



## **Promotion & Tenure Committee Discussion Questions**

*Laying the foundation for recognizing and rewarding community-engaged scholarship in the P&T process*

These questions were developed to gain an understanding of P&T policies and processes, assess P&T committee knowledge of and support for community-engaged scholarship (CES), and explore opportunities for better aligning P&T policies and processes with CES.

- Describe the steps and process involved in annual faculty performance reviews in your department/school
- Describe the steps and process involved in going up for P&T in your department/school
  - Are external reviews solicited? If so, how are the external reviewers identified and what information are they sent about the candidate?
  - Are community partner letters solicited and/or permitted? If so, how are they are considered in the P&T process?
- Describe your guidelines/criteria for review, promotion and tenure (obtain a copy)
- How do you think about/define rigor?
  - What do you look for as evidence of rigor when reviewing faculty?
- How do you think about/define impact?
  - What do you look for as evidence of impact when reviewing faculty?
- How do you think about/define scholarship?
  - What characterizes or defines high quality scholarship?
- How do you think about/define CES?
  - What characterizes or defines high quality CES?
- What is the difference between community service and CES?
  - What makes a community activity or project scholarly?
- What do you see as the strengths and weaknesses of the current system for review, promotion and tenure?
  - What would you most like to change about it?
- Describe any mentoring or faculty development efforts in place for faculty in your department/school
  - If any include or are specifically focused on CES, please describe
- What percentage of faculty in your department/school would you say are community-engaged in some way in their teaching, research and/or service?
  - What percentage are community-engaged as a central feature of their work?
- How do community-engaged faculty fare in the current system for review, promotion and tenure?
  - Do you see the current system being facilitating, inhibiting, neutral? How/why?
  - Have any community-engaged faculty members been denied reappointment, promotion or tenure? If so, can you explain what the issues were?
  - How would you advise a newly hired faculty member interested in community-based teaching and/or research to prepare for review, promotion and tenure?
- What questions do you have about CES?
- What topics/issues would you like to see addressed in presentations or workshops on CES?