



Civic Engagement in Reappointment, Promotion, & Tenure

Robert G. Bringle
Chancellor's Professor of Psychology
and Philanthropic Studies
Director, Center for Service and
Learning
Indiana University-Purdue University
Indianapolis
rbringle@iupui.edu



Boyer's New American College

- A new model of excellence
- Undergraduates involved in social issues
- Application of theory to practice
- Integrated view of knowledge
- Classrooms extended into communities



Boyer's New American College

- Faculty partnerships with practitioners
- Cross-disciplinary courses
- New dignity and status to the scholarship of engagement
- Reflective practitioners



Boyer's Civic Engagement

The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities.



Boyer's Civic Engagement

What is needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction.

Ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other.



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 done → • Quality based on how much you contribute



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



Scholarship Reconsidered: Boyer

- **Discovery**
- **Integration**
- **Communication (dissemination, publication, teaching)**
- **Application**



What is Engaged Scholarship?

- **Scholarship – What**
- **Engaged Scholarship – How**
- **For the Common, Public Good –
Toward What End**



Differentiation of Terms

Doing An Activity

- Teaching, Research, or Service

Well-informed

- Scholarly Teaching
- Scholarly Discovery
- Scholarly Service

Contributing to Knowledge

- Scholarship of Teaching
- Scholarship of Service
- Scholarship of Discovery

Scholarship

- **Products, some academic**
- **Significance and impact**
 - To a knowledge base
 - To a discipline/profession
 - To the mission of the university
- **Peer review**
 - Internal
 - External

Engagement: Defining Features

- **Partnership**
- **Mutually beneficial outcomes**
 - **Addresses a community-identified need**
 - **Through an intellectual activity of importance**
- **Reciprocity**
 - **Enhances community capacity**
 - **Enhances student learning and/or research studies**
- **Knowledge exchange relationship – two-way**



Articulating Criteria

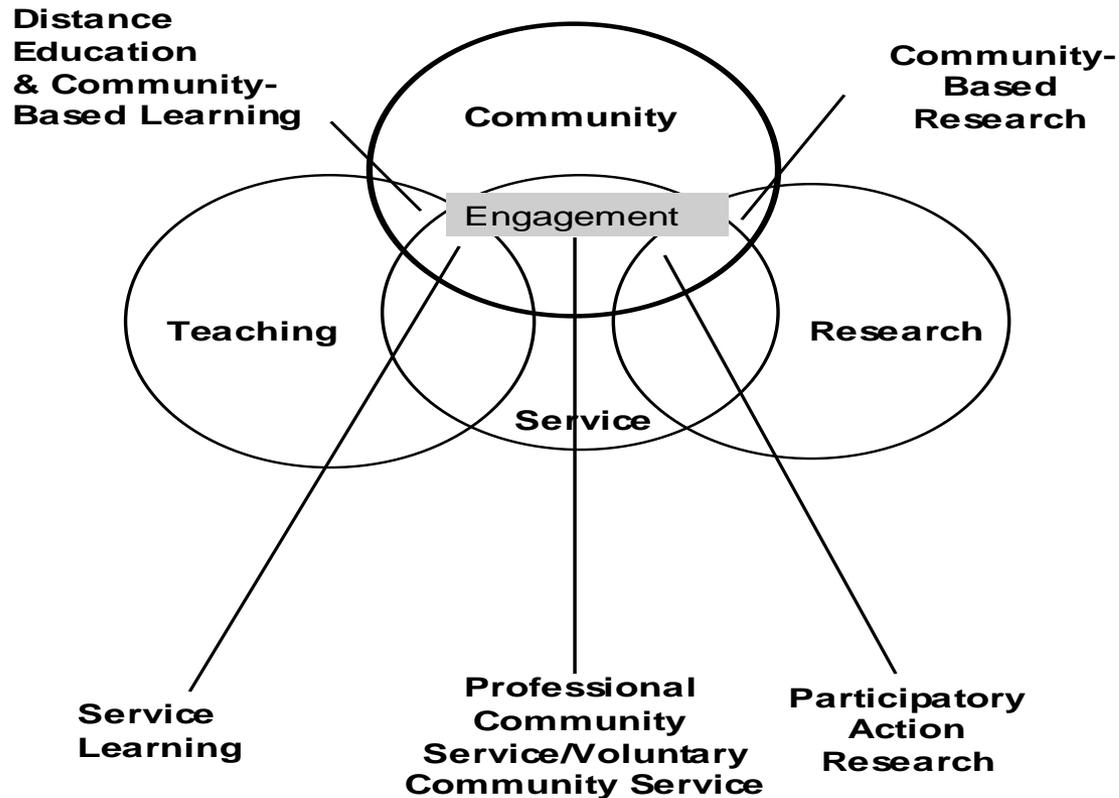
- What is it that the institution values across disciplines?
- What is it that the institution expects from faculty?
- What is it that the institution wants to cultivate through the reward system?



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?

Faculty and Student Activities In the Community





Community Involvement

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



Differentiation of Terms

***Community* Involvement**

- Defined by location
- Occurs in the community

***Civic* Engagement**

- Defined by location and process
- Occurs *in* and *with* the community
- Demonstrates democratic values of participation
- Impact + ***Partnerships***

Faculty and Student Activities In the Community





Professional Service

Service applies a faculty member's knowledge, skills, and expertise as an educator, a member of a discipline or profession, and a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the mission of the university.

Service @ Indiana University: Defining, documenting, and evaluating.

(<http://csl.iupui.edu/servicelearning/facultydevelopment.html>)

Issues Related to Service

- **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 professional service as scholarship and

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



Unsatisfactory (Documentation of) Service?

- Only listing university committees
- No evidence of nature of activities or results
- Evidence on outcomes, but no evidence of individual role
- No review by others
- No evidence on how service work is consistent with professional development or goals



Good Documentation of Scholarly Service will . . .

- **Clearly portray the role of the candidate in each service activity (p. 10)**
- **Clearly illustrate how the service activities represent well informed plans for achieving goals**
- **Clearly demonstrate growth and coherence with professional development of the candidate (p. 10)**



Service a Basis of Scholarship

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

(p. 11, 14-15)

Faculty and Student Activities In the Community





What is?

- **Unsatisfactory Teaching**
- **Satisfactory Teaching**
- **Highly Satisfactory Teaching**
- Scholarly Teaching
- **Excellent Teaching**
- The Scholarship of Teaching



Dimensions of Teaching to be Evaluated

- Teaching load
- Teaching goals
- Continuing professional development
- Quality of teaching methods
- Evidence of student learning
- Scholarship of teaching and national leadership
- Course and curriculum development
- Grants and awards for teaching

Frequent Problems in Documenting Teaching

- Little documentation on teaching
- Inclusion of extraneous materials (notes of thanks, raw student evaluation comments)
- Poor summation of numeric student ratings
- Weak sections on teaching in personal statements
- Lack of peer review and/or little information on what evidence peer was speaking from
- Lack of information on context of teaching



Excellence in Teaching

- Standards include expectation for scholarship of teaching and learning, demonstrated through publication, presentation, or other dissemination
- Knowledge of teaching literature within the discipline or generally is displayed
- Peer review and student evaluation data are required for excellence



Peer Review of Teaching

- Internal and external peer review are both necessary
- Peer review should include process and outcomes
- Peer review of instruction vs. teaching vs. learning vs. products vs. curriculum development
- Sustained peer review (isolated classroom visits are rarely convincing)



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)



Why Service Learning in Higher Education?

- Good Pedagogy
- Structures Educationally Meaningful Service
- Addresses Community Needs
- Promotes Civic Responsibility
- Student Development
- Student Persistence and Retention
- Supports an Expanding Role of Higher Education



Faculty and Student Activities In the Community





Engaged Research

Can you imagine your discipline informing your professional work in the community? →

- Professional service, application, scholarly engagement

Can you imagine your professional work in the community informing your discipline? →

- Scholarship of service, scholarship of engagement, applied research, engaged scholarship

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

Walshok

- 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?