



**Community-Engaged
Scholarship for Health Collaborative**

**Community Engagement and
Community-Engaged Scholarship:
Clarifying Our Meanings When Using These
Terms**

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IUPUI
Why not both?

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Promotion and Tenure Process Is a Key Vehicle for Change

- Faculty are the key to institutional quality
- Process can embrace all faculty roles—i.e., not only tenured-related roles
- Process allows quality improvement of currently employed faculty—change cannot occur quickly enough if it's only through new hires
- Process drives many other processes:
 - Hiring
 - Annual reviews and PTR
 - Salary policy
 - Faculty development
 - Allocations of time

Why Use P&T as Change Catalyst?

- Institutionally-controlled self improvement
- Supports mission driven change
- Focuses key resource—faculty time—on priorities
- Addresses need for accountability to trustees, public
- Frames national forces affecting higher ed in a locally meaningful context
- Responds to resource constraints

Traditional Assumptions About Faculty Work

- Research is the central professional endeavor and the focus of academic life.
- Quality in the profession is maintained by peer review and professional autonomy.
- Knowledge is pursued for its own sake
- The pursuit of knowledge is best organized by disciplines.

Rice

Traditional Assumptions About Faculty Work

- Reputations are established in national and international professional associations.
- Professional rewards and mobility accrue to those who persistently accentuate their specializations.
- The distinctive task of the academic professional is the pursuit of cognitive truth.

Framing National Forces: Major Shifts in Faculty Work

FROM

- Focus on faculty
- Autonomous faculty
- Individualistic
- Discipline-based
- Ivory tower university

TO

- Focus on learning
- Building institutions
- Collaborative
- Interdisciplinary
- Civic engagement

Who Has To Be Involved

- Deans
- Chairs
- Faculty governance, union
- Champions of mission areas:
 - Teaching
 - Research
 - Civic engagement

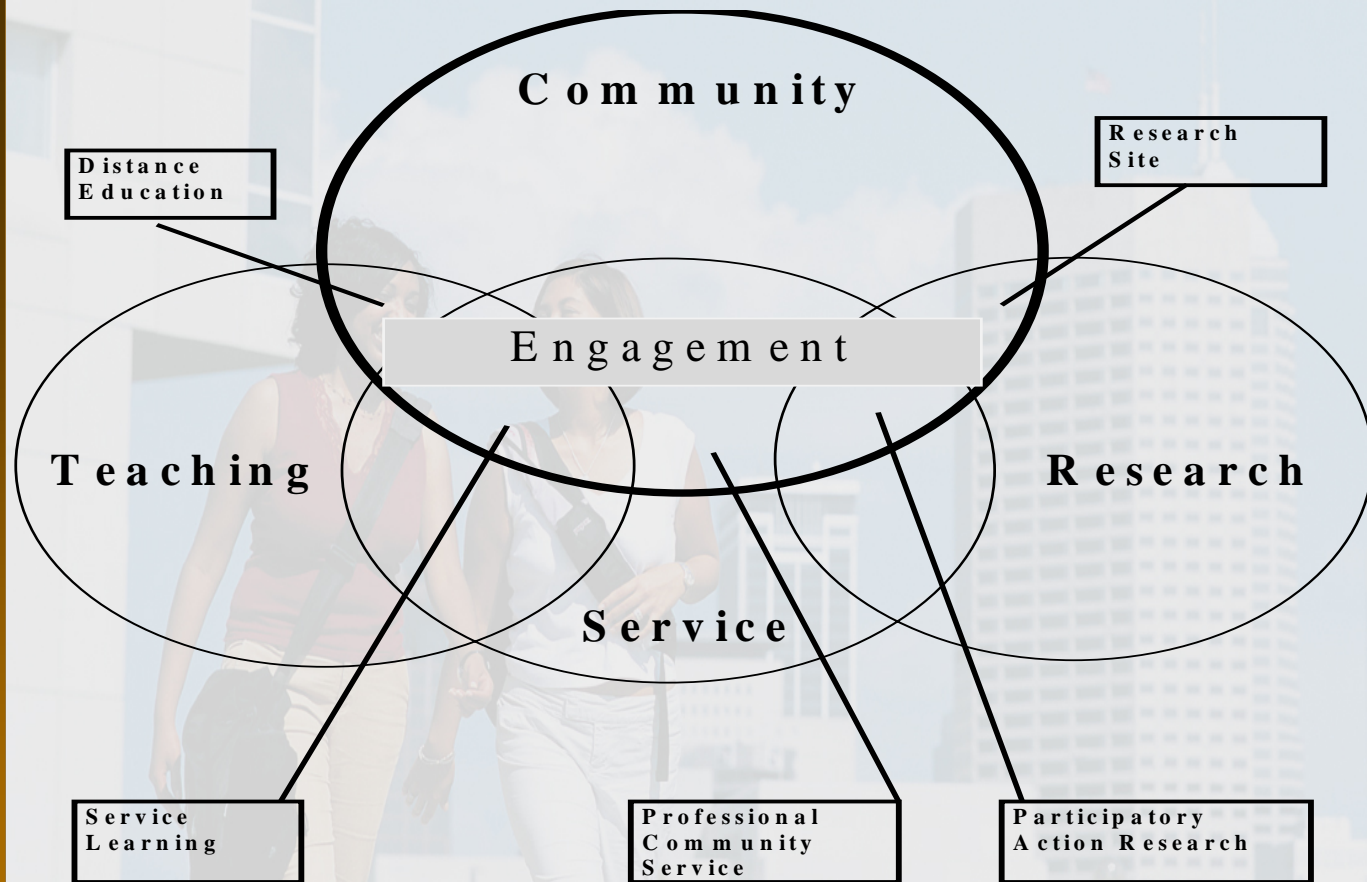
Balance involvement with control and criteria with process

IUPUI's Definition of Civic Engagement

Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission.

Civic Engagement

- Teaching, research, and service *in and with* the community
- Occurs in profit, nonprofit, and government sectors
- Has no geographic boundaries



Bringle, R. G., Games, R., & Malloy, E.A. (1999). *Colleges and Universities as Citizens*. Needham Heights, MA: Allyn & Bacon.

Community Engagement versus Civic Engagement

- Community Engagement: Teaching, research, service in the community → defined by location
- Civic Engagement: Teaching, research, and service ***in and with*** the community → defined by location and process (i.e., democratic, participatory)

Service Learning

- A course-based, credit bearing educational experience in which students
- Participate in an organized service activity that meets identified community goals
 - Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility

(Bringle & Hatcher, 1997)

What is good citizenship?

Battistoni (2002)

- **Civic Professionalism**
- **Social Responsibility**
- **Social Justice**
- **Connected Knowing: Ethic of Care**
- **Public Leadership**
- **Public Intellectual**
- **Engaged/Public Scholarship**

Service Learning as a Subversive Activity

- Change the traditional assumptions about faculty work
- Change the way faculty teach
- Increase interdisciplinary work
- Contribute to the nature of first-year, honors, scholarships, capstones
- Change institutional accreditation
- Broaden assessment
- Broaden promotion and tenure
- Increase the salience of service in the campus culture
- Change campus/community relationships
- Promote democratic values in the academy and with the community

Participatory Action Research

- Collaboration between the campus and community
- Democratization of knowledge that acknowledges different ways of knowing and different types of knowledge
- Social change through actions based on the research that promote social justice.

Strand et al., 2003

Participatory Action Research

- Focus on the adequacy of the process as well as the outcomes
- Peer review by multiple stakeholders, including academic
- Outcomes for multiple stakeholders
- Dissemination to multiple stakeholders



Documentation

Promoting Good Documentation

- Clarity in guidelines instructions
- Workshops on dossier preparation
- Availability of models
- Mentoring, coaching in academic units
- Coaching the coaches
- Checklists for others to review completeness and organization of dossiers
- Requests for resubmission

Unsatisfactory (Documentation of) Civic Engagement?

- Only describes the process
- No evidence of results
- Evidence on outcomes, but no evidence of individual role
- No review by others, including academic peers
- No evidence on how civic engagement is consistent with professional development or goals

Issues Related to Civic Engagement

- Time on task: Difficult to use as a criterion, although scope may be relevant
- Remuneration: Typically not relevant
- Process vs. Outcomes: Must be balanced, but process should not be emphasized to the detriment of demonstrating outcomes

Advancement And Tenure Are Decisions About The Academic Nature Of Work

There are differences between civic engagement as scholarship and

- Doing good
- Doing one's job well
- Administrative work
- Clerical work
- Evaluation for a merit increase
- Collegiality
- Citizenship

Promotion & Tenure for Civic Engagement Activities

- Activities documented as intellectual work
- Evidence of significance and impact from multiple sources
- Evidence of individual contributions
- Evidence of leadership
- Dissemination through peer reviewed publications
- Dissemination to peers, clients, patient
- Peer review of professional service

Good Documentation of Scholarly Civic Engagement will . . .

- Clearly portray the role of the candidate in each service activity
- Clearly illustrate how the activities represent well informed plans for achieving goals
- Clearly demonstrate how others have learned
- Clearly demonstrate coherence with professional development of the candidate



Effective Review

Criteria, Standards, Evidence

- P&T Criteria: What we value
- Standards: What constitutes different levels of performance
- Evidence: Where we look to ascertain the levels of performance

Ideally, Requirements Should

- Match criteria and evidence
 - Articulate standards to be applied
- so that*
- Informed judgment is likely

Articulating Criteria

- What is it that the institution values across disciplines?
- What is it that the institution expects from faculty?
- What is it that the institution wants to cultivate through the reward system?

Standards

- What level of performance is required for various levels of faculty titles?
- Do faculty have to be equally good in each area of performance?
- What can be said about this at the campus level and what is discipline-specific?
 - How will reviewers be informed of the standards when looking at a case?

Evidence

- What standard evidence will be collected?
- How prescriptive should the campus guidelines be about format, amount, and kind of evidence?
 - Tradeoff between acknowledging context and creativity and the convenience of standard format
- How will evidence be associated with criteria?

Teaching

- Load
- Goals
- Professional development efforts
- Use of exemplary methods
- Quality of student learning
- Ethics
- Scholarship of teaching and learning
- Course and curriculum development

Research

- Load
- Goals
- Publications
- Contributions to interdisciplinary research
- Grants and awards
- Efforts to enhance research

Professional Service

- Significance and impact of
 - University service
 - Professional service
 - Community service
- Growth and leadership
- Publications
- Other dissemination of results

Civic Engagement will be scholarly when it has . . .

- Multiple sources of evidence on impact
- Clear academic qualities
- Demonstrated effective dissemination to relevant stakeholders, including academic ones
- Publications, including academic ones
- Peer review, including academic ones
- Demonstrated professional growth

Excellence

- Documents high quality outcomes/impact
- Disseminates results of work
- Has conceptual basis for practice
- Documents value by outside peer reviewers
- Shows interest and engagement in growth opportunities, innovation
- Exceeds expected levels of productivity

Conceptual Frameworks

- Boyer
- Glassick and Huber
- Institutional Mission
- Connecting institution with national changes and developments

Boyer: *Scholarship Reconsidered*

- Discovery
- Integration
- Communication (publication, teaching, etc)
- Application

Glassick and Huber: *Scholarship Assessed*

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results--impact
- Effective communication
- Reflective critique

Criteria from Service @ Indiana University

- *Impact/significance*
 - Consistent with mission
 - Significance to constituencies
 - Contributing to professional development
- *Intellectual Work*
 - Command and application of relevant knowledge
 - Contribution to a body of knowledge
 - Imagination, creativity, innovation
 - Ethical standards

Criteria from Service @ Indiana University

- *Importance of Role*
 - Sustained contribution
 - Increasing level of responsibility
 - Creative and responsible leadership
- *Communication and Dissemination*
 - Reporting during and after completion
 - Communication with appropriate audiences
 - Analysis of and reflection on the service
- *Integration of service, teaching & research*

Clearinghouse for the Scholarship of Engagement

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?*

Clearinghouse for the Scholarship of Engagement

Methods

- *Does the scholar use methods appropriate to the goals, questions and context 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?*

Clearinghouse for the Scholarship of Engagement

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?

Interventions For Promotion and Tenure & Civic Engagement

Center for Service and Learning
Workshops for Faculty
New Faculty Orientation
Mock P&T Reviews
Revisions to P&T Guidelines
Orientation for P&T Committees
Distribution of ***Service @ IU***
Meeting with IU's CAOs

Interventions

Workshop for Deans

Meetings with Deans

NCA Self-Study on Civic Engagement

Civic Engagement in Reporting and
Strategic Planning

Campus Awards for Professional
Service

Conversations on Civic Engagement

Some Issues

- Guidelines don't vote; people vote
- Paradigmatic differences matter
- False positives are as much a concern for reviewers as false negatives
- Rigor and impact can be respected by wide numbers—if the evidence supports the claim
- Some (most) reviewers are educable

Websites

Center for Service and Learning

- <http://csl.iupui.edu>

IUPUI P & T Guidelines

- http://www.academicaffairs.iupui.edu/appd/faculty_appts.htm

Service @ Indiana University

- <http://csl.iupui.edu/facultyinfo.html>

Natl. Review Bd. Scholarship of Engagement

- <http://www.scholarshipofengagement.org>

Resources for Civic Engagement

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Resources for Civic Engagement

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- Lynton, E. (1995). *Making the case for professional service*. Washington, DC: American Association for Higher Education.
- National Review Board for the Scholarship of Engagement (<http://schoe.coe.uga.edu/about/FAQs.html>)
- Service @ Indiana University: Defining, documenting, and evaluating. (<http://csl.iupui.edu/servicelearning/facultydevelopment.html>)