles and effective organization to present the work?
- Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution?
- Does the scholar use appropriate forums for communicating work to the intended audience?
- Does the scholar present information with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate the work?
- What are the sources of evidence informing the critique?
- Does the scholar bring an appropriate breadth of evidence to the critique?
- In what way has the community perspective informed the critique?
- Does the scholar use evaluation to learn from the work and to direct future work?
- Is the scholar involved in a local, state and national dialogue related to the work?

EVIDENCE BASED

- Is this an “**engagement**” effort? To what extent does this project/portfolio/dossier provide evidence of “quality” engaged scholarship? What is its:
 - Significance
 - Community collaboration resulting in mutual benefit
 - Scholarly and intellectual contribution
 - Impact/”broader impacts”

THE CHESP ASSESS. FRAMEWORK

What do we want to know? (Concepts)

How will we know it? (Examples of Indicators)

Benefits of partnerships

**Community perspective
Higher Education perspective
Service sector perspective**

Participation and collaboration

**Planning
Decision making
Implementation
Management**

Communication

**Within individual partnerships
Between partnerships**

Sustainability

**Organizational structures
Resource allocation**

Scholarship of engagement

**Discovery
Integration
Application
Teaching and learning**

Gelmon, 2003

ISSUE: DOCUMENTATION— PRESENTING THE CASE

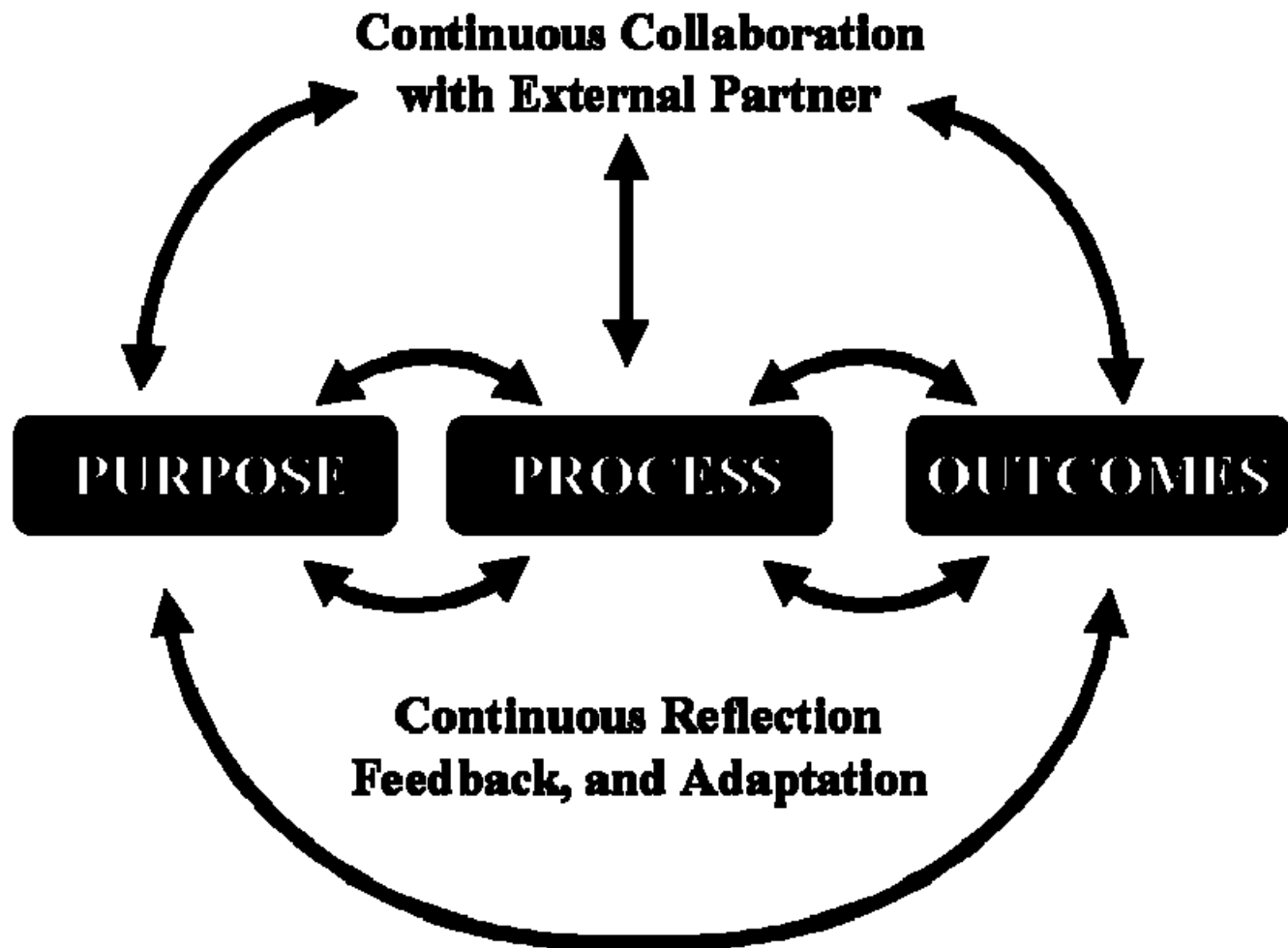
- Substance
 - What is the intellectual question?
 - Purpose/ Process/Outcomes
- Format
 - Portfolio
 - Narrative
- Artifacts

RESOURCES

- Jordon. C. (Ed). (2007). *Community-engaged scholarship review, promotion & tenure packages*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community –Campus Partnerships for Health.
<http://www.communityengagedscholarship.info/>
- Ellison J. & Eatman, T. K. (2008) *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Imaging American: Artists and Scholars in Public Life, Tenure Team Initiative on Public Scholarship
<http://www.imagingamerica.org/TTI/TTI.html>
- Driscoll, A. & Lynton E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education

DEVELOPING THE CASE

- **Career Statement**
- **CV**
- **Portfolio**
 - **Project title, Description, Participants**
 - **Academic Fit (with faculty assignment)**
 - **Purpose, Goals, Significance**
 - **Context (fit with unit, appropriate resources/methods, degree of collaboration)**
 - **Scholarship**
 - **Critical Reflection of the Process (lessons learned, unanticipated opport./challenges, problem solving/goal refinement, deeper understanding)**
 - **Products, Outcomes, Impacts (internal , external)**
 - **Artifacts (evidence of impacts, collaborations,...)**



Traditional

- 3 Articles under review
- 6 National conference presentations
- 1 Grant funded

Expanded Outcomes

- Delivered individual feedback reports to 32 human service organizations
- Influenced interorganizational relationships within the county
- Influenced countywide policies on client confidentiality.
- Data helped county procure additional funds for service intervention
- Presented findings to
 - 32 organizational leaders, Local county funders,
 - Over 100 county service providers and managers
 - Over 500 human service delivery leaders and providers across Michigan,
 - State policy makers
- Article published in Perspectives
- Data used to build technical support for counties across Michigan.

Pennie Foster-Fishman, Ph.D., Michigan State University, 1998

PORTFOLIOS AS A VEHICLE FOR DOCUMENTATION

- Personnel Decisions: Documents the scholarship in one's outreach endeavors for faculty promotion, tenure, and review considerations
- Professional Development: Serves as a vehicle for self-reflection and faculty development in all areas of scholarship: teaching, research, and outreach
- Promotes the Value of Engagement as Scholarship at academic institutions by making its activities and standards open for public critique and review in a format consistent with other types of scholarly work.

GUIDELINES FOR DOCUMENTATION

- Consider documentation as an ongoing process rather than a summary of outcomes.
- Clarify the intellectual questions that guided your work.
- Describe the context of your work (national trends, campus mission, departmental priorities, ect.).
- Document individual contributions (rather than the project) and distinguish from roles of other collaborators.

Driscoll, A., & Lynton, E. (Eds.) (1999). *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. Washington, D.C.: AAHE

GUIDELINES FOR DOCUMENTATION (CONT.)

- Balance reflections pertaining to the process and outcomes.
- Be selective-only include information that helps make your case for scholarship; balance brevity with completeness of description.
- Demonstrate how the outreach/engagement activity provides a platform for future scholarly work.

DR. GREG LINDSEY, PROMOTED: FULL PROFESSOR

Now Assoc. Dean HHH Institute of Public Affairs
at U. of MN



- Former Associate Dean, School of Public & Environmental Affairs – Indianapolis Programs; Professor of Public and Environmental Affairs , Indiana University
- Ph.D., Geography & Environ. Engineering, Johns Hopkins University
- M.A., Systems Analysis & Economics for Public Decision Making, Johns Hopkins University
- M.A., Geography and Environmental Studies, NIU

CHARGE

- School of Public and Environmental Affairs
 - Assess significance of work
 - Rate average, above average, excellent in quality/quantity
 - Assess the promise of his future



MAJOR INITIATIVES INVOLVING R/T/S

- Analysis of land-use practices
- Comprehensive planning and zoning ordinances from 44 counties and 50 municipalities for indices of smart growth and sustainable development—policy makers and planners
- Greenways Use and Management project
 - Students as part of instruction, community-based, applied research, scholarly work, publications and presentations.
- Writing about integration of R/T/S; service on Uwide committee=contribution to thinking and practice of civic engagement.
- (Could better address the nature of collaborators with partners in the “engaged” work.)

MAKING THE CASE...

- R/T/S contain intent to conduct academic and scholarly work that contributes to the public good

“My research and professional public service are intertwined and inseparable”

- *Clear sense of purpose and focus*
- *Shows unified nature of work as a scholar and faculty leader*



MAKING THE CASE...

- Good academic work grounded in disciplinary knowledge and contribute to that knowledge base
 - *Interplay between theory and practice*
 - *Contributions to contingent valuation and environmental planning*
 - *Record of publishing and extramural funding.*
 - *Consequential to academic communities, & state, regional, local government bodies, as well as practitioners and students. (Could provide explicit evidentiary results beyond pubs, and testimonials)*



MAKING THE CASE...

- Effectively communicated and evaluated by peers. Given nature of discipline products to academic and non-academic audience used appropriate modalities and various qualities of exposition.
 - *Professional conferences, scholarly journals recognized as best in field*
 - *Practitioner publications through Center for Urban Policy and Environment—technical reports/ briefing papers/ links to public agency web sites.*



DR. SHELLY JARRETT BROMBERG, MIAMI UNIVERSITY, HAMILTON, OH

- Tenured: Spanish and Latin American Studies
- Table of Accomplishments based on criteria for P&T –criteria; ranked in order of depth of engagement.
- *“Dr. Jarrett’s scholarly work to promote bridge building via cultural exchange to address immigration issues in the local community seamlessly integrated teaching, research and service.”*

DR. MARY BETH LIMA, LSU

PROMOTED: ASSOC. & FULL PROFESSOR

- Department of Biological & Agricultural Engineering, LSU
- Position:
 - 53% LSU AgCenter (bioprocess engineering research)
 - 47% LSU A&M (teaching first and second year courses in BE, developing graduate courses)
 - Engineering education research was encouraged by chair
- Built a service-learning program from the ground up: Reflections of ten years



THE CONCEPT: DREAM PLAYGROUNDS TO ENGINEERING DESIGN TO ACTUAL PLAYGROUND



FACULTY REPORT

- “The weak record in research concerning bioprocessing may portend a further decline in research productivity after tenure.”
- **“Therefore, Dr. Lima’s documentation may well represent a test case for the University’s valuation of the importance of service learning activities relative to research.”**
- “The research she has done while at LSU does not support hope of significant contributions in the future.”
- **VOTE:** 0 for, 2 against, 1 abstained

DR. MARY BETH LIMA

LEARNING & DOCUMENTATION EVOLUTION

- Learning about the scope of the problem (**research**)
- Shift from focus on my students to focus on meeting a critical community need (**growing SL pedagogy**)
- Shift from one playground at a time to one community at a time (**institutionalization**)



DR. MARY BETH LIMA DOCUMENTATION

- Case:
 - 26 refereed journal articles
 - 15 bioprocess engineering
 - 11 engineering education (7 on service-learning)
 - 1 textbook (SL)
 - 11 playgrounds built
 - \$1.7M in funding



FACULTY REPORT

- “Dr. Lima’s innovation and dedication to the engagement of students in service-learning and multi-faceted, integrative problem solving is refreshing and highly commendable. Growth, relevance, and recognition are substantial.”
- “Research is above average.”
- **VOTE:** 5 for, 0 against, 0 abstained

DR. MARY BETH LIMA

ADVICE

- Make it count!
 - P&T is about counting; find out what your dept, college, univ wants
 - create “countable” products
 - frame your work in the dept, college, and univ missions
- Find ways to engage your colleagues
- If you get to choose external evaluators, pick people that are familiar with and support community engagement

ANOTHER CASE...

- It is the judgment of the reviewer that Dr. Jones has minimally achieved the standards for scholarly productivity in the scholarship of engagement as it is expressed in the areas of the scholarship of teaching, the scholarship of application, or the scholarship of integration – either in quantity or quality – to be awarded tenure and promotion. While his record of scholarship indicates that he is making progress toward substantial impact on the field of engagement, his **work does not meet the criteria of the National Review Board of the Scholarship of Engagement for engaged scholarship, nor does it meet the criteria set by his department and institution.** It is clear that he has assumed a critical role in expanding and deepening the practice of service-learning, not only in his own teaching, but in the teaching and learning practice of faculty on her campus and across the system campuses. He has clearly demonstrated strong leadership capabilities that have contributed to the institutionalization of service learning. **It is also clear that there is a lack of body of scholarship in any area of the scholarship of engagement that meets the standards of “peer review.”**
- This reviewer is not sympathetic to the position taken by the candidate that Boyer’s areas of scholarship – which frame the guidelines for promotion and tenure at State University should be interpreted and applied with sufficient malleability to accommodate the **candidate’s administrative responsibilities as expressions of engaged applied scholarship.** This is simply not consistent with State Universities policies or with the standards of engaged scholarship of the NRB.

LESSONS LEARNED NRB

- *Dossiers consistently reflect, first an ongoing and substantive agenda of community partnership work, be it teaching or research*
-
- *Pay attention to the collaborative aspects of the work and clearly acknowledge each consistency's contribution*
- *Display a seamless integration of teach, research, and service that is powerful and undeniably scholarly*
- *Reflection is critical to the documentation, enabling readers to understand rationales for decisions, interpretations of successes and failures, and implications for work for future agendas*
- *Benefits of documentation—expands quality of engagement project,; expands conceptualization of scholarship to include impact on communities.*

LESSONS LEARNED NRB

Challenges

- *Work that was not “engaged” or work that did not meet the criteria of “scholarship”*
 - *Work done in communities, but not with communities and therefore was not engaged scholarship*
 - *Work submitted to the NRB to get a “peer review” but had not, prior to submission, been communicated and its value assessed by peers, therefore did not meet the standards of scholarship.*
- *Picked “green” no evidence of impact*

RPT ISSUES...OTHERS?

- Safe for junior faculty?
- Unspoken lack of credibility to alternative forms of scholarship
- Alternative products and results must be accompanied by traditional referred publications?
- Who counts as a reviewer?

***PROMOTION AND TENURE
ISSUES IN RECOGNIZING AND
REWARDING FACULTY
ENGAGEMENT:***

RED HERRING OR REAL?

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