



Documenting & Evaluating Engaged Scholarship

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UNIVERSITY *of* NEW HAMPSHIRE

Excellence in Outreach Scholarship
Outreach Scholars Academy



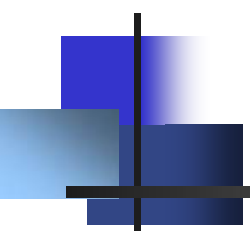
Agenda

- How to Prepare Your Case
 - Evaluating and Documenting the Project
 - Demonstrating Broader Impacts
 - Evaluating and Documenting the *Scholarship* for Faculty RPT
- How to Prepare Your Evaluators to Receive Your Case



Assessment of Outreach Scholarship Project

- Is this an “engagement” effort? To what extent does this project provide evidence of a “quality” outreach scholarship effort? What is it’s:
 - Significance
 - Community collaboration resulting in mutual benefit
 - Scholarly and intellectual contribution
 - Impact



“ The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her “case” by providing strong context and solid documentation for the committee to consider.”

***Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc
pg.14***



Document !

Document !

Document !



How to Prepare Your Case

- Substance
 - Purpose/Process/Outcomes
- Format
 - Portfolio
 - Narrative



Quality—Evaluation Criteria

- Goals/questions
- Context of theory, literature, best practices
- Methods
- Results
- Communication/dissemination
- Reflective critique

Traditional	Expanded outcomes
<ul style="list-style-type: none"> ■ 3 Articles under review ■ 6 National conference presentations ■ 1 Grant funded 	<ul style="list-style-type: none"> ■ Delivered individual feedback reports to 32 human service organizations ■ Influenced interorganizational relationships within the county ■ Influenced countywide policies on client confidentiality ■ Data helped county procure additional funds for service intervention ■ Presented findings to <ul style="list-style-type: none"> ▪ 32 organizational leaders, Local county funders, ▪ Over 100 county service providers and managers ▪ Over 500 human service delivery leaders and providers across Michigan, ▪ State policy makers ■ Article published in <i>Perspectives</i> ■ Data used to build technical support for counties across Michigan <p>Pennie Foster-Fishman, Ph.D., Michigan State University, 1998</p>



Benefits to Documentation

- *Enhances the quality of outreach projects* by fostering an ongoing consideration of process and outcomes.
- *Expands one's conceptualization of scholarship* to include impact on sponsoring communities.



Portfolios as a Vehicle for Documentation

- Personnel Decisions: Documents the scholarship in one's outreach endeavors for faculty promotion, tenure, and review considerations
- Professional Development: Serves as a vehicle for self-reflection and faculty development in all areas of scholarship: teaching, research, and outreach
- Promotes the Value of Engagement as Scholarship at academic institutions by making its activities and standards open for public critique and review in a format consistent with other types of scholarly work.



Developing Your Case

- Career Statement
- CV
- Portfolio
 - Project title, Description, Participants
 - Academic fit (with your faculty assignment)
 - Purpose, Goals, Significance
 - Context (fit with unit, appropriate resources/methods, degree of collaboration)
 - Scholarship
 - Critical reflection of the process (lessons learned, unanticipated opportunities/challenges, problem solving/goal refinement, deeper understanding)
 - Products, Outcomes, Impacts (internal, external)
 - Artifacts (evidence of impacts, collaborations,...)



Guidelines for Documentation

- Consider documentation as an ongoing process rather than a summary of outcomes.
- Clarify the intellectual questions that guided your work.
- Describe the context of your work (national trends, campus mission, departmental priorities, etc.).
- Document individual contributions (rather than the project) and distinguish from roles of other collaborators.

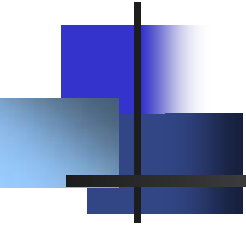
Driscoll, A., & Lynton, E. (Eds.) (1999). *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. Washington, D.C.: AAHE



Guidelines for Documentation

(cont)

- Balance reflections pertaining to the process and outcomes.
- Be selective - only include information that helps make your case for scholarship; balance brevity with completeness of description.
- Demonstrate how the outreach/engagement activity provides a platform for future scholarly work.

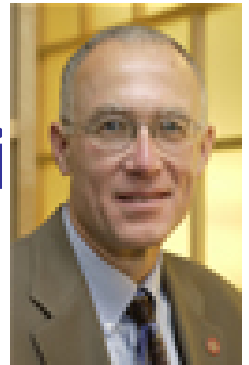


A Case Study of Making the Case

Dr. Greg Lindsey

Indiana University Promoted: Full Professor

Now Associate Dean, School of Public and Environmental Affairs – Indianapolis Programs; Professor of Public and Environmental Affairs



- Ph.D., Geography and Environmental Engineering, Johns Hopkins University
- M.A., Systems Analysis and Economics for Public Decision Making, Johns Hopkins University
- M.A., Geography and Environmental Studies, Northern Illinois University

Charge



- School of Public and Environmental Affairs
 - Assess significance of work
 - Rate average, above average, excellent in quality/quantity
 - Assess the promise of his future

Making the Case...

- Research/teaching/service contain intent to conduct academic and scholarly work that contributes to the public good
- “My research and professional public service are intertwined and inseparable”
- *Clear sense of purpose and focus*
 - *Shows unified nature of work as a scholar and faculty leader*



Making the Case...

- Good academic work grounded in disciplinary knowledge and contribute to that knowledge base
 - Interplay between theory and practice
 - Contributions to contingent valuation and environmental planning
 - Record of publishing and extramural funding.
 - Consequential to academic communities, & state, regional, local government bodies, as well as practitioners and students. (Could provide explicit evidentiary results beyond publications, and testimonials)



Making the Case...

- Effectively communicated and evaluated by peers. Given nature of discipline products to academic and non-academic audience used appropriate modalities and various qualities of exposition.
 - Professional conferences, scholarly journals recognized as best in field
 - Practitioner publications through Center for Urban Policy and Environment — technical reports/ briefing papers/ links to public agency web sites.





Making the Case...

Major initiatives involving research/teaching/service

- Analysis of land-use practices
 - Comprehensive planning and zoning ordinances from 44 counties and 50 municipalities for indices of smart growth and sustainable development — policy makers and planners
- Greenways Use and Management project
 - Students as part of instruction, community-based, applied research, scholarly work, publications and presentations.
- Writing about integration of research/teaching/service; service on U-wide committee - contribution to thinking and practice of civic engagement.
- (Could better address the nature of collaborators with partners in the “engaged” work.)



Berkowitz Advice—Tenured

“Tenure decisions can be very quirky...

- #1 Know who your decision makers are, and frame your arguments accordingly.
- In my case, I think it also helped to have a savvy Dean who recommended me to you.
- The Chancellor here was the key decision maker, and his background was engineering; so an outside review (by the NRB) in this case might have carried extra weight and gave me extra boost.”

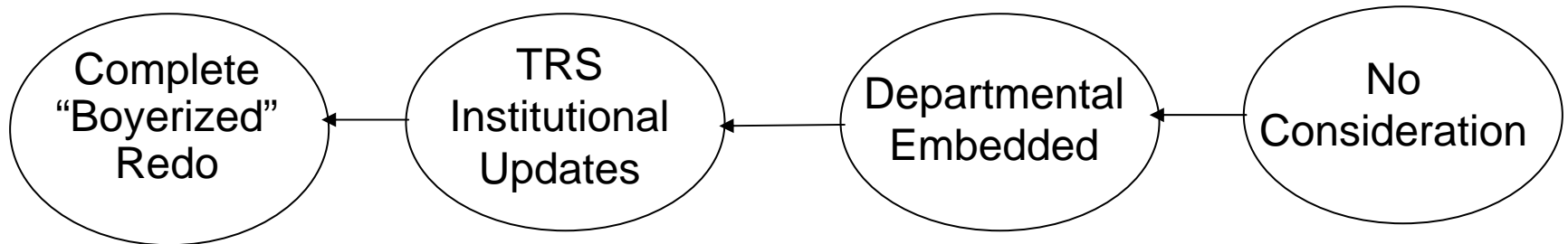


How to Prepare Evaluator for Case

- What is
 - the institutional standards/policies/procedures?
 - the common conceptualization of scholarship?
 - recognized and valued?
- Who are the evaluators?
 - Mentoring committees
 - Role of department P&T committee
 - Role of department chair
 - Communities of Practice
- What is the most convincing format?



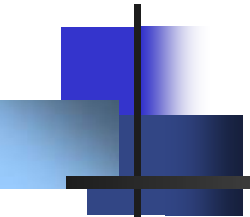
Institutional Changes in Review, Promotion and Tenure Guidelines





Your Turn: How to Prepare Evaluators

- Assessment:
 - Is quality scholarly outreach recognized and rewarded in your unit?
 - Do evaluators have knowledge about outreach as scholarship, about criteria and standards for quality?
 - What changes are needed in your unit's evaluation, recognition and reward system to ensure that quality scholarly outreach is rewarded appropriately?
- Action plan:
 - Act locally, Draw globally
 - Expose, educate
 - National/disciplinary movements
 - Campus wide discussions
 - Samples
 - Experience
 - Your role

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- *What needs to be done to strengthen my capacity to document my engaged scholarship?*
 - *What needs to be done to strengthen the evaluation of engaged scholarship at this institution?*
 - *What will work?*



Resources

- Calleson D, Kauper-Brown J, Seifer SD. (2005). *Community-engaged scholarship toolkit*. Seattle: Community-Campus Partnerships for Health, <http://www.communityengagedscholarship.info>
- Driscoll, A. & Lynton E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: AAHE



Contact Information

These presentations were developed as part of the UNH Outreach Scholars Academy by:

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