

SUPPORTING EXCELLENT FACULTY ENGAGEMENT CULTURE

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Faculty Service Summit 2018



GOALS FOR TODAY

- Beyond “**outreach**” understanding how engaged scholarship and community engagement can transform the work in meaning, efficacy, translation, and depth
- Understand and name **policies and practices** at one’s own institution that support/hinder faculty engagement
- Share **practical advice** that folks can bring back to their institutions, critically reflect, appreciate new tools, actionable next steps
- **Appreciate barriers** and think about **practical strategies** to work in the world that we are in and work towards the world we envision

CHALLENGE FOR YOU

Keep in mind the influence you have on your campus and what you will bring back

IT'S ALL ENGAGEMENT!



FROM PENN STATE'S CENTER FOR ECONOMIC AND
COMMUNITY DEVELOPMENT:

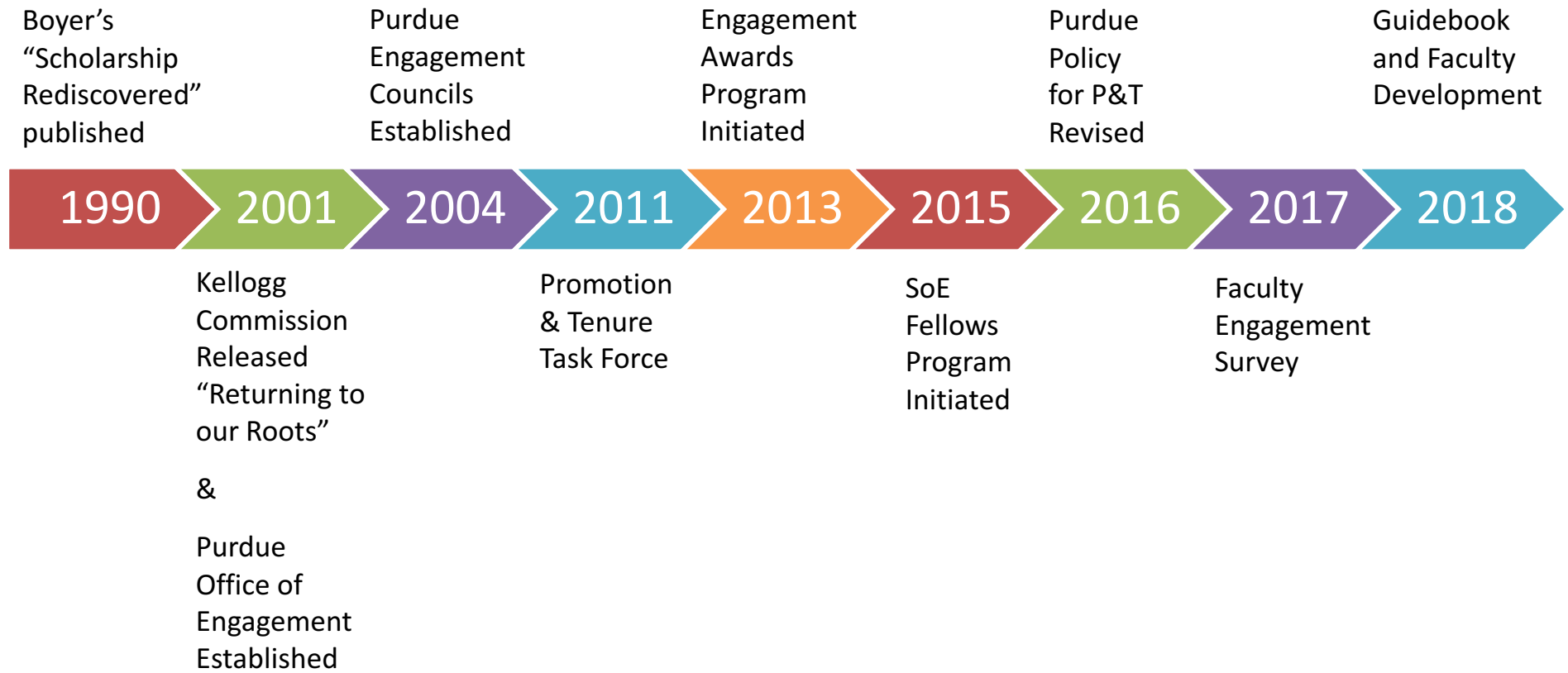
[HTTPS://AEESE.PSU.EDU/RESEARCH/CENTERS/CECD/ENGAGEMENT-TOOLBOX/ENGAGEMENT/WHAT-IS-COMMUNITY-ENGAGEMENT](https://aeese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/what-is-community-engagement)



SUPPORTING EXCELLENT FACULTY DEVELOPMENT CULTURE: PURDUE

Steve Abel, Associate Provost for Engagement

EVOLUTION OF ENGAGEMENT



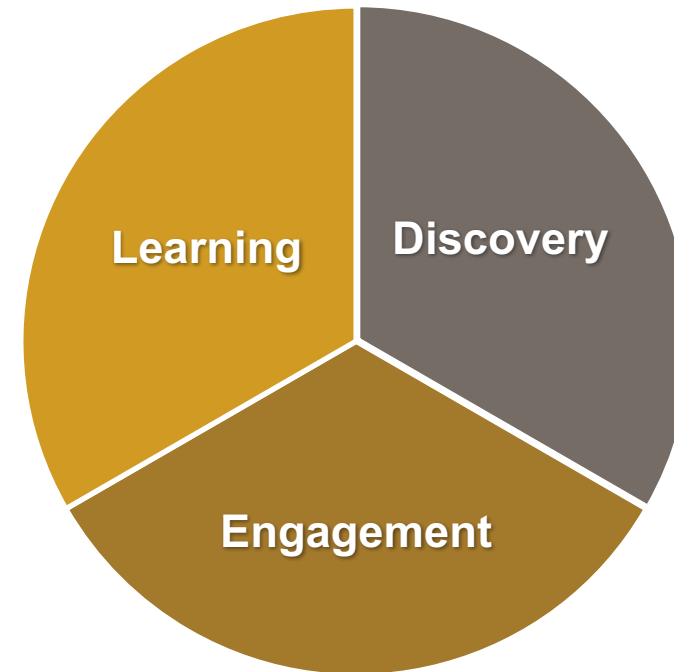
PROMOTION AND TENURE CRITERIA



THE CHANGING LANDSCAPE 2016

Demonstrated excellence and scholarly productivity in at least one area

- Documentation of teaching effectiveness
- Documentation of engagement accomplishment required for those with formal responsibilities or appointment



Focus on engagement

- Faculty members are eligible for promotion and/or tenure based on the scholarship of engagement
- Scholarship of engagement is distinguished from industrial projects, service work, community volunteer work, or citizenship

BASELINE



2010 – 2014

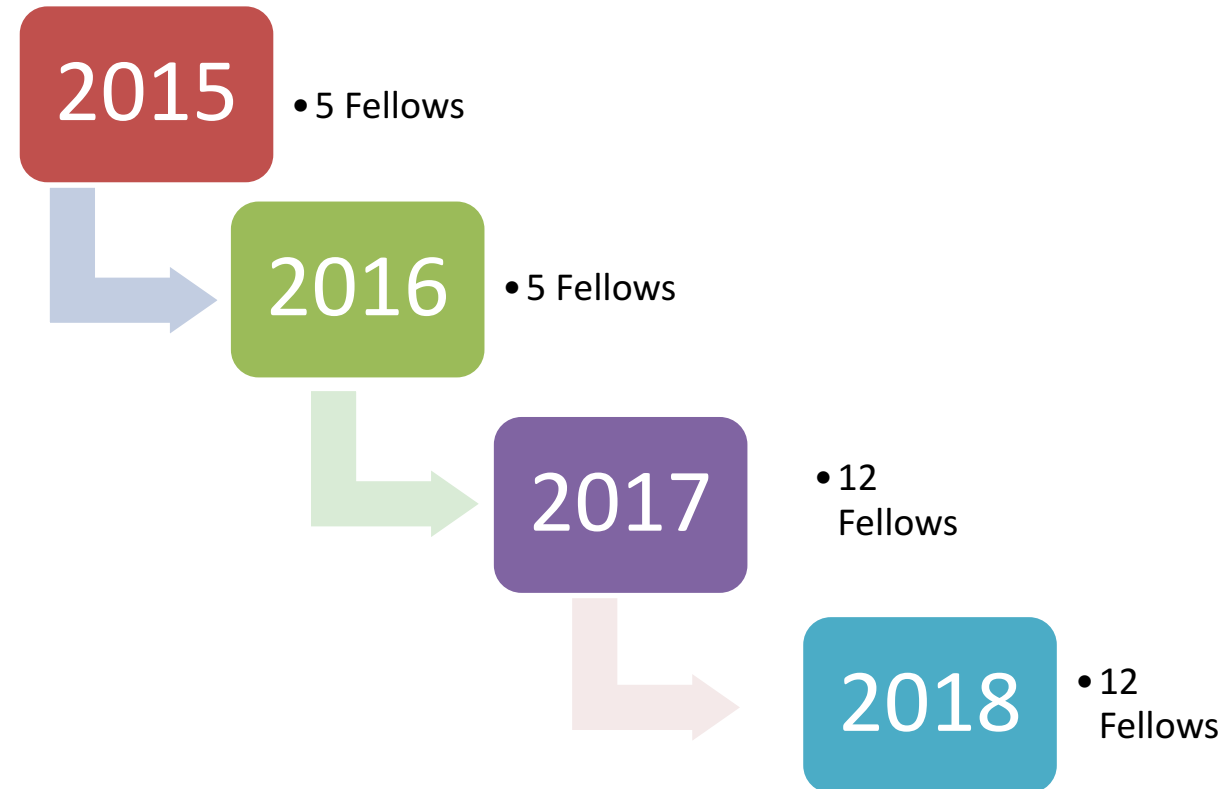
17

Individuals promoted and/or tenured fully or partially on the basis of engagement

SOE FELLOWS PROGRAM

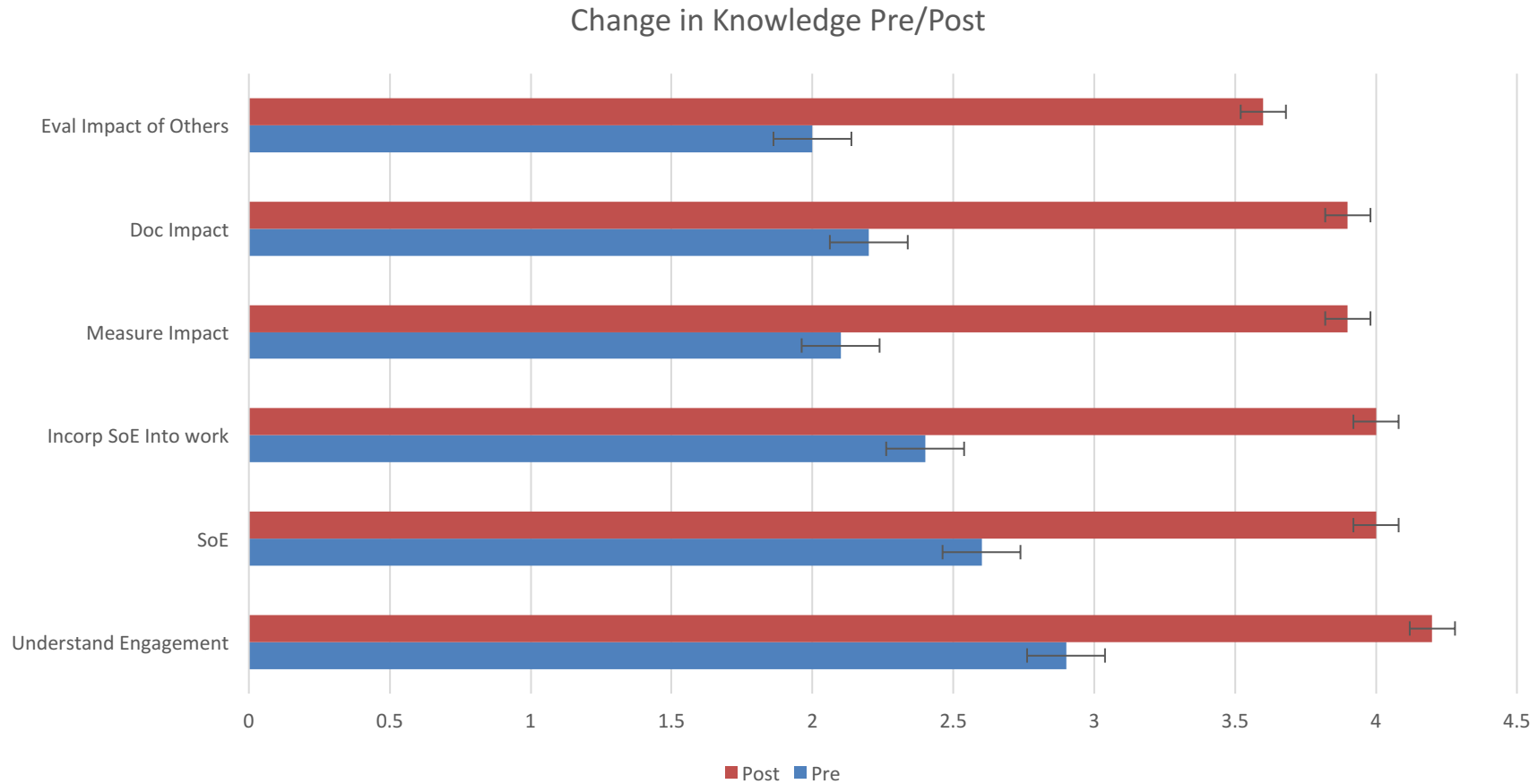
PURPOSE & ORIGIN

- ❑ Foster the development of the SoE throughout the Purdue system in support of the promotion and/or tenure process



CHANGE IN KNOWLEDGE

PRE VS POST



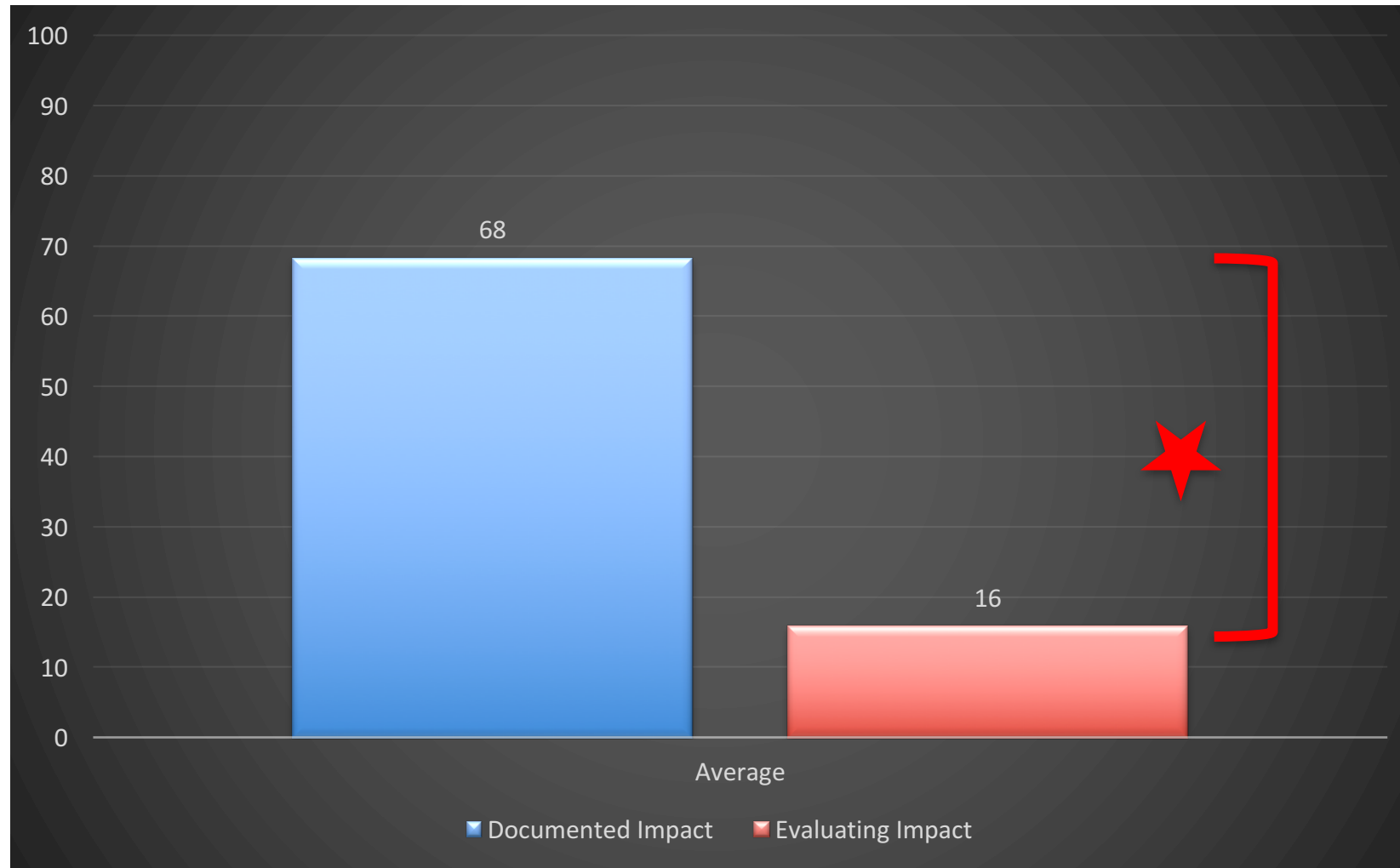
2017 FACULTY SURVEY

**ENGAGE
PURDUE**
▶ PURDUE.EDU/ENGAGEMENT

PURDUE
UNIVERSITY

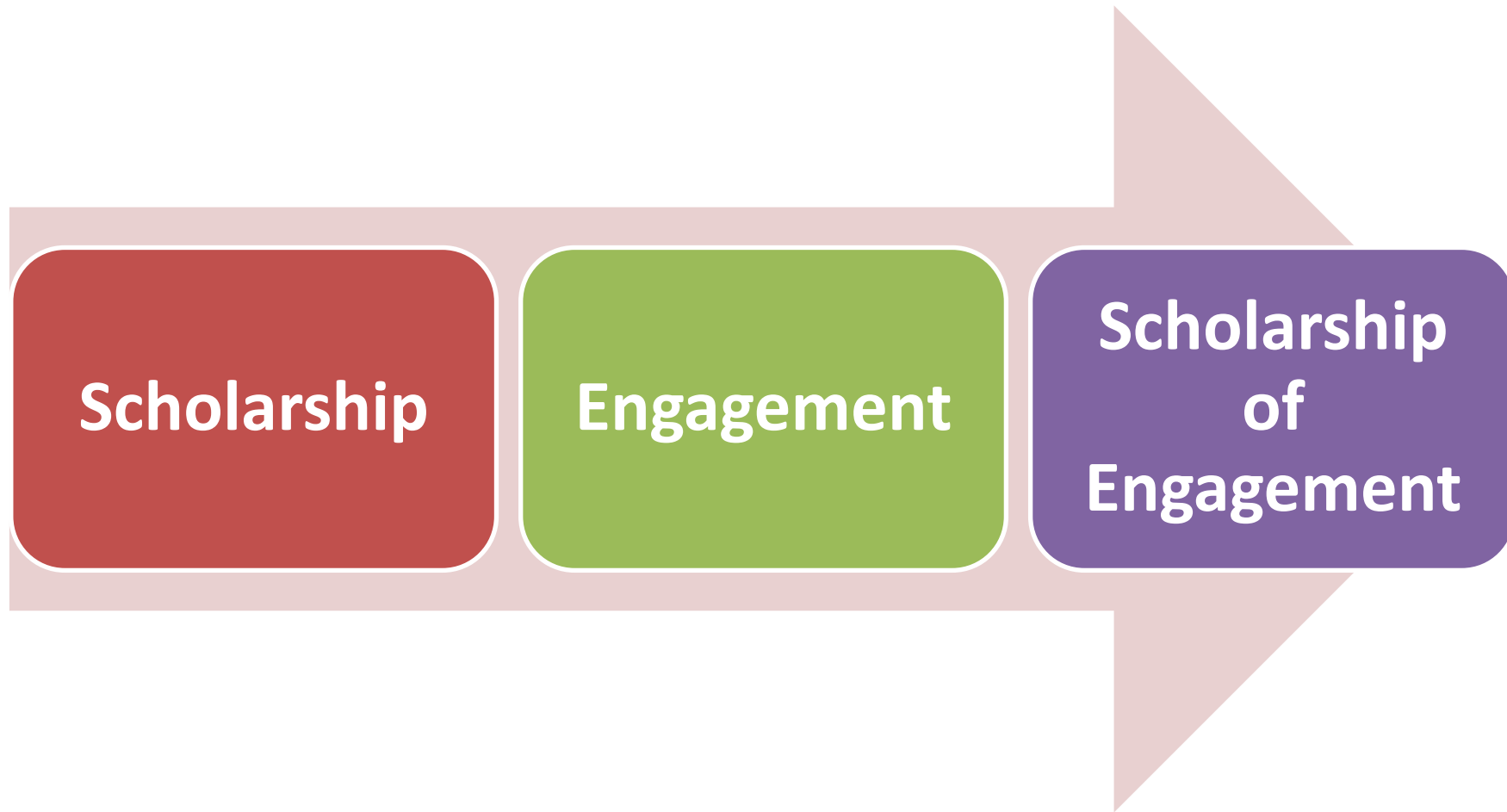
ENGAGEMENT GAPS

IMPORTANCE OF DOCUMENTING IMPACT VS. UNDERSTANDING HOW TO EVALUATE IT



SURVEY RESULTS

CLARITY OF DEFINITIONS



DEFINITIONS

Scholarship:

- innovative with a high level of disciplinary expertise, can be replicated, produces documented results that are impactful, and is professionally or peer-reviewed

Engagement:

- collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity

Scholarship of Engagement:

- a reciprocal relationship that yields innovations with disciplinary expertise, can be replicated, documented, is professional and/or peer reviewed, and has evidence of impact



FRAMING THE DOSSIER

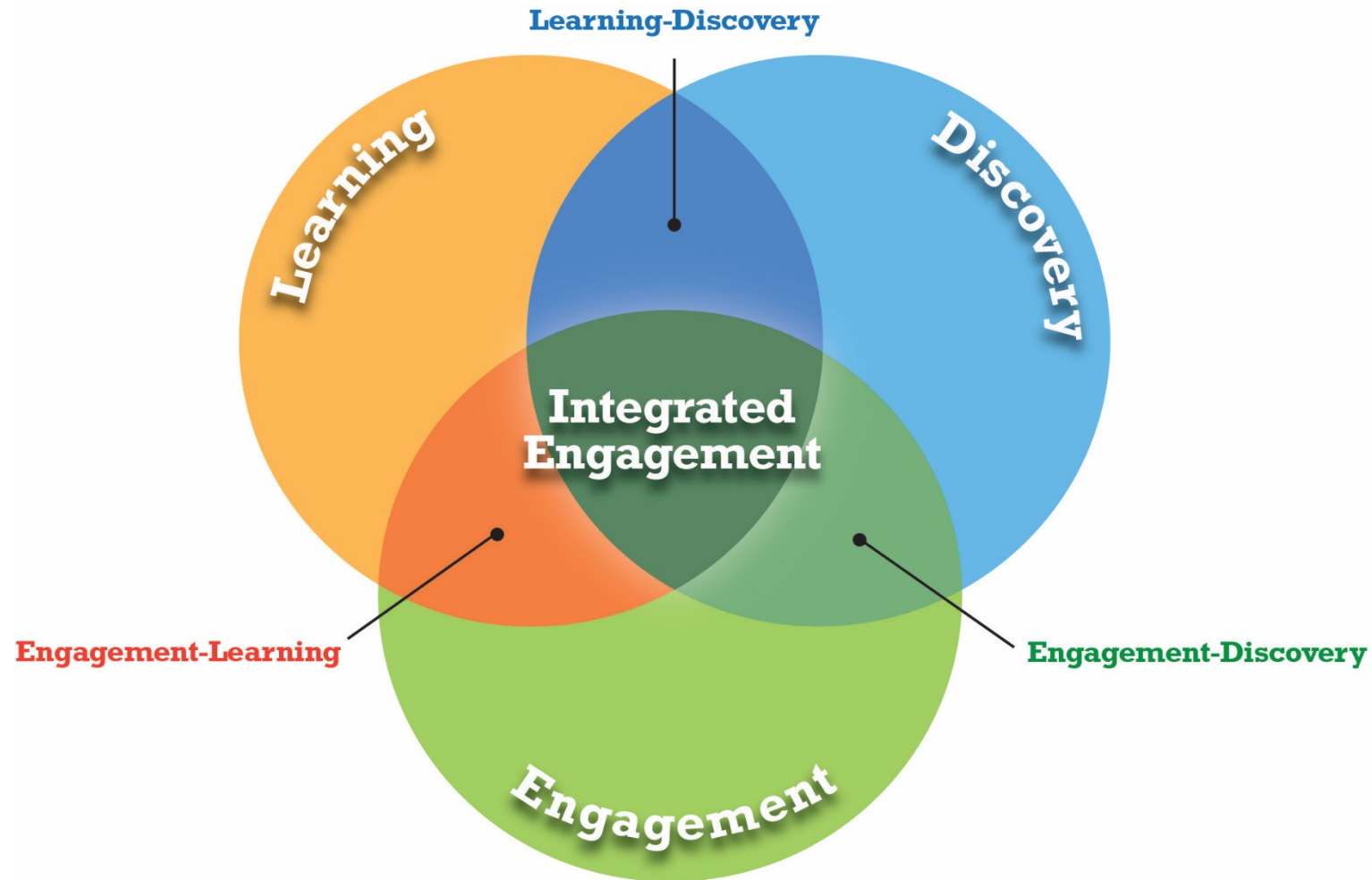
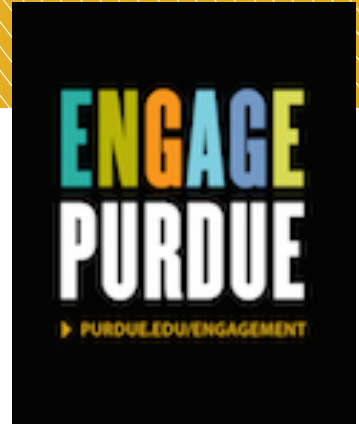


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SOE GUIDEBOOK



Chapter 1

- The Evolution of Engagement

Chapter 2

- Drafting Impactful Dossiers

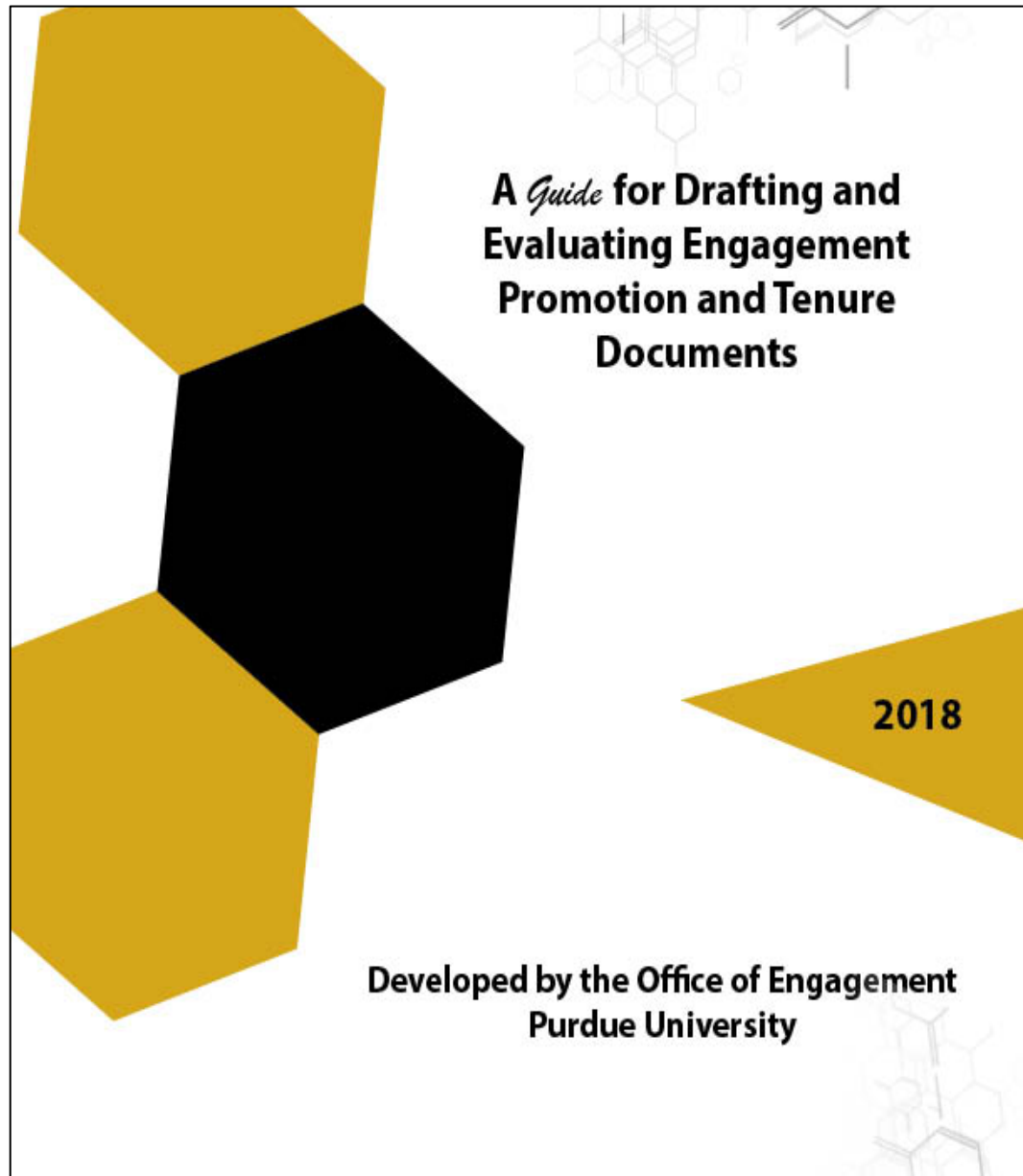
Chapter 3

- Evaluating Engagement Dossiers

Chapter 4

- Awards and Resources

NEW RESOURCE



TRANSFORMATION HAS BEGUN



2010 – 2014

17

Individuals promoted and/or tenured fully or partially on the basis of engagement

2014 – 2018

52

Individuals promoted and/or tenured fully or partially on the basis of engagement

ENGAGE

PURDUE

▶ PURDUE.EDU/ENGAGEMENT

SUPPORTING EXCELLENT FACULTY ENGAGEMENT CULTURE: LEHIGH

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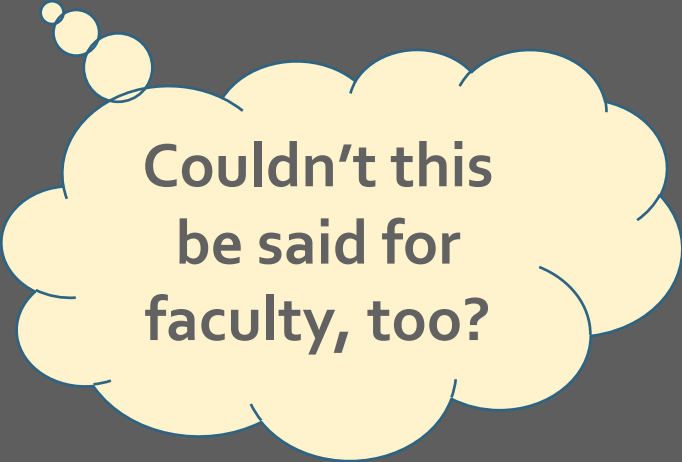
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Faculty Service Summit 2018

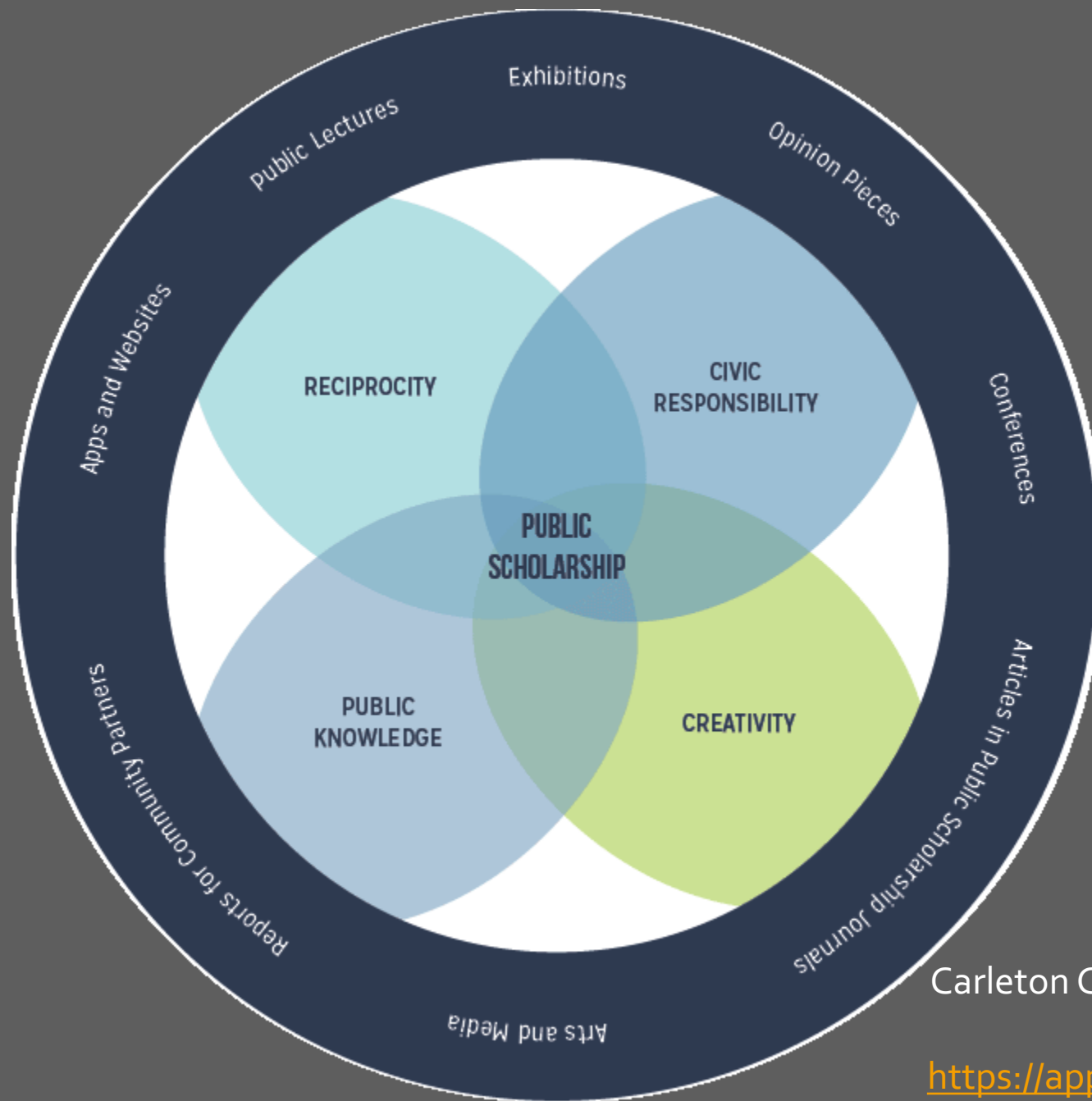


In an era when careerism dominates the campus, is it too much to expect ~~students~~ to go beyond their private interests, learn about the world around them, develop a sense of civic and social responsibility, and discover how they can contribute to the common good?

Ernest L. Boyer



Couldn't this be said for faculty, too?



Carleton Center for Community and Civic Engagement:
https://apps.carleton.edu/ccce/scholarship/what_is/

ENGAGEMENT PARADIGMS

Engagement Paradigms

“Technocratic”	“Democratic”
Mutuality (“thin reciprocity”)	“Thick” reciprocity
Deficit-based	Asset-based
<i>For</i> the public	<i>With</i> the public
Applied	Inclusive, collaborative, problem-oriented
Uni-directional flow of knowledge	Multi-directional flow of knowledge
Positivist/scientific/technocratic	Relational, localized, contextual
Distinction between knowledge producers and knowledge consumers	Co-creation of knowledge
Primacy of academic knowledge	Shared authority for knowledge creation
University as the center of public problem-solving	University as a part of an ecosystem of knowledge production addressing public problem-solving
Knowledge generation and dissemination through community involvement	Community change that results from the co-creation of knowledge

Adapted from Saltmarsh, Hartley, & Clayton. (2009). The Democratic Engagement White Paper. Boston, MA: New England Resource Center for Higher Education.

NSF BROADER IMPACTS / CE DEFINITION

- **Community engagement refers broadly to activities undertaken with a community that contribute to the proposed work.**
 - As outlined in the solicitation, examples of community engagement include but are not limited to the following:
 - Refining the conceptual framework of the research or defining community member needs and concerns;
 - Providing (access to) facilities, resources, and/or expertise that are instrumental to enhancing community functioning;
 - Identifying or supplying data and enabling the interface of that data with the proposed program of work;
 - Conceiving of or supporting research demonstrations, experimentation, proofs of concept and/or pilot projects by enabling use of infrastructure or community services;
 - Participating in "living labs" where science, technology, and engineering advances are staged iteratively through pilot studies in communities;
 - Assisting in the planning or evaluation of the proposed work, including helping to define or create metrics and support data collection and/or interpretation within the community context;
 - Engaging or helping to define, discover, or contact other potential stakeholders; and
 - Creating and/or utilizing knowledge-building communities, formal or informal educational environments, and/or communities of practice for a future diverse and innovative workforce.

NIH DEFINITION: COMMUNITY ENGAGEMENT

- “...The process of working **collaboratively** with and through groups of people affiliated by geographic proximity, special interest, or similar situations to **address issues affecting the well-being of those people**. It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members. It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices (CDC, 1997, p. 9). Community engagement can take many forms, and partners can include organized groups, agencies, institutions, or individuals. Collaborators may be engaged in health promotion, research, or policy making.”

THE MYTH OF THE MUTUALLY EXCLUSIVE

- The perception that research and service are at odds, or one exists fundamentally at the sacrifice of the other
- The perception that research done in collaboration with community is a “2nd tier”
- The affirmation from colleagues of points 1 and 2; repeating that narrative
- Concern that community-engaged research is a diversion from “rigorous” work
- Gendered assumptions of who does “heart” work
- Forgetting the public purpose of higher education



IDENTIFYING A CRITICAL NEED: CENTER FOR COMMUNITY ENGAGEMENT

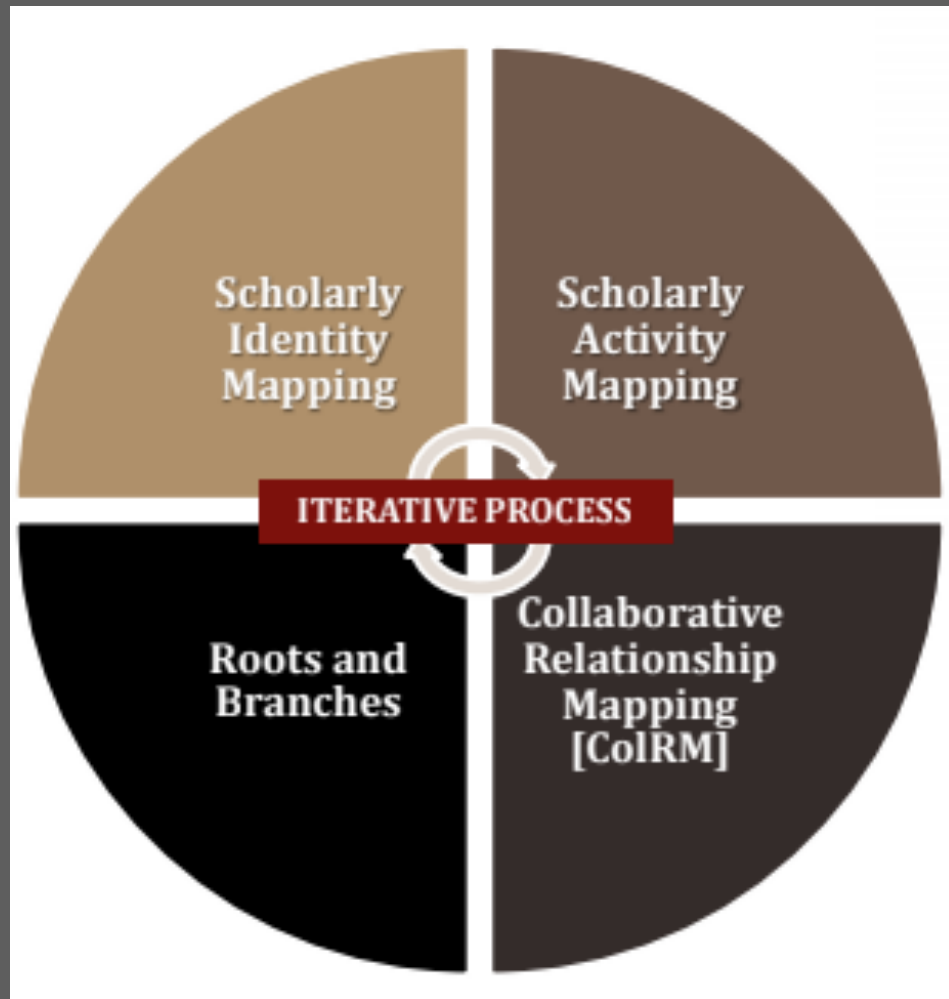


- 2014: Consultants did an evaluation of Lehigh's programs – academic, research, and co-curricular – and identified areas of growth = academic/research/scholarship
- 2015: Creation of the Center (Provost's Stem)
- **Mission:** The Center for Community Engagement (CCE) nurtures university-community partnerships and serves as a central hub to promote and support engaged scholarship, intellectual vibrancy, and active citizenship.
- **Vision:** A central hub for faculty, staff, students, and community partners to be connected and supported in order to conduct community-engaged learning, projects, and research, globally and locally
- Moving from "for" to "with" (more democratic engagement with all stakeholder participation)

HOW DO WE SUPPORT INNOVATIVE, RE-IMAGINED “ENGAGEMENT”?

Capacity-Build	Co-Create	Connect	Collaborate
Workshops and trainings on community-engaged research	Federal Grant Brainstorming (e.g. NSF Broader Impacts)	Create pipelines/norms to research with schools (e.g. BASD)	Partnerships with journals
Guest speaking/Courses/classroom modules	Service-learning curriculum creation; critical reflection planning	Finding appropriate partners/ Matchmaking	Can be personnel or co-PI grants within our range of expertise
Annual symposium	Individual course consultations	Carnegie Classification	Co-Presenting/ Connecting faculty with opportunities to present research/conferences/ symposia
Representation on committees/working groups	Educational and strategic support to signature initiatives, clubs, societies, and departments	Presented extensively at national/international conferences (e.g. IARSLCE, Imagining America, etc.)	Writing letters of support for research projects and grant applications
Apply to appropriate national accreditations (e.g. Carnegie)		Hosting mixers and events to connect researchers and community partners	Civic mentorship
Policy-making/influence			
“Scholar Whispering”			

“SCHOLAR WHISPERING” (MARY PRICE, IUPUI)



Scholarly Identity Mapping
Scholarly Activity Mapping
Collaborative Relationship Mapping [CoIRM]
Roots and Branches



PRELIMINARY MEETING QUESTIONS

- What do you care about?
- Why do you do the research you do?
- What impact do you think your research might have on the world, your community, yourself?
- What is your BHAG?
- What are assets, allies, and opportunities to leverage or build upon?
- What might success look like?



WHY IS THIS SO IMPORTANT?

- **Faculty Congruence** – “My work aligns with the mission and vision of the institution”
- **Faculty Agency** – “I know that I am empowered to do my work.”
- **Faculty Intentionality** – “I know why I do my work”
- **Community Connections** – “My work is valuable beyond the academy and I have partners in the community that evaluate and create along with me.”
- **Clear expectations** – “My colleagues and my department chair share a vision for what constitutes important work and I understand my role in doing that work.”
- **Values-Engaged Assessment** – “The work being done is centered in values and ethics that are also rewarded through a process of values-engaged assessment.”
- **Retention and Promotion** – “I know my work is rigorous, rewarding, and respected, therefore I am confident in my role and in my prospects for the future.”

(Adapted from Price’s Presentation to Campus Compact, 2018, and the work of M. Wright, 2008)

WHAT RESOURCES DO WE HAVE AT LEHIGH WHO ARE ESSENTIAL TO TRANSFORMING THE CULTURE?

- ADVANCE
- Center for Innovation in Teaching and Learning
- Center for Community Engagement
- Office of the Vice President for Equity and Community / CEC
- Office of the Vice Provost for Creative Inquiry
- Office of the VP/Associate Provost for Research
- Office of Economic Engagement



OUR WORKING DOCUMENT

<http://tiny.cc/35zs0y>

FOR YOUR CONSIDERATION

**Are “good citizen” and
“good researcher” at odds?**

FOR YOUR CONSIDERATION

What has worked on your campus in terms of rewarding, acknowledging, leveraging faculty service for the common good and for personal growth?

FOR YOUR CONSIDERATION

What do you want other institutions learn from your organization? What would be the most important thing for you to learn from others?

SETTING US UP FOR THE BREAKOUT...

- What change will **YOU** make on your campus to help nudge/create a more robust, meaningful, equitable service **AND** engagement climate? What needs doing?
- What **power/influence** do you have at your institution? How can that be used to address your answer to the last question?
- Who are your **critical influential partners** and how will you leverage them in a call to action?
- What will you take from this summit back to your institution? When you **wake up on Thursday morning** back at home, what will you do differently?