Institutionalizing Community Engagement at UNCG

Linda Brady, Ph.D.
June 28, 2011
Engagement Summit
Chapel Hill, NC
Generating Capacity
Our Headwaters

- history and tradition -

Various Centers Established
(some include partnerships)

1891 University Established
UNCG Motto = “Service”

Grassroots Community Engagement
by faculty/staff/students and community members

[Images of historical scenes]
Tributaries
- factors that add capacity -

Various Centers Established (some include partnerships)
- Grassroots Community Engagement by faculty/staff/students and community members
- UNCG Joins Campus Compact (UNCG Leadership position)
- Office of Leadership & Service-Learning Established
- Associate Provost for Research & Public/Private Sector Partnerships established (Responsibilities for Community Engagement)
- Institute for Community & Economic Engagement Established
- BELL Program (Building Entrepreneurial Learning for Life)
- Service-Learning Faculty Fellow Established
- Community Based Research Network and Grants Established
- Annual Speaker Series for Community Engagement
- TA Orientation for CBR/Service-Learning
- UNCG is a “pilot campus” for UNC Systemwide Innovation, Development & Transfer Initiative (IDTI) (integrates Community Engagement)
- 2009-2014 Strategic Plan (Strategic Area: Economy, Culture, & Community Engagement)
- Departments Revise P&T Guidelines to Align to University-Wide Policy
- North Carolina Entrepreneurship Center (Replaces BELL)
- P&T revisions to include Community Engagement Passed Faculty Senate & General Faculty
- Associate Vice Chancellor for Economic Development Established (Community Engagement Responsibilities)
- Vice Chancellor for Economic Development (renamed)
- Department-Level Model developed for Community Engagement
- Community Engagement Initiative & Special Assistant for Community Engagement Established (Office of Research & Economic Development)

*Individual Community Engagement Contributes Annually to Capacity
External Factors

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E-CEVPAC

2010 - Opportunity Greensboro
Team Attends the Engagement Academy or University Leaders in Roanoke, VA
Integrated Marketing Highlights Community Engagement

2011 - Imagining America Membership
Living-Learning/Learning Communities Developed
HHS Action Plan to Support Engaged Scholarship

2012 - FUTURE

EXTERNAL FACTORS:
- National Exemplars
- Peer-Reviewed Journals
- Economic/Political Climate
- Research/Evidence
- Funding
- UNC Tomorrow
- Carnegie Elective Classification
- Presidential Honor Roll for Community Service
- National Associations/Conferences
- Disciplinary Innovations

*Individual Community Engagement Contributions Annually to Capacity
Promotion and Tenure Tributary

- Grassroots Faculty Activities
- Faculty Champions
- National Conversations
- Executive Leadership
- Resources
Key Faculty Champions
- *P&T Revision Process 2008-2009* -

- Faculty Senate Chair and Strategic Planning Committee Chair (same person)
  - Appointed ad hoc Nontraditional Scholarship Committee to advise P&T Guidelines Committee
    - Rationale: Respond to UNC Tomorrow Phase II Response
    - Led by the Chair of the P&T Guidelines Committee
    - Faculty Senate Chair-elect served as ex officio and as liaison to Faculty Senate
Our Process

• Examine current perspectives on community-engaged scholarship and its evaluation with respect to promotion and tenure decisions.

• Seek input from faculty who define themselves as community-engaged scholars.

• Review current promotion and tenure guidelines documents and determine the nature and scope of revisions required.

* Slide adapted from the P&T Chair’s presentation to the Faculty Senate, Nov. 18, 2009
Guiding Definitions

“Community Engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

(Carnegie Foundation for the Advancement of Teaching, n. p.)

“Community-engaged scholarship (CES) involves the faculty member in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement”


* Slide adapted from the P&T Chair’s presentation to the Faculty Senate, Nov. 18, 2009
Consultations

- Promotion and Tenure Guidelines Committee members (composed of the Chairs of each of the unit P & T committees)
- Faculty Senate
- Deans Council
- Executive Staff
- Faculty Forum
Key Faculty Champions

• **2009-2010 Faculty Senate Chair** (chair of ad hoc committee)
  
  — *Theme: Promoting and Sustaining Scholarly Engagement*

• Maintained focus on P&T revisions at university and department levels

• Co-sponsored qualitative study of engaged faculty with Office of Leadership and Service-Learning (OLSL)

• Co-sponsored Speakers Series with OLSL. Office of the Provost, Office of Research and Economic Development, University Teaching and Learning Center
UNCG Guidelines

UNCG defines Scholarship as:

“The promotion and tenure guidelines of the University rest on a definition of scholarship that can be applied to all aspects of University work:

“Scholarship is characterized by creative intellectual work based on a high level of professional expertise, the significance of which can be validated by peers and which enhances the fulfillment of the mission of the University. Scholarship is not considered to be synonymous with research, but can be demonstrated in activities in teaching, research and creative activity, service, and directed professional activity” (listed in UNCG Guidelines, Section I.A, emphasis added).

“Scholarship may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. Such scholarship can enhance or revise disciplinary knowledge; have an impact on various populations or organizations; or offer new theoretical insights. Because of the breadth of scholarly activity and its conduct, the path of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit” (listed in UNCG Guidelines, Section II.C.4).
II.A.1. Scope of Teaching

Teaching embraces activities related to instruction and learning that occur both inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings.

Teaching activities may include, but are not limited to, the following:

II.A.1.(a) Instructing

II.A.1.(b) Advising, Supervising, Guiding, and Mentoring Students

II.A.1.(c) Developing Learning Activities

II.A.1.(d) Sustaining Teaching Effectiveness

II.A.1.(e) Community Engaged Teaching

- Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
- Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
- Developing and delivering instruction to communities and other constituencies
II.B.1. Scope of Research and Creative Activity

Research and creative activities include all forms of discovery and integration of knowledge; innovations that address social, economic, or environmental challenges; critical analyses; the organization, creation, analysis and dissemination of knowledge resources; the creation and performance or exhibition of works of art; the development of innovative processes or technologies; the application of entrepreneurship, and their public dissemination.

Research and creative activities may include, but are not limited to, the following:

II.b.1.(a) Scholarly Research and Its Dissemination

II.b.1.(b) Creative Activities

II.B.1.(c) Community Engaged Research and Creative Activities

- Writing papers for refereed journals and conference proceedings
- Creating exhibits in educational and cultural institutions
- Disseminating community engaged research through public programs and events
- Conducting and disseminating directed or contracted research
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures and practices)

II.B.1.(d) Editing

II.B.1.(e) Grants, Contracts, and Related Activities

http://provost.uncg.edu/documents/personnel/evaluationPT.pdf
Terms and Definitions

Pulls together UNCG discussions, scholarly literature, cutting-edge national conversations

- Community Engagement
- Community-Engaged Scholarship
- Community-Engaged Research/Creative Activity
- Community-Engaged Teaching
- Community-Engaged Service

Document available at http://communityengagement.uncg.edu
Executive Leadership

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FUTURE
Speaker Series

Open dialogue

Educate

Inspire

Create a buzz

Point to resources

http://olsl.uncg.edu/cbr/
institutionalizing community engagement

context: department: university: community
planning: assessment: partners: action plan
definitions: vision: p + t: advisory board
implications: faculty: student: community
Integration

Excellence in Community Engagement Initiative

http://communityengagement.uncg.edu

A multi-stakeholder visioning and planning process
- Advisory Committee
- Self-Study
- Rooted in Strategic Plan Implementation Report 4.3
- To inform 2015 Carnegie application

Addresses issues related to:
1. Communication
2. University-wide infrastructure
Partnerships for Economic Development in Greensboro

Transformational Change in the Context of Reciprocal and Mutually Beneficial Partnerships
Capacity for Engagement at UNCG

*Please note: this is NOT meant to be a comprehensive history.

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2009
2010
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