



November 29, 2012

Dear UNCG colleagues,

As promised, we are providing a brief overview of themes raised during the September 17-21 series with Drs. Barbara Holland and Emily Janke, *Documenting and Evaluating the Mosaic of Faculty Scholarly Talents and Contributions*. We are pleased that over 100 faculty, staff, and administrative leaders joined together in the facilitated faculty dialogues and administrative leadership meetings.

The purpose of this letter is to facilitate an ongoing dialogue about the perceived opportunities as well as the lingering challenges related to operationalizing UNCG's collective commitment to recognize and reward community-engaged scholarship. Extensive notes were taken at each of the eight faculty dialogues; issues raised in at least four of the dialogues are included in this letter. More extensive analysis of themes will continue to be developed to inform future discussions and plans.

Participants in the eight faculty dialogues included representatives from 42 departments across seven (7) academic units.

Rank/Title (participants reported multiple roles)

- ✓ 7 librarians/catalogers
- ✓ 11 assistant professors
- ✓ 22 associate professors
- ✓ 30 professors
- ✓ 7 directors
- ✓ 5 associate deans
- ✓ 3 deans

Role in department/unit

- ✓ 21 department heads/chairs
- ✓ 26 promotion and tenure committee members

The Institute of Community and Economic Engagement (ICEE) is committed to working with faculty across campus to continue to facilitate informed dialogues on community-engaged scholarship. Four recommendations are provided for continuing the dialogue following the summary of themes. We welcome responses to this summary, as well as suggestions for future dialogues and professional development. ICEE hosts a website (<http://communityengagement.uncg.edu/scholarly-resources/>) of curated articles, tools, and models related to documenting and evaluating community-engaged scholarship. We hope that you will visit the site. Several departments have already requested further meetings for professional development; we encourage others to do the same as appropriate and desired.

Sincerely,

Emily M. Janke  
Special Assistant for Community Engagement  
[emjanke@uncg.edu](mailto:emjanke@uncg.edu)

## EIGHT COMMON THEMES ACROSS FACULTY DIALOGUES

**[1] Most encouraging is the finding that, across all conversations and units, there appears to be general acceptance of community-engaged scholarship as a legitimate strategy for teaching, research/creative activity, and service – as well as an understanding of the need to recognize, assess, and reward it.** In this sense, faculty members stand behind the collective decision to write it into the university policy. Faculty expressed a desire to better understand how to assess high quality scholarship of all types, including, but not limited to, community-engaged scholarship.

**[2] While faculty across the dialogues generally support the concept of community-engaged scholarship and view it as a legitimate form of faculty work, and 62 percent (48 total) of attendees reported having practiced a form of community engagement in the past two years, many faculty are still unsure about how to classify specific activities and artifacts related to community-engaged teaching, research/creative activities, and service.** The question of “is it service or is it community-engagement” was asked often, and was deeply explored in the dialogues in a way that has led to some new and shared understandings.

**[3] There was general consensus across faculty that community-engagement should lead to both traditional and non-traditional scholarly outputs. However, many faculty expressed concern that non-traditional publications and artifacts are less likely to be reviewed positively by department- and/or unit-level peers.** Several senior faculty members spoke about their hesitancy to advise and mentor junior colleagues to do this work while yet untenured. Even though the policy has changed, these faculty members felt that mindsets had not (yet). Across dialogues, faculty tended to express individual support, but that when making a collective decision, the support might be overshadowed and overcome by the lack of support from colleagues. Further, faculty worried that agreements made at the time of hire or early on in one’s career about a nontraditional or community-engaged agenda might not be honored later on due to changes in personnel, particularly in department chairs and deans, but also faculty peers. One department chair shared, *“The scariest thing I’ve ever done was try to mentor a new faculty member in which we talk this talk (supporting community-engaged scholarship), and the question of ‘when I go up for tenure will they walk the walk’ – you’re dealing with career decisions of someone young and junior.”*

**[4] Part of the challenge expressed above (#3) is that some faculty reviewers do not feel fully prepared and skilled to fairly and accurately assess community-engaged scholarship. A series of challenging and persistent issues make it difficult to evaluate the quality, impact, and eminence of nontraditional forms of scholarship and reveal a need for further faculty development.** Faculty reiterated the problematic issues raised by Drs. Holland and Janke in their presentation, including: nontraditional dissemination venues (e.g., online journals, blogs); attribution in truly collaborative and/or interdisciplinary work; identifying appropriate and qualified peers to evaluate scholarship; how to define what impact means and to what communities (internal disciplinary community/academic, as well as external community/public); and, how to appropriately include and evaluate contracts and consultations. These challenges were represented in comments such as these: *“Our biggest challenge to awarding and assessing community-engaged scholarship is ... how we discern attribution, roles, and reaction of community when we’re not used to having non-academic voices giving us feedback on academic activity.”* Another faculty member said, *“What’s difficult for me is, which is more important? What the (community) receivers report as impact versus (what) peer (academic) reviewers ... say is impact. What is more important in community-based stuff? What are the respective weights?”* The dialogues offered opportunities for participants to explore some of these issues, resulting in participants suggesting the need for further opportunities to learn more about how to evaluate the quality, impact, and eminence of nontraditional forms of scholarship.

Paper surveys distributed to faculty members participating in the dialogues support this finding: approximately 75 percent of all respondents (N=84) felt “not able/prepared” or only “somewhat able/prepared” to assist or mentor a colleague to develop (70%) or document (77%) community-engaged scholarship, or to evaluate and assess the quality of community-engaged scholarship (teaching = 75%; research/creative activity=68%; service=75%). Additional survey findings can be found at the end of this document.

**[5] The “three bucket problem” – how to disaggregate academic work roles that are increasingly experienced by faculty as integrated activities - was expressed by some faculty as a frustration and a**

**barrier to the accurate representation of faculty productivity, regardless of whether the work was community-engaged; others felt that the traditional divisions should be maintained.** While faculty appeared to reach agreement that faculty roles are often and positively integrated, the format for submitting one's dossier for review requires that faculty candidates make distinctions among the three traditional categories that may not be truly accurate in portraying the full scope and quality of faculty activity and productivity. Community-engaged scholars, among others, may be disadvantaged in reporting and uploading documents into the online documentation system as it appears to force them to disentangle and differentiate integrative academic work which may be intentionally and/or necessarily integrated. Further evaluation of the system is warranted.

**[6] Questions about the relative importance (“weight”) of teaching, research/creative activity, and service as indicated by hiring, promotion, and tenure decisions were also raised in four of the seven dialogues.** Faculty discussed the changing identity of UNCG and efforts to increase the amount of research, and particularly external funding. According to faculty, successful candidates for hire to a tenure track position, as well as promotion and/or tenure, must have not only an active and successful record of research/creative activity, but also of external funding. The importance of being an active and successful researcher and grant writer appeared to overshadow faculty members' perceived ability to hire or reward faculty members whose scholarly portfolios do not meet that particular standard. A faculty member shared with his/her colleagues: *“We’re a teaching university with a research identity and Ph.D. programs throughout that give us labels of a Ph.D. institution. It’s challenging. Have to be both identities at 100 percent. There’s no way to do either teaching OR research half way. Research is important because of pubs, but the teaching is the work that is required.”* Another faculty member shared, *“Now in my department we make it explicit in hiring new faculty that we expect them to be an active seeker/attainer of external funds.”* Across the participants, there are differing views on the relative importance of attention to research/creative activity and teaching quality, in particular. At the same time, each dialogue ended with the majority of participants indicating a greater understanding of community-engaged scholarship as an integrative form of both teaching and research/creative activity.

**[7] Many participating faculty expressed the need for clear statements from administrative leadership (deans, provost, and chancellor) indicating support for community-engaged scholarship as an important scholarly method, as well as support for faculty involvement in and commitment to creating methods or rubrics for assessing and rewarding nontraditional academic work plans and products based on community-engaged methods.** In several of the dialogues, faculty members were dubious as to whether faculty decisions to support nontraditional activities and products would be upheld by the “upper echelon”. As one faculty member shared, *“A dean can overturn a department’s decision and the department head’s endorsement. The dean can overturn it, and the Provost can overturn THAT recommendation if he wants. We say it’s decentralized, but in reality, there’s power beyond the department.”* Hence, some faculty felt that administrative leadership should not only support, but also *safeguard*, high quality community engagement and other innovative pedagogies and research/creative activities in promotion and tenure decisions.

**[8] Finally, faculty wondered whether the institution, and departments individually, could financially afford to enact role differentiation.** Role differentiation allows faculty members to have different emphases on teaching, research, or service based on their unique and evolving capabilities and interests. In the dialogues, faculty pointed to the recent increase in courses taught and course enrollments, as well as advising and committee responsibilities, and wondered how such workloads could be enacted. So while faculty appeared to agree that differential workloads are desirable, they could not see how it could be effectively enacted under current structures. One faculty member shared, *“I was told UNCG believes in differentiated loads, but I think it’s more in theory than practice. If someone is a strong researcher you need to lighten their load in other places, but this is actually done begrudgingly if at all. We want more/better quality research but we aren’t given the freedom to do so. Too much busy work...”* Another more senior faculty member reflected, *“I heard ‘mosaic’ 22 years ago – it’s not new – but realities of our environment – can this really be implemented?... We forget about size of departments – only six faculty (in some) – everybody’s doing everything. This talk of mosaic flies out the window very quickly because it’s not applicable.”*

## RECOMMENDATIONS FOR CONTINUING THE DIALOGUE

**[1] Celebrate (and reinforce) the steps already taken to operationalize UNCG’s commitment to community-engaged scholarship in promotion and tenure policies and practices.** Operationalizing community-engagement has an unavoidable learning curve simply because nontraditional activities and artifacts challenge more familiar ways of documenting and evaluating scholarship. While we have further to go on our collective journey to understand and operationalize community engagement as a scholarly method, as well as to create clear criteria for documenting and evaluating its quality, impact, and eminence, UNCG has already come a long way and is being watched by other campuses as an innovator in this area.

**[2] Create open space for informed conversations across faculty ranks, departments, and administrative levels to foster shared understanding about the types of scholarly activities and contributions that are valued, encouraged, and rewarded, as well as the best practices for documenting and evaluating the quality, impact, and eminence of community-engaged and other forms of emerging and nontraditional scholarship of all types.** Dialogues such as the ones that inform these recommendations are essential to facilitate further exploration of faculty concerns, including the extent to which differentiated faculty workloads are enacted and supported, as well as the concern that community-engaged scholarship may not be supported or well understood by one’s department, unit, or university-level colleagues at time of review. The dialogues suggested that without a common understanding across ranks and units, faculty tend to act conservatively, worrying about directly encouraging or supporting differentiated workloads or the community-engaged scholarship of junior faculty members. In a very real sense, this can lead to faculty reinforcing ideas and decisions that they do not actually hold themselves because of their perceptions of others’ views. Additional and sustained rounds of informed dialogues or other formats for discussion are needed to build further institutional consensus and clarity regarding a way forward.

**[3] Provide informed opportunities to practice addressing these (now) known common and persistent issues.** As was apparent in the dialogues, the “devil is in the details.” Faculty, particularly those serving on promotion and tenure review committees, are encouraged to collect examples of nontraditional faculty work activities and artifacts -- both community-engaged and other forms -- and to use them for practice and discussion prior to reviewing the actual work of candidates. Advances and evolutions in technology, as well as epistemologies and pedagogies, have greatly affected the ways in which scholarship is generated and expressed, as well as the nature and scope of its dissemination and impact. Just as qualitative researchers take measures to maximize inter-rater reliability to ensure shared interpretations of data, committee members are encouraged to take measures that ensure fairness and equity when evaluating candidates’ dossiers.

**[4] The Faculty Senate is encouraged to evaluate the effectiveness of the online system for submitting candidates’ materials for promotion and tenure.** Faculty across the dialogues discussed the current challenges of separating teaching, research/creative activities, and service into separate areas as it does not allow for an accurate portrayal of faculty work and, in some cases, prevents department chairs from presenting and faculty from documenting the full scope of their work productivity. The growing body of research on effective documentation of faculty work and the challenges of separating this work into different categories should be fully explored.

*More Resources Available Online Related to Community-Engaged Scholarship in Promotion and Tenure at:*

<http://communityengagement.uncg.edu/scholarly-resources/>

**SUMMARY OF PARTICIPATION AND SURVEY RESULTS**

**Unique Attendees of the Weeklong Series (Total): 113**

**Types of Meetings:**

**Part I: EVALUATING the Mosaic of Faculty Scholarly Talents Contributions**

**Part II: DOCUMENTING the Mosaic of Faculty Scholarly Talents Contributions**

**Meeting with Deans Council and Executive Staff**

**Consultations with Individual Offices and Staff**

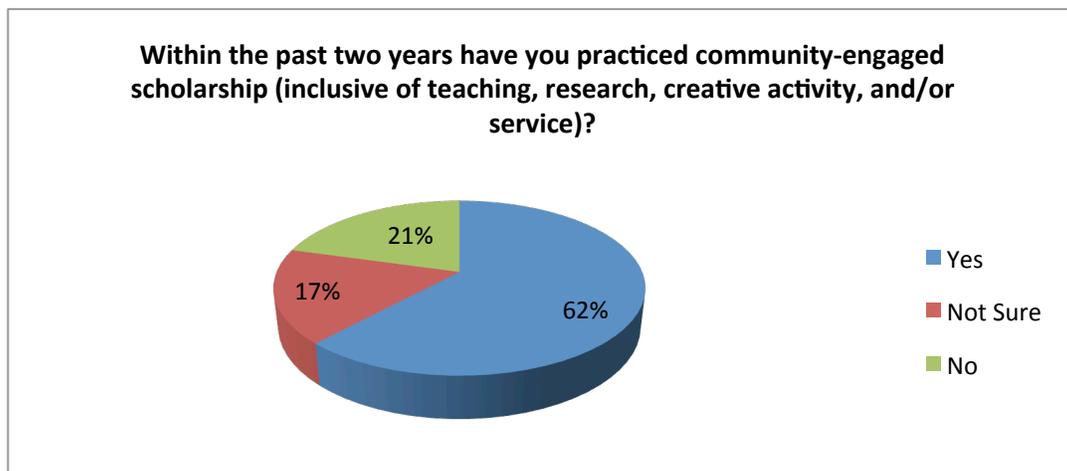
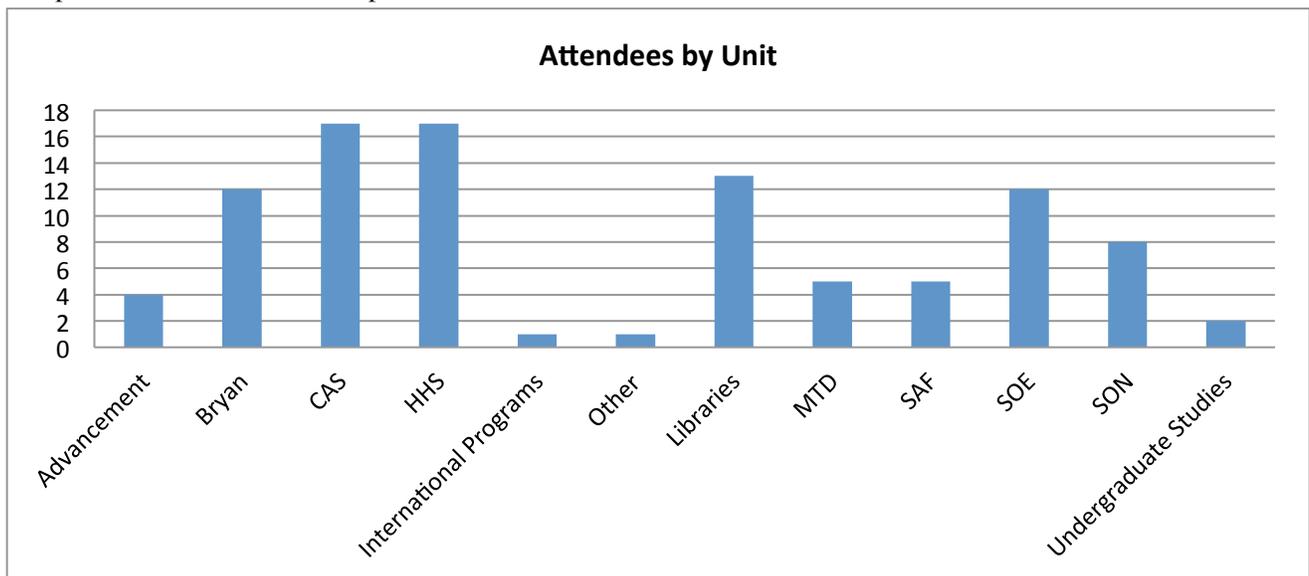
*\*Please note that number of responses collected varies, as data was collected from a variety of workshops*

**Attendee Highlights:**

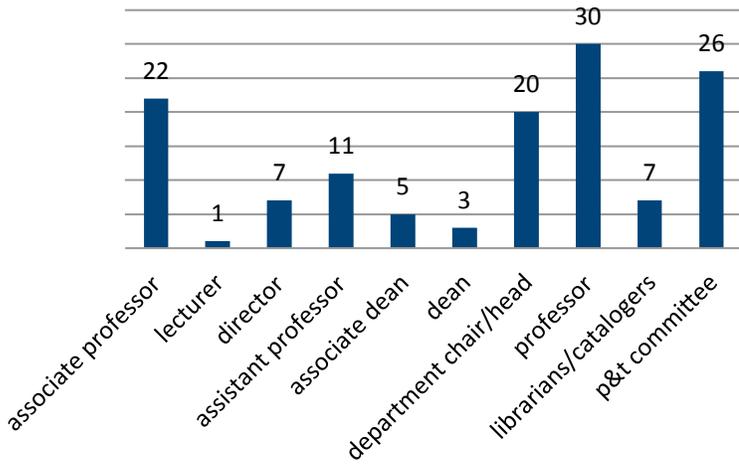
*\*Numbers reported below are pulled from demographics of all attendees, survey responses (76% response rate), and session dialogues*

*\*Representatives from 42 departments across 7 academic units attended*

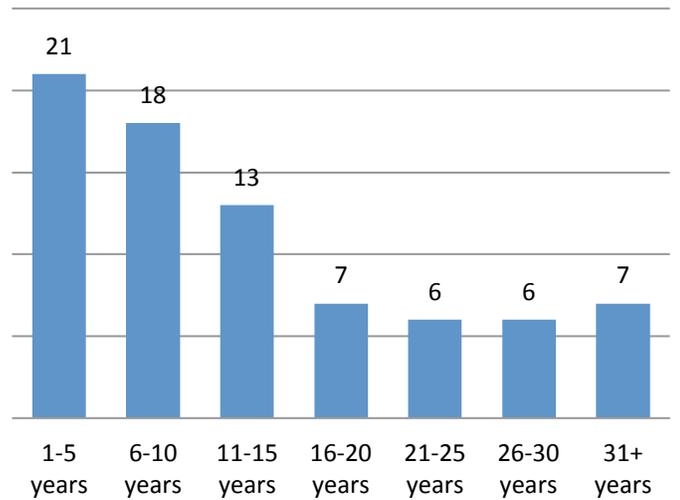
*\*Department heads from 21 departments attended*



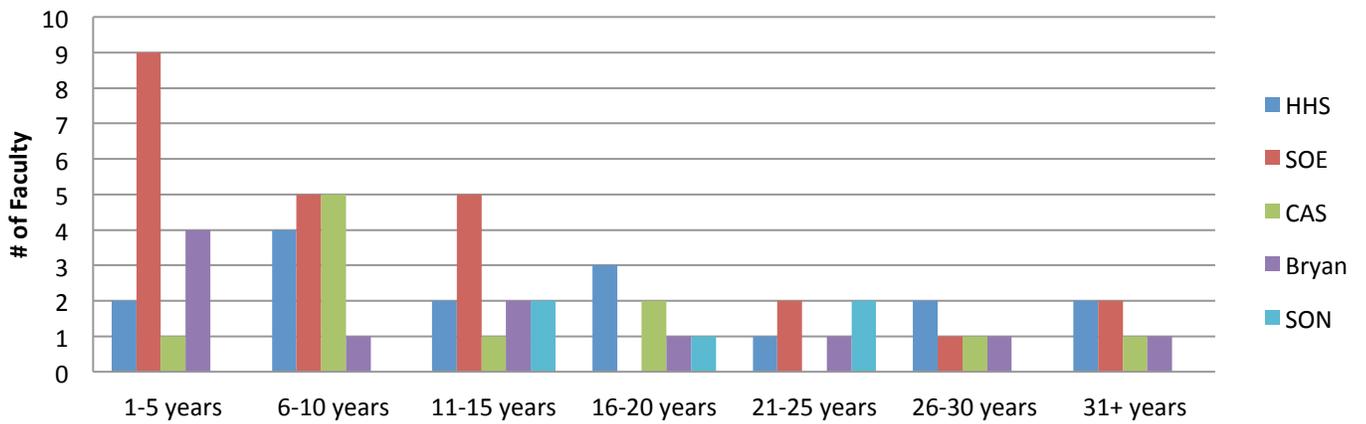
**Attendee Roles**  
(participants may have reported multiple roles)



**Years at UCG (all disciplines)**



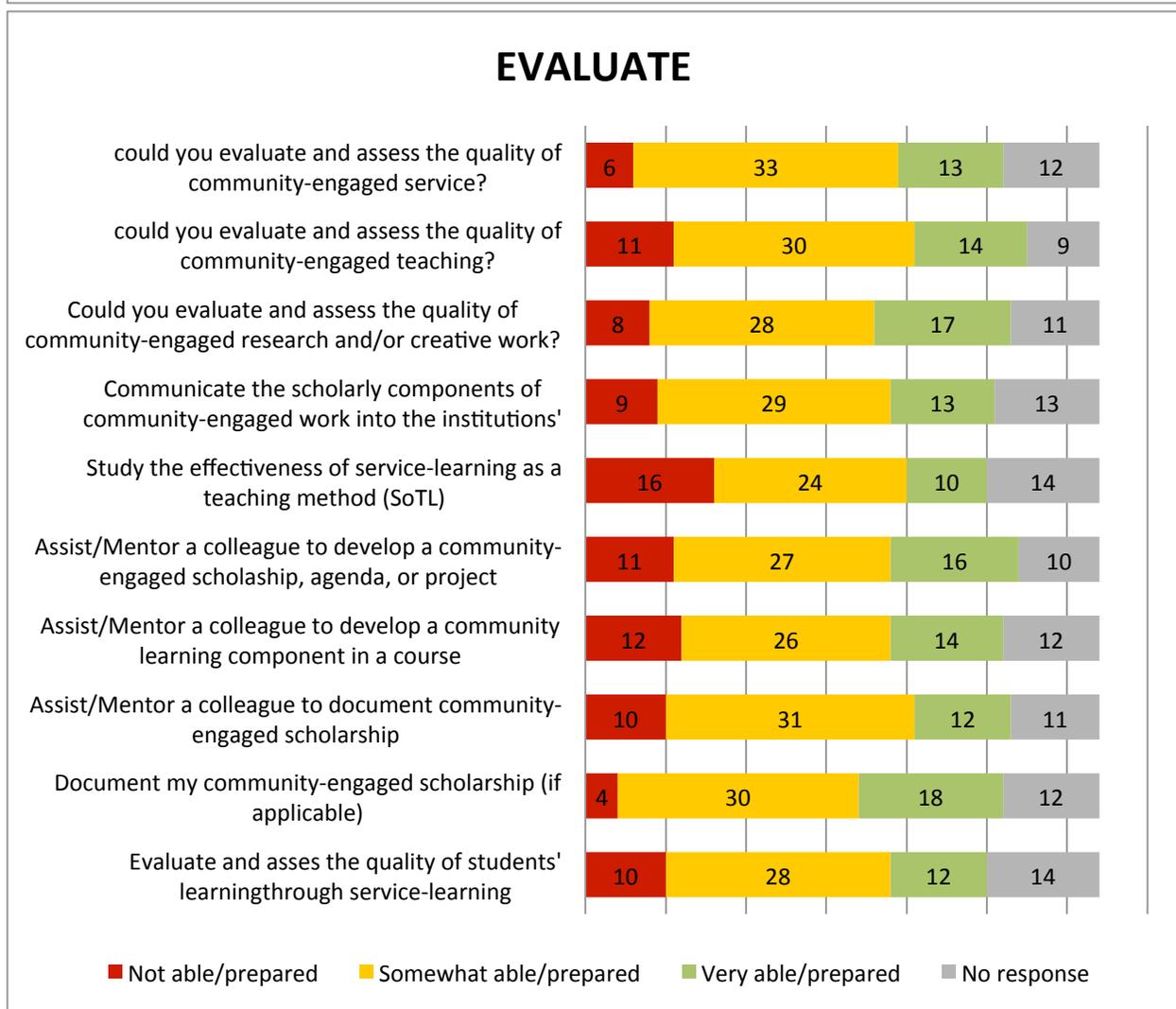
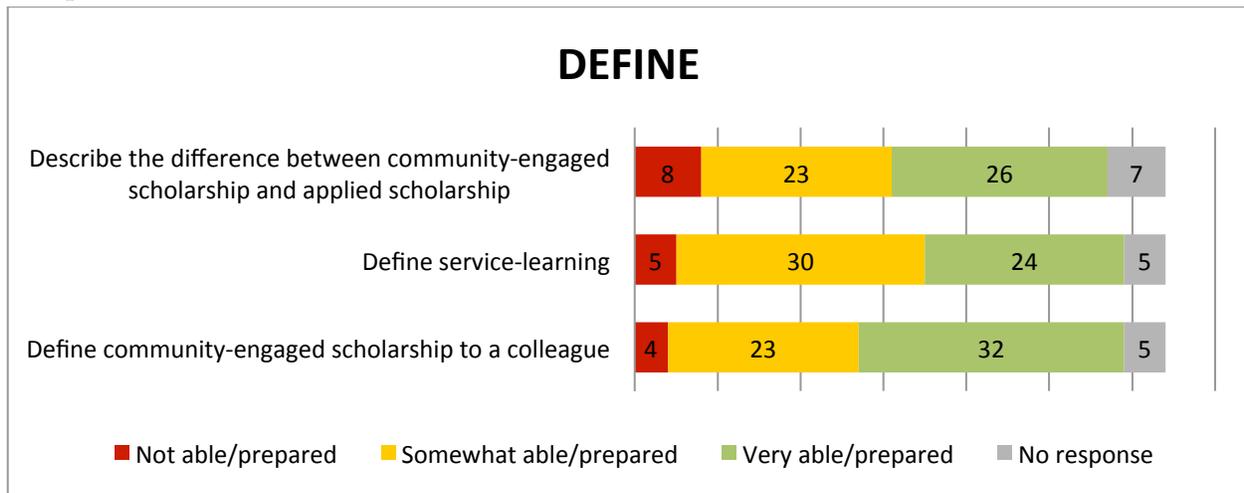
**Years at UCG (by School)**



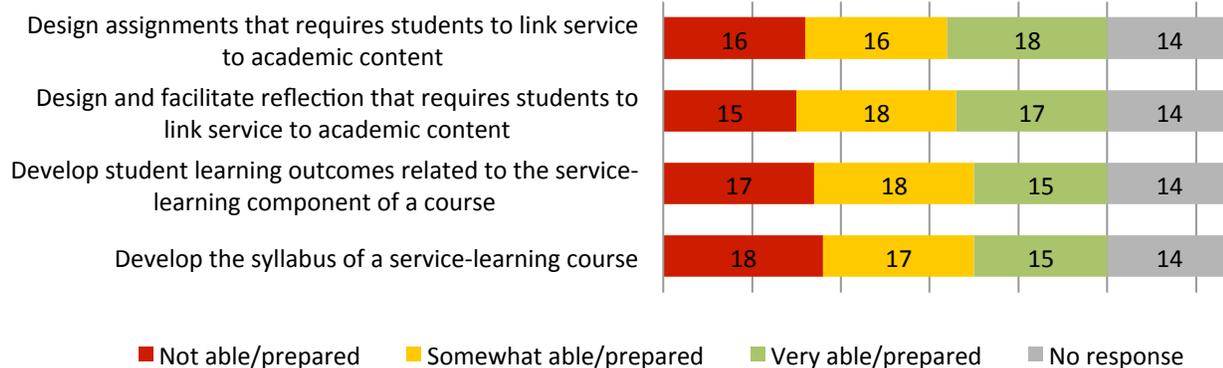
## Survey Responses (distributed at all faculty dialogues)

64 surveys returned (84 total participants)

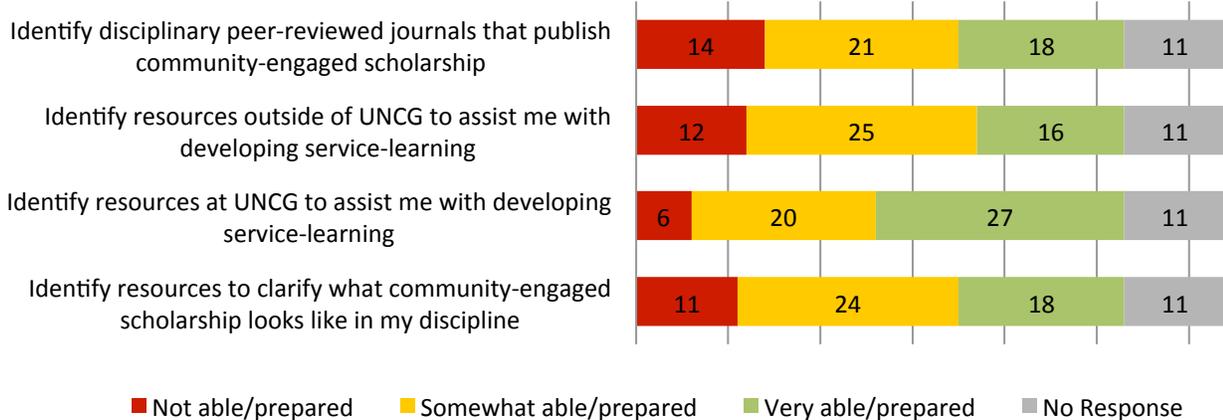
76% Response Rate



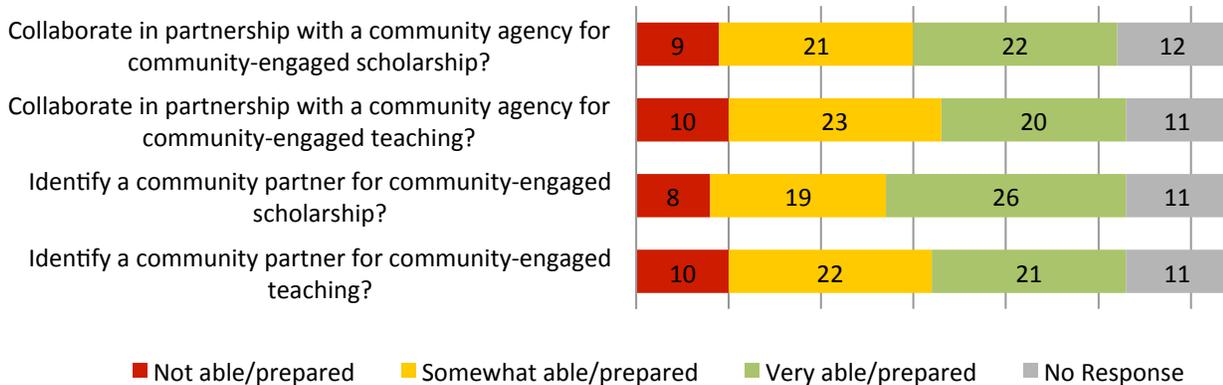
## TEACHING



## RESOURCES



## PARTNERSHIPS





Office of the Provost  
201 Mossman Building  
Greensboro, NC 27402-6170

August 13, 2012

Dear Academic Deans, Department Chairs, and Faculty Members,

Over the past several years, UNCG has emerged as a leader in its commitment to activating and supporting our mission to “redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.” Our reputation as a community-engaged university is nationally recognized, not only by the Carnegie Foundation, but also by and in national, state, and local associations, publications, and conversations. In addition to our excellent engaged scholarly work, we are also looked to as a leader because of our active and intentional steps toward integrating community-engaged faculty work into promotion and tenure guidelines at university and department levels. In his very first visit to campus, President Tom Ross congratulated UNCG faculty on this accomplishment and urged us to continue to lead the way in North Carolina in this effort.

As you are well aware, revising guidelines to recognize community-engaged scholarship poses a challenge as it necessarily raises some other fundamental questions about the promotion and tenure policy that also must be addressed. For example, some questions raised about community-engaged scholarship connect to, but extend beyond, the persistent challenge we face in evaluating work that is interdisciplinary or collaborative. The danger of not addressing these questions about how best to evaluate diverse forms of scholarly work directly and separately from the actual review of candidates’ dossiers is that we fail to appropriately recognize, reward, and account for the full scope of faculty work, productivity and impact. Even worse, we may fail to encourage and support – as well as recruit and retain - innovative faculty who contribute significantly to the public teaching and research mission and values of UNCG. Many of these newer modes of scholarly work are increasingly important to our research funding competitiveness both now and in the future.

To support our exploration of these challenges in the context of changing forms of scholarship, I have asked Drs. Emily Janke and Barbara Holland to act as conveners and facilitators of campus-wide dialogues on this important topic: ***Cultivating and Rewarding the Mosaic of Faculty Scholarly Talents and Contributions.*** *In the facilitated dialogues, faculty will discuss a common and rigorous approach to assessing the quality and impact all forms of scholarly activities and products, including community-engaged scholarship and the scholarship of teaching and learning.* To ensure that each dialogue addresses relevant and immediate questions and concerns of the department and units, Emily will be requesting the assistance of faculty members from each School/College to customize each presentation to common and persistent issues raised in P&T reviews as they relate to documenting and evaluating nontraditional forms of faculty scholarship in their disciplines and units.

I ask that *all faculty who serve as department heads/chairs or reviewers of faculty candidates at the department- and unit-levels* make room in their schedules to attend one of the sessions during the week of September 17-21. As you will note in the schedule below, sessions are customized for particular disciplinary areas. However, to accommodate busy faculty schedules, each is open to any faculty member from any discipline. Please share this schedule with the faculty in your areas and urge those to which this is relevant to **register** for and attend the appropriate sessions.

Thank you for your support,

Dave Perrin

## CULTIVATING AND REWARDING THE MOSAIC OF FACULTY SCHOLARLY TALENTS AND CONTRIBUTIONS - FACILITATED FACULTY DIALOGUES -

UNCG is committed to supporting innovative and high impact faculty work. In support of the faculty's decision to recognize and reward community-engaged scholarship, alongside of other forms of traditional and innovative forms of scholarship, in promotion and tenure policies, UNCG is offering a series of facilitated dialogues. **This is an opportunity for faculty to discuss a common and rigorous approach to assessing the quality and impact of all forms of scholarly activities and products, including community-engaged scholarship.**

All dialogues will be facilitated by **Drs. Barbara Holland (Senior Scholar) and Emily Janke (Special Assistant for Community Engagement)**. Professor Holland is an expert in community engagement, performance measurement, and organizational change in higher education. She has held executive administrative positions at University of Sydney, University of Western Sydney, Northern Kentucky University, Portland State University, and has advised more than 100 universities in five countries. Dr. Janke directs the UNCG Institute for Community and Economic Engagement.

### PART I. EVALUATING the Mosaic of Faculty Scholarly Talents and Contributions\*

#### Open to all faculty

(*reviewers of P&T candidate dossiers* and *department heads/chairs* are especially encouraged to attend)

#### Dates

Monday, Sept 17	3-5pm	focus: <b>HHS</b> (Dogwood Rm, EUC)
Tuesday, Sept 18	10-12pm	focus: <b>SOE</b> and <b>Libraries</b> (Claxton Rm, EUC)
	3-5pm	focus: <b>CAS</b> natural & social sciences and <b>JSNN</b> (Dogwood Rm, EUC)
Wed., Sept 19	1:30-3:30	focus: <b>Bryan</b> (Dogwood Rm, EUC)
Thursday, Sept 20	10-12pm	focus: <b>SON</b> (Dogwood Rm, EUC)
	3-5pm	focus: <b>CAS</b> humanities & design (Dogwood Rm, EUC)
Friday, Sept 21	10-12pm	focus: <b>MTD</b> (Maple Rm, EUC)

\* Sessions are customized for particular disciplinary areas, but to accommodate busy faculty schedules, each is open to any faculty member from any discipline.

#### Register Online

[http://workshops.uncg.edu/workshops-by-category.jsp?cat\\_id=77001789](http://workshops.uncg.edu/workshops-by-category.jsp?cat_id=77001789)

### PART II. DOCUMENTING the Mosaic of Faculty Scholarly Talents and Contributions

#### Open to all faculty\*

(upcoming/future *candidates for P&T* and *mentors* are especially encouraged to attend)

#### Dates

Friday, Sept 21	1-3pm	<b>Open to faculty in ANY discipline</b> (Maple Rm, EUC)
-----------------	-------	--

\* additional sessions will be offered in Spring 2013

#### Register Online

[http://workshops.uncg.edu/workshops-by-category.jsp?cat\\_id=77001789](http://workshops.uncg.edu/workshops-by-category.jsp?cat_id=77001789)

#### Series Sponsors and Supporters:

*This series and other professional development opportunities and resources to support innovative and engaged pedagogies, scholarly agendas, and public service are offered by the Office of the Provost, the Institute for Community and Economic Engagement (ICEE), the Office of Leadership and Service-Learning (OLSL), and the Faculty Teaching and Learning Commons (FTLC).*