

Rewarding Community Engaged Scholarship: Policy Briefs as a Resource for Catalyzing Change

2020 Assessment Institute

Mon., Oct. 26

3:00 - 4:00 pm

John Saltmarsh: Professor of Education, Department of Higher Education, UMass Boston

prabhdeep kehal: PhD Student in Sociology & Graduate Fellow in Community Engaged Scholarship, Brown University

Gene Corbin: PhD Student in Higher Education, UMass Boston

Agenda

1. The Project -- Policy Briefs on CES in HE
2. Issues related to CES
3. Recent Data on community engaged scholarship and CE Scholars
4. The Briefs
5. Policy-Maker Feedback
6. Discussion

Poll: Question 1

- How many of you are from campuses that have a commitment to community engagement as part of the core academic work of the faculty?

Poll: Question 2:

- How many of you are from campuses that have faculty reward policies that fully values and fairly rewards community engaged scholarship?

Project Title:

Higher Education Policy-Maker's Perceptions of Community Engaged Scholarship

- The focus of the study is understanding how higher education policy-makers perceive community engaged scholarship and whether short, accessible papers synthesizing the literature on CES can assist them in shaping policy.
- An outcome of the study is the creation of user-informed, publicly accessible policy briefs

Policy audiences: Board of Trustees, Boards of Higher Education, Regional Accreditors, Provosts, CE Center Directors or Chief Engagement Officers

(Funded by *Bringing Theory to Practice*, Washington, DC)

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HOW AND WHY TO WRITE A TWO-PAGE SSN BRIEF

I. THE SCHOLARS STRATEGY NETWORK

The Scholars Strategy Network is a one-stop resource that connects journalists, policymakers, and civic leaders to America's top scholars and their research. Together they inform news and help solve the nation's toughest policy problems.

Scholars join the network to engage with a community of strategic, reliable, and warm professionals, and leading researchers who are dedicated to improving policy and strengthening democracy.

Community Engaged Scholarship

- On campuses across the United States, “community engaged scholarship” has emerged as a promising strategy for problem-solving research, civic education, and revitalizing the democratic purposes of higher education.
- This kind of scholarly work connects the core purpose of higher education – the generation and dissemination of knowledge – to efforts to address critical public issues.
- University scholars accomplish these vital aims by building collaborations with off-campus community partners into faculty teaching, service, and research and creative activities.
- Engaging communities in teaching and research increases relevance and improves outcomes.

Policy considerations when revising guidelines for CES

Lessons Learned from UNC Greensboro

- Providing **language** of community engagement in campus, college, and department level policies.
- Clearly **defining** community engagement (so that it is not confused with or conflated with applied research, public scholarship, and other forms of experiential education).
- Recognizing the relationship between community-engaged scholarship and the **integration of faculty roles**.
- Addressing who is considered a **peer in peer-review**.
- Clearly identifying the “**products**” of community engaged scholarship (providing a range of scholarly artifacts beyond peer-reviewed journal articles).
- Clarifying how “**rigor**” is applied to scholarship generally and to community-engaged scholarship.
- Clarifying how the **impact** of research is determined as it relates to scholarship and to community engaged scholarship.
- Providing guidance for the **evaluation** of community-engaged scholarship.

“I know that you all take diversity seriously, but if you are going to take diversity seriously, then you need to take community engagement seriously.”

(Provost to Council of Deans)

“I go right to self interest – their interest is in attracting the best faculty to their colleges and departments. Increasingly those faculty are more diverse in every way, and they are trained in and want to pursue new forms of scholarship, like community engaged scholarship”

The Puzzle

Bring an **institutional shift** for valuing community engaged scholarship (CE) in faculty rewards structure (labor structure)

- Goal: We want to incentivize community engaged scholarship ***institutionally*** without creating *or expanding* institutional precarity (risk) for *full-time undergraduate teaching faculty (FTUG)*
- Institutional precarity would emerge or expand if we incentivized CE but did not create the structure to **institutionally recognize** CE in faculty work as academic laborers
 - Ex: Awards are academic honors, but do we know if those awards made a career difference for the academic? Or in what ways had you hoped for the recognition of faculty work (award, teaching, collaboration, mentoring, etc.) to make a difference?

The Puzzle, illustrated

When categorizing work (not important, somewhat impt, very impt, essential), faculty noted:

- Research remains universally supported, though **FTUG** unequivocally find **teaching essential** at much higher rates
- Service does not receive the same level of support, and in fact, has **no majority simply a plurality at “very important”**

Source: Higher Education Research Institute (HERI) at UCLA Faculty Survey, 2016-2017



The Puzzle, illustrated

More simply, when categorizing work (not critical, critical):

- Research and teaching remain most strongly valued, with faculty of almost all racialized backgrounds **valuing teaching marginally more than research**
- **Service** does not receive the same level of support, and in fact, much more contested; raises question that faculty's service work is not high CE site (not service in general, specific type of service in HERI)

For **any** intervention: we build precarization into a rewards process when we mismatch faculty incentives, institutional rewards, and faculty risk if CE is incentivized without institutional support **against** precarization



2016-17 HERI Faculty Survey, descriptively

Consider three areas of FTUG work, during the past three years, have you:

taught a service learning course?

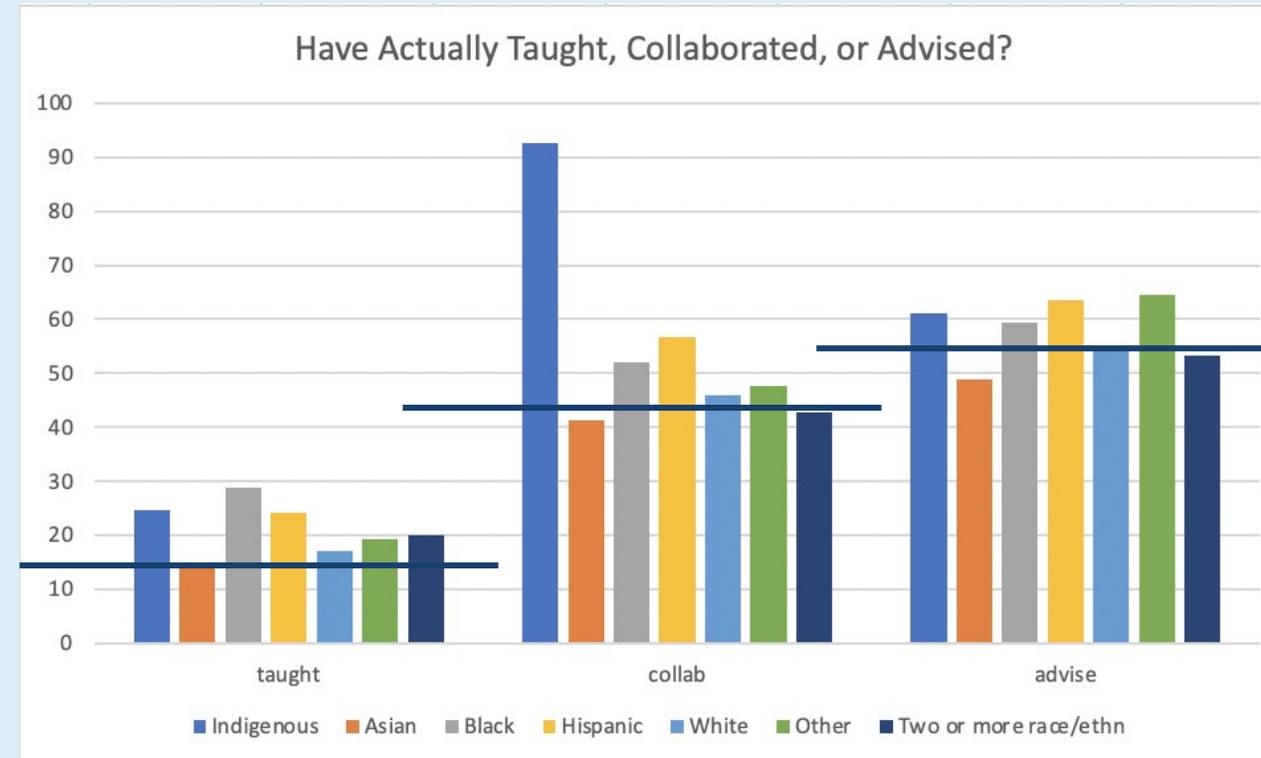
- FTUG: 18%

*collaborated with local community on research/teaching to address **their** needs?*

- FTUG: 46%

advised student groups who do service/volunteer work?

- FTUG: 55%



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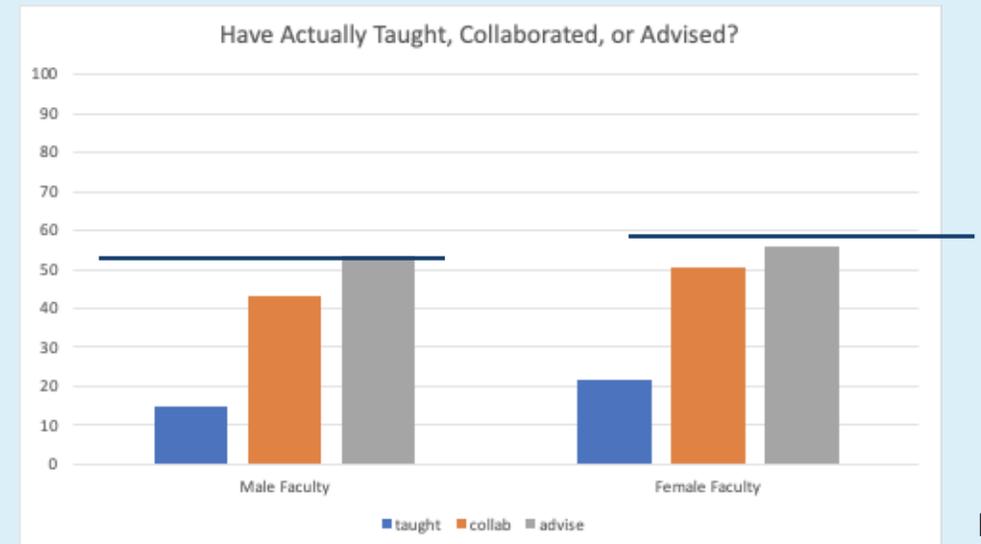
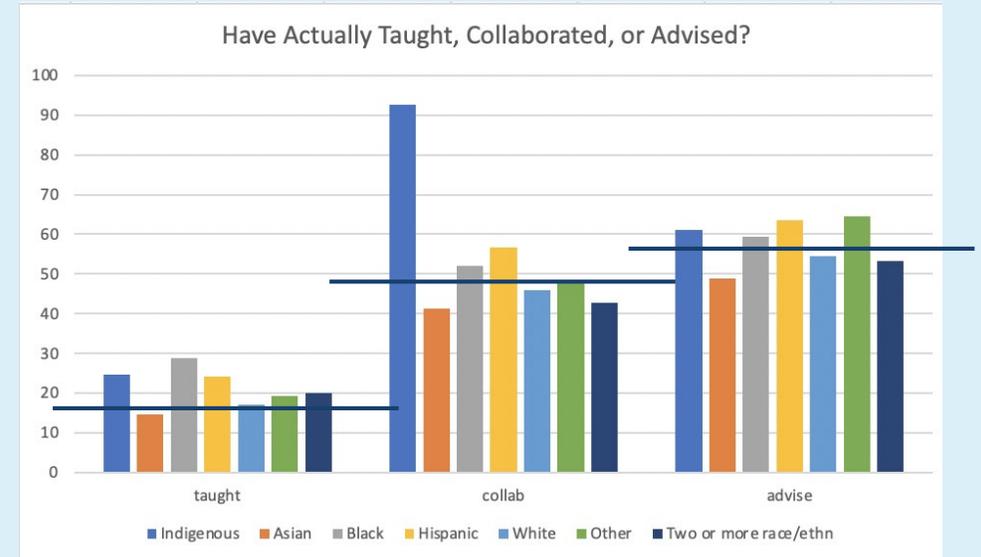
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2016-17 HERI Faculty Survey, analysis

Given that faculty are doing CE in their work at different levels and at different levels across racialized background, there is the **possibility of exacerbating institutional racism** as well. We asked which factors of faculty work are associated with an increased chance of whether FTUG engaged in CE:

1. Teaching a service learning course?

- a. research shows that courses are key site for students from minoritized backgrounds to enter & benefit with CE

2. Collaborating with local community on research/teaching to address their needs?

- a. research shows that connecting faculty and students to communities can create mutually beneficial and reciprocal relationships that are aware of power relations and shared context

3. Advising student groups who do service/volunteer work?

- a. research shows that connecting faculty and students can create positive educational experiences and help students, faculty, and community partners

2016-17 HERI Faculty Survey, dataset

Based on the responses of 11,677 full-time undergraduate teaching faculty (FTUG) at 143 four-year colleges or universities from Higher Education Research Institute (HERI) at UCLA Faculty Survey (every 3 years).

To **nationally approximate** the results if all FTUG in all institutions had responded to the survey, HERI used a two-stage weighting procedure

- within-institution weight, which is designed to correct for any response bias related to the binary gender (male, female) or rank of the faculty member (professor, associate professor, assistant professor, and all other ranks)
- between-stratification weight, designed to correct for between-stratification cell differences (institution's type, control, and selectivity) in institutional participation

2016-17 HERI Faculty Survey, analysis

Assessment strategy: Individual and Institutional explanations of variation

- Individual

- Socialized experience and self-identity (demographic background): racialized background (7-count), binary gender, LGBTQI+ background, birth year
- Individual preferences: partisan position (5-count); for each, importance of importance of research, teaching, service (4-count)

- Institutional

- Institutional labor burden: number of courses taught that term; hrs/wk for: scheduled teaching, preparing for teaching, advising or counseling students, committee work and meetings, research and scholarly writing
- Institutional positionality: academic rank, years since first academic appointment, years since academic appointment at current institution, tenure status (of individual), tenure-granting institution status

2016-17 HERI Faculty Survey, analysis

Assessment strategy:

1. What could be keeping them away from CES?
 - a. When accounting for these **individual** and **institutional** sources of variation with a logistical regression model, we asked, which factors of faculty work are associated with a change in the chance of whether FTUG engaged in CE?
2. Would they come with less barriers?
 - a. We then illustrated these likelihoods in graphs by different individual and institutional backgrounds (predicted probability modeling)

In other words, when accounting for these sources of variation, how did a FTUG's individual and institutional backgrounds' influence the chance that the observed faculty member:

- a. taught a service learning course
- b. collaborated with local community on research/teaching to address their needs
- c. advised student groups who do service/volunteer work

During the past three years, what are the chances you *taught a service learning course*?

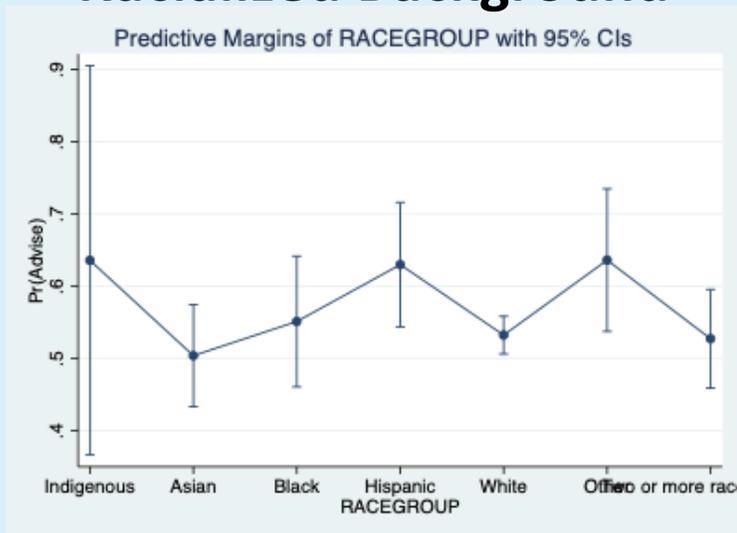
Individual

- Observed by racialized background: <30%
- Estimated by racialized background: >50%
- Partisan background negligibly related

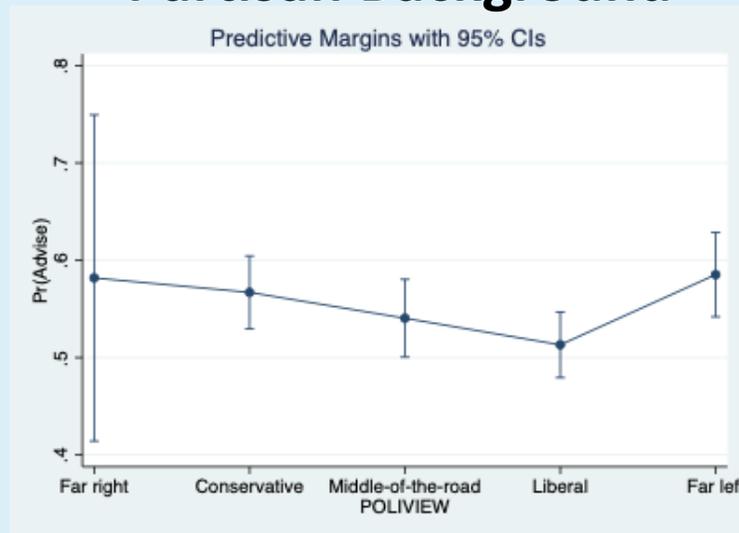
Institutional

- Institutional tenure system: beneficial (greater likelihood if tenured)

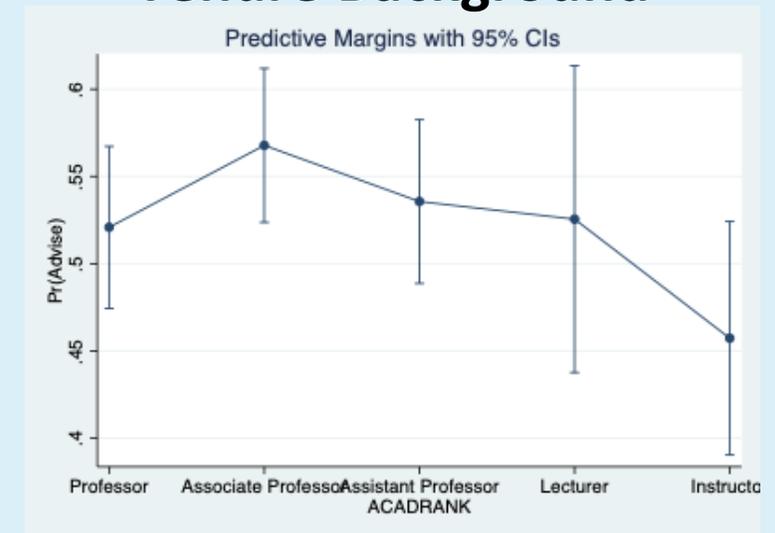
Racialized Background



Partisan Background



Tenure Background



During the past three years, what are the chances you *collaborated with local community on research/teaching to address their needs?*

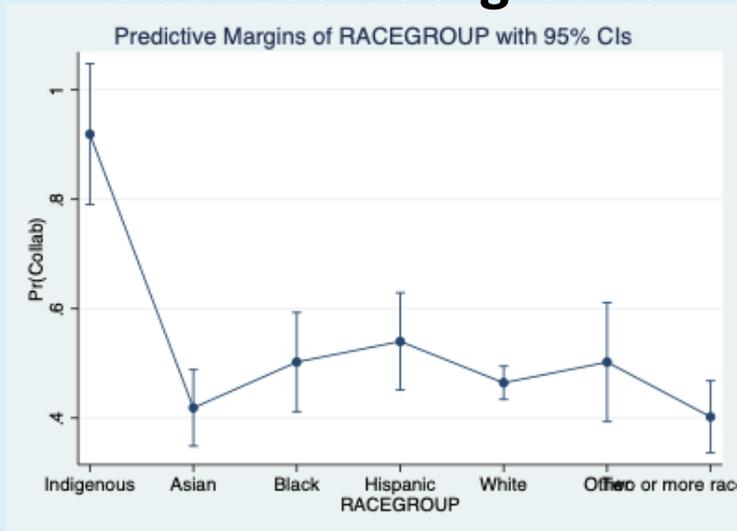
Individual

- Observed by racialized background: ~40-50%
- Estimated by racialized background: ~40-50%
- Partisan background negligibly related

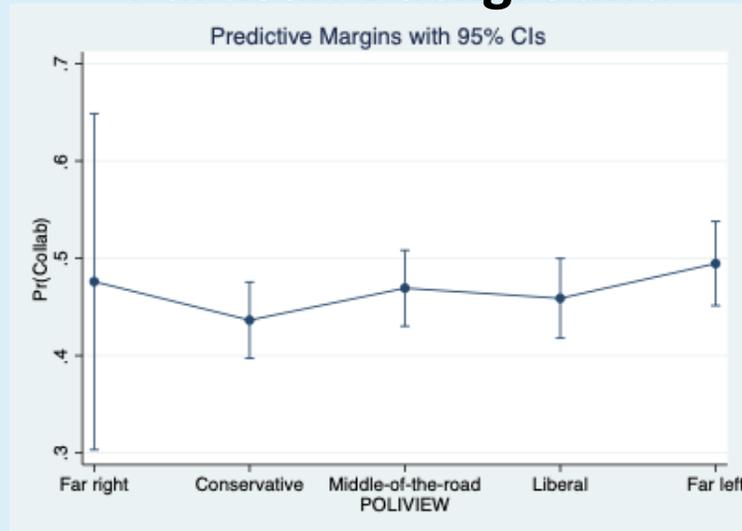
Institutional

- Institutional tenure system: greater likelihood if **tenured** → system dampening

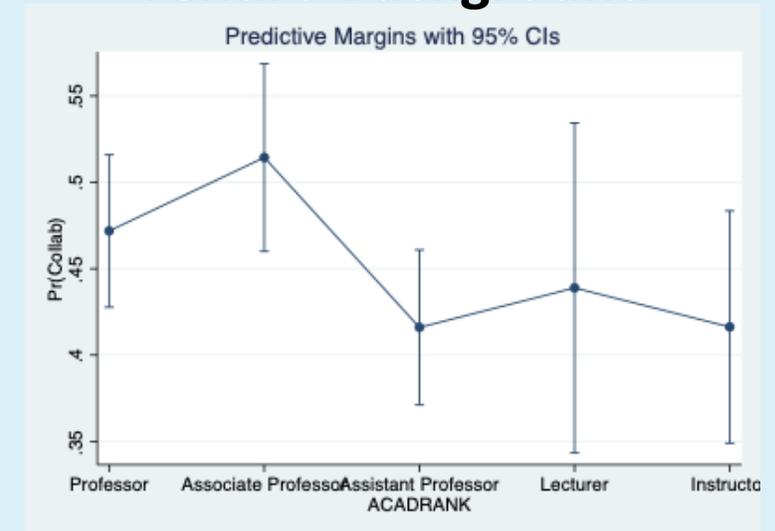
Racialized Background



Partisan Background



Tenure Background



During the past three years, what are the chances you *advised student groups who do service/volunteer work*?

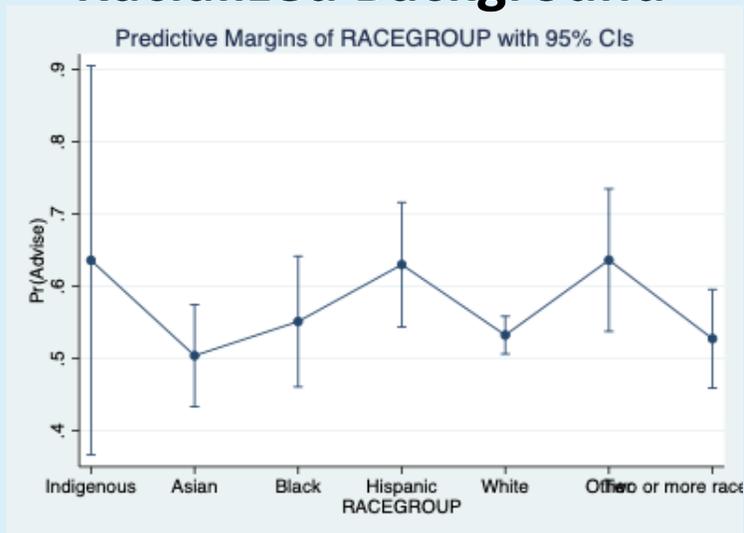
Individual

- Observed by racialized background: ~50-60%
- Estimated by racialized background: ~50-60%
- Partisan background negligibly related

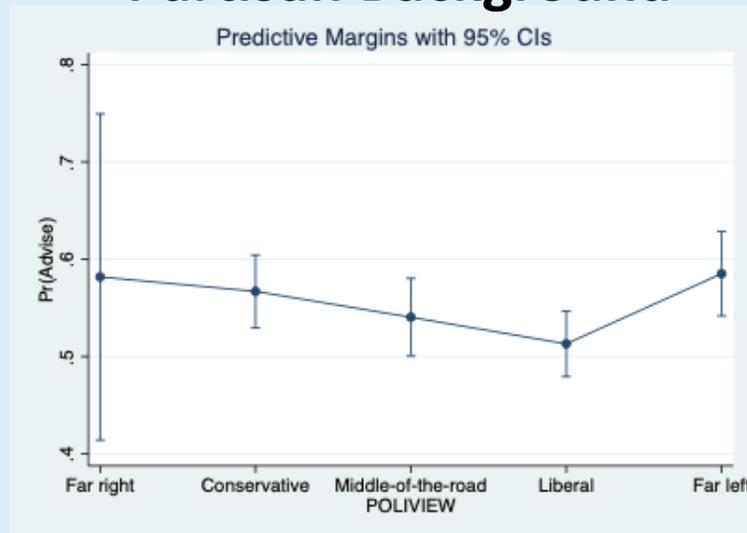
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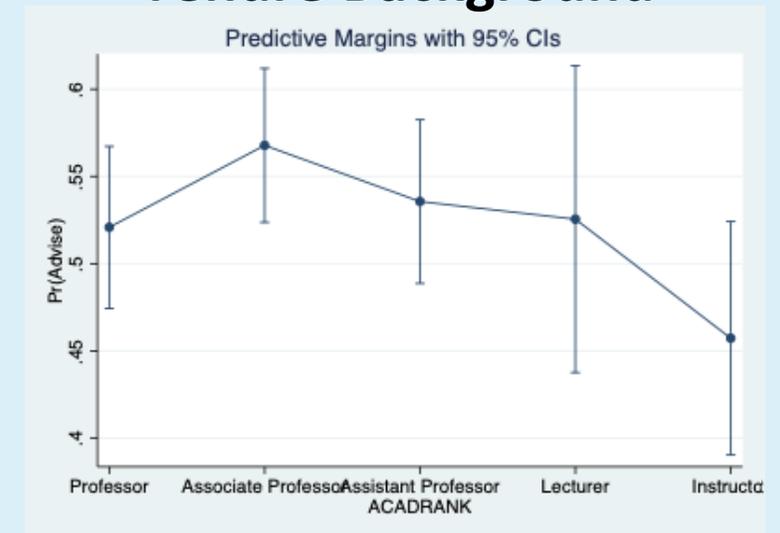
Racialized Background



Partisan Background



Tenure Background



2016-17 HERI Faculty Survey, interpretation

Goal: institutional shift that incentivizes community engaged scholarship *institutionally* without creating *or expanding* institutional precarity for *FTUG*

Sources of some precarity based on faculty experience (HERI images available):

- *Individual Discrimination:* Discrimination is gendered and racialized experienced, especially when it comes to being perceived institutionally as a scholar
- *Institutional legitimacy:* When institution (including faculty) prioritize research unequivocally, this creates an institutional climate with mismatch of incentives, rewards, and risks

Our assessment strategy, reviewed:

- Begin by exploring how FTUG already *experience and do* community engagement in their work – teaching, collaborating, and advising, in our case
- Advocate to institutionally recognize that work as related to academic labor rewards

2016-17 HERI Faculty Survey, interventions

Identifying difference between trying to reach faculty who *are already doing this work* versus *those who would do this work if further supported* → different **intervention points**

- Teaching: *estimated > observed* → institutional support needed to help faculty actualize *institutional recognition* for what they would do under different institutional conditions
- Collaborating & Advising: *estimated ~ observed* → institutional support needed to ensure these faculty are receiving the resources they need to do their work under existing conditions, or change in some other way

Together, centering **institutional precarity** as assessment analytic can move us from current institutional steady state towards creating the conditions for more change in supporting CE & FTUG

Academic Review and Engagement at Tulane University

A White Paper for Discussion

January 2013

“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** and seems to implicitly condone the view that only senior or non-tenure track faculty should be allowed or encouraged to do this kind of work.”

Another way to frame the problem is to ask:

Do we have faculty reward policies on our campus that fully values and fairly rewards what half the faculty say they do?

Or, do we have a problem of institutional precarity?

Institutional Precarity

“As I’m sure you are aware, there have been recent reports issued by professional, academic organizations such as MLA and AHA, which call for senior faculty and administrators to update their institutional evaluations of digital/online publications, public scholarship, and written work generated by faculty’s civic engagement. I seriously doubt—based on the unofficial [departmental personnel committee] report I have seen—that these recent recommendations were considered, and thus my work in these three categories was not given adequate consideration under research.”

(Memo to Dean, tenure-track woman of color)

Revising Policies (the Briefs)

For campuses that are addressing alignment between policy and scholarly practice, shaping policies that fully value and fairly reward the scholars who do community engaged scholarship, the key questions that emerge are,

- 1. how is community engaged scholarship defined,**
- 2. how is it evaluated,**
- 3. how should it be rewarded,**
- 4. what is the relationship between community engaged scholarship and our ability to recruit the best young faculty to campus?**

WHY COMMUNITY ENGAGED SCHOLARSHIP NEEDS A CLEAR DEFINITION

By John Saltmarsh and Gene Corbin, University of Massachusetts, Boston

On campuses across the United States, “community engaged scholarship” has emerged as a promising strategy for problem-solving research, civic education, and revitalizing the democratic purposes of higher education. This kind of scholarly work connects the core purpose of higher education – the generation and dissemination of knowledge – to efforts to address critical public issues. University scholars do that by building collaborations with off-campus community partners into faculty teaching, service, and research and creative activities.

Publicly engaged scholarship depends upon mutually beneficial partnerships between campuses and surrounding communities, partnerships that can leverage the resources of the academy to address social issues. In such engaged scholarly activities, faculty collaborate with community partners to advance knowledge and students develop a sense of responsibility to society. In a time in when the relevance and benefits of higher education are questioned by many critics, community engaged scholarship could counter ivory-tower stereotypes.

However, the term “community engaged scholarship” is often used loosely, to describe almost any interaction between campus and community. Confusion reigns about just what practices fit this rubric or similar designations. Unclear definitions prevent community-oriented scholarship from gaining traction and makes it difficult for colleges and universities to implement, share, compare, and evaluate best practices. If community engaged scholarship can mean almost anything, it risks meaning nothing.

WHAT IS COMMUNITY ENGAGED SCHOLARSHIP?

WHY FACULTY REWARD POLICIES SHOULD INCENTIVIZE COMMUNITY ENGAGED SCHOLARSHIP

By John Saltmarsh and Gene Corbin, University of Massachusetts, Boston

Community engaged scholarship builds collaboration with off-campus community partners into faculty members’ scholarly work – teaching, service, and research and creative activity. In the last several decades, community engaged scholarship has become more prevalent. It is no coincidence that this emergence of community engaged scholarship came as women and people with diverse racial, ethnic, cultural, and class backgrounds began entering academia in higher numbers.

As faculty have become more diverse, they have committed themselves not only to long-standing traditions in their disciplines, but also to emerging forms of scholarship: Interdisciplinary, digital, and community

Why the Evaluation of Faculty for Community Engaged Scholarship Needs Clear Criteria

By John Saltmarsh and Gene Corbin, University of Massachusetts, Boston

On campuses across the United States, “community engaged scholarship” has emerged as a promising strategy for problem-solving research, civic education, and revitalizing the democratic purposes of higher education. This kind of scholarly work connects the core purpose of higher education – the generation and dissemination of knowledge – to efforts that address critical public issues. University scholars accomplish these lofty aims by collaborating with off-campus community partners through teaching, service, and research and creative activities.

COMMUNITY ENGAGED SCHOLARSHIP AND HOW IT IS EVALUATED

Efforts in the 1990s to broaden conceptions of research led to efforts to reconsider the way broader notions of scholarly work would be evaluated. Glassick and others wrote in 1997, “documentation must be open to a more eclectic array of materials in order to treat newer forms of scholarship fairly. This would mean including more sources of published and unpublished knowledge. It is important to recognize that appropriate but also an

More rece
should be

COMMUNITY ENGAGED SCHOLARSHIP AS A STRATEGY FOR DIVERSIFYING THE FACULTY

By Gene Corbin and John Saltmarsh, University of Massachusetts, Boston

On campuses across the United States, “community engaged scholarship” has emerged as a promising strategy for problem-solving research, civic education, and revitalizing the democratic purposes of higher education. This kind of scholarly work connects the core purpose of higher education – the generation and dissemination of knowledge – to efforts that address critical public issues. University scholars accomplish these lofty aims by collaborating with off-campus community partners for teaching, service, research, and creative activities.

Research indicates that historically underrepresented faculty – faculty of color and women – are more likely than their White and male counterparts to pursue community engaged forms of scholarship and to view the academic profession as an opportunity to influence social change.

FACULTY DIVERSITY AND COMMUNITY ENGAGED SCHOLARSHIP

Most college and universities are striving to recruit and retain diverse faculty members with marginal success. Even as student enrollment in institutions of higher education reflects increasing diversity, a lack of

GENERAL FEEDBACK WE'VE SOUGHT ON BRIEFS

1. Are these briefs a useful way to concisely convey key information about community engaged scholarship in higher education?
 - a. If not, what changes to the general format would be helpful in the context of the constituencies/stakeholders you are trying to reach?
2. How might you utilize these briefs in your important work?
3. Are there related materials that would help support your efforts?

Findings: What We Are Hearing

DEFINING CES

- Provosts lack info on CES including definition and how to evaluate it—need a toolkit.
- Provosts are often favorably inclined but need direction on how to support and operationalize.
- Definitional considerations should emphasize how CES is making good on institutional missions and in self-interest of institutions that need public support – more emphasis on public problem solving. Collaborative knowledge generation will have greater impact on communities.
- More stress on how CES reflects asset versus deficit-based approach to community partnerships and teaching and learning – make part of growing awareness of culturally relevant pedagogy.
- Retention of students a big issue on many campuses – more emphasis on relationship of CES with student success. Connect to equity, diversity, and inclusion work.
- Define “community” carefully – inclusive of national and international communities.

EVALUATING CES

- Briefs reflect need for more expansive view of faculty scholarship – another mentioned example is open source scholarship.
- Don't create another bucket – need criteria within teaching, research, & service. Need examples for each bucket while acknowledging linkages.
- Inclusion of teaching is good and reflects teaching and learning movement.
- Be inclusive of community college and other non-research faculty along with non-tenure track faculty evaluation.
- Make part of broader need for criteria – many tenure track faculty members at mercy of committees that do not understand their research.
- Focus on impact – everyone should be asked about impact and CES is but one way of demonstrating.
- Need criteria spelled-out more. A rubric resulting in numbers. Can't be viewed as crutch for lack of peer reviewed publications.
- Timing is good – much conversation on inadequacies of peer reviewed journal criteria – e.g., H Indicator.

REWARDING CES

- Need to start w/ inventory on many campuses – is often happening among faculty who feel isolated as if only ones. Existing examples would help make argument on many campuses.
- Changing culture will require both top-down and bottom-up approaches – expectation of departments to align with institutional policies in discipline specific examples. Need to develop coalition of the willing to do work on campuses and to share approaches across campuses.
- Culture change requires more than P&T criteria – e.g., language needs to be in union contracts, position descriptions, campus awards....
- Changes in criteria must also be accompanied by more institutional support for CES— current reality on many campuses is not held against you if done in addition to traditional scholarship, but few resources to help. Need learning communities w/ support and resources.

Discussion

- If community engaged scholarship is valued on your campus, is it rewarded as core scholarly work? (Or do you have a “culture of academic review that is silent on engagement?”)
- How might these policy briefs be useful to you in addressing possible misalignment between mission and faculty rewards?
- What issues related to community engaged scholarship would you like to see addressed by the briefs?

Contact:

John Saltmarsh

John.saltmarsh@umb.edu

prabhdeep kehal

prabhdeep_kehal@brown.edu

Gene Corbin

Eugene.corbin001@umb.edu