

COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS

Minutes

March 17, 2011

3:30-4:30 p.m.

325 Burruss Hall

Attendance: Jan Helge Bøhn, Kirsten Buhls (via phone), Jack Davis, S.K. De Datta, John Dooley, Francois Elvinger, Christine Fiori, Lori Greiner, Gary Long, Fadel Megahed, John Provo, Bob Smith, Debra Stoudt, Janell Watson, Bill Knocke (guest), Fred Piercy (guest)

Absent: Onwubiko Agozino, Maggie Appel-Schumacher, Andrea Brunais, Peter Callan, Susan Clark, Devi Gnyawali, Alan Grant, Tom Hammett, Joao Maciera, Saied Mostaghimi, Lenah Nguyen, Susan Short

1. Welcome and Introductions

Jan Helge Bøhn welcomed everyone. Self-introductions were made.

2. Agenda Approval

Jan Helge Bøhn called for approval of the agenda; the agenda was approved as distributed.

3. Engagement Academy 2010-2011

Fred Piercy gave a presentation regarding the Engagement Academy Team for 2010-2011 (see attached). He also passed out the latest white paper (see attached).

4. Follow-Up on Proposed Procedure for Considering a New Centers Policy within University Governance

Bill Knocke reported that the Commission on Research has already gone through the first reading of the New Centers Policy within University Governance. April 6th will be the second reading of the Commission on Research. There was a vote for the Commission on Outreach and International Affairs, they have reviewed and endorsed the policy.

5. Announcements

Jan Helge Bøhn made a call of announcements; there were no announcements made.

6. Approval of Minutes, February 10, 2011

Jan Helge Bøhn announced that the minutes for the February 10, 2011 were in the process of being electronically approved and will be forwarded to University Council and University Governance website.

7. Chairman's Report

Jan Helge Bøhn gave a report on the University Council meeting. He indicated there was a proposal for the reduction in the number of electives for Pass/Fail and that was going through the first reading. This would reduce the number from 10% of total electives down to 12 electives.

8. Reports

a. Virginia Cooperative Extension (VCE)

Kirsten Buhls spoke about the restructuring plan for the VCE being withdrawn and being re-written. The new Director of Cooperative Extension is Edwin Jones and he will begin on April 1, 2011. There will be a federal reduction of 1 million in Cooperative Extension.

b. University Council on International Affairs (UCIA)

Debra Stoudt announced the discussions at the UCIA meeting. There is an RFP for health insurance for Education Abroad participants. Regarding the conduct policy, graduate students are exempt from review during the pilot phase.

9. Engagement White Paper Discussion

Any feedback regarding the engagement white paper that was passed out can come back to Debra Stoudt or Fred Piercy. They will be finalizing and will see if there are any implications on Promotion & Tenure.

10. Commission Board Member Comments

No comments were made due to time.

FUTURE COIA MEETINGS (all meetings from 3:30-4:30 p.m. in 325 Burruss)

April 14, 2011

May 5, 2011

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

Engagement Academy Team Activities

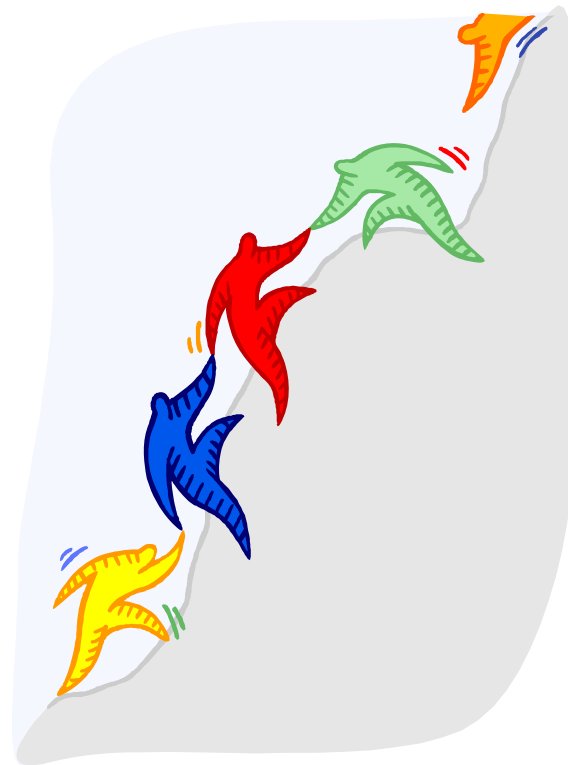
2010-2011



**College of Liberal Arts and Human Sciences
Virginia Tech**


Our Team

- **Susan Asselin**
 - Teaching and Learning
- **Fred Piercy**
 - Dean's Office and Human Development
- **Debra Stoudt**
 - Dean's Office and German
- **Kris Tilley-Lubbs**
 - Teaching and Learning

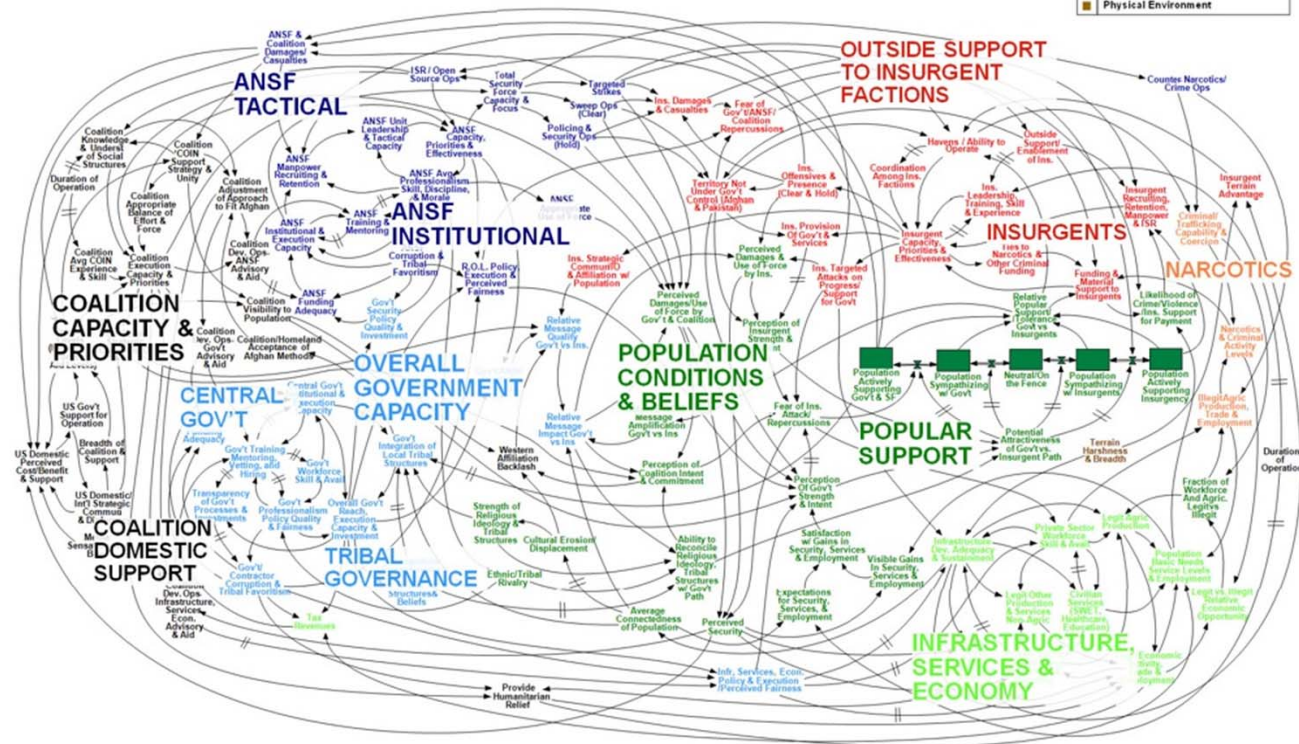


A word about PowerPoint...

Afghanistan Stability / COIN Dynamics

 = Significant Delay

- Population/Popular Support
- Infrastructure, Economy, & Services
- Government
- Afghanistan Security Forces
- Insurgents
- Crime and Narcotics
- Coalition Forces & Actions
- Physical Environment



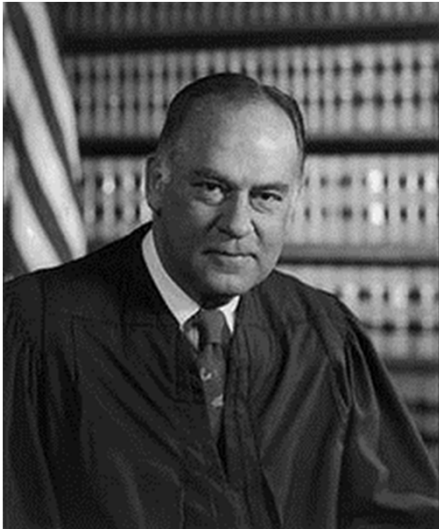
WORKING DRAFT - V3

Louis Armstrong was once asked to define jazz



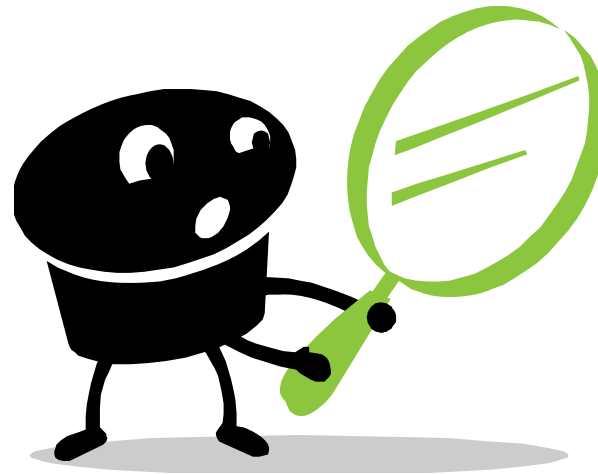
➤ “If you have to ask, I can’t tell you.”

Justice Potter Stewart once said of pornography...



➤ **“I know it when I see it.”**

We can use the same intuitive approach with engagement...











VirginiaTech
Invent the Future



Our view of engagement is informed by...

- Kellogg Foundation
- Wingspread Declaration
- Boyer's *Scholarship Reconsidered*
- *Imagining America*
- Our experience at the Engagement Academy
- Our own experience



At its Best, Engagement Empowers



Engagement Involves Collaboration



Engagement is mutually beneficial



Engagement Fosters Mutual Respect



1768498 www.fotosearch.com

Engagement is Interdisciplinary



Engagement Minimizes Hierarchy



u16779208 fotosearch.com



pe0058131 fotosearch.com

Engagement Fosters Passion



Engagement Transforms



metamph www.fotosearch.com

The value of engagement is often in the eye of the beholder...



And it might surprise you to know that a lot of people in academia disagree...



In our Engagement Project, We Wanted...

- **Examples of engagement that capture the qualities I just mentioned**
- **A blueprint of how engaged scholars can document their work in a way that is compatible with the tenure and promotion expectations at Virginia Tech**



Our Team Has Three Goals:

Goal 1

- **Interview four engaged scholars in the College of Liberal Arts and Human Sciences and write a journal article that captures the most important aspects of engaged scholarship**



Goal 2: Write a White Paper

- that makes a case for engaged scholarship in the academy
- and suggests how engaged scholars might document their work



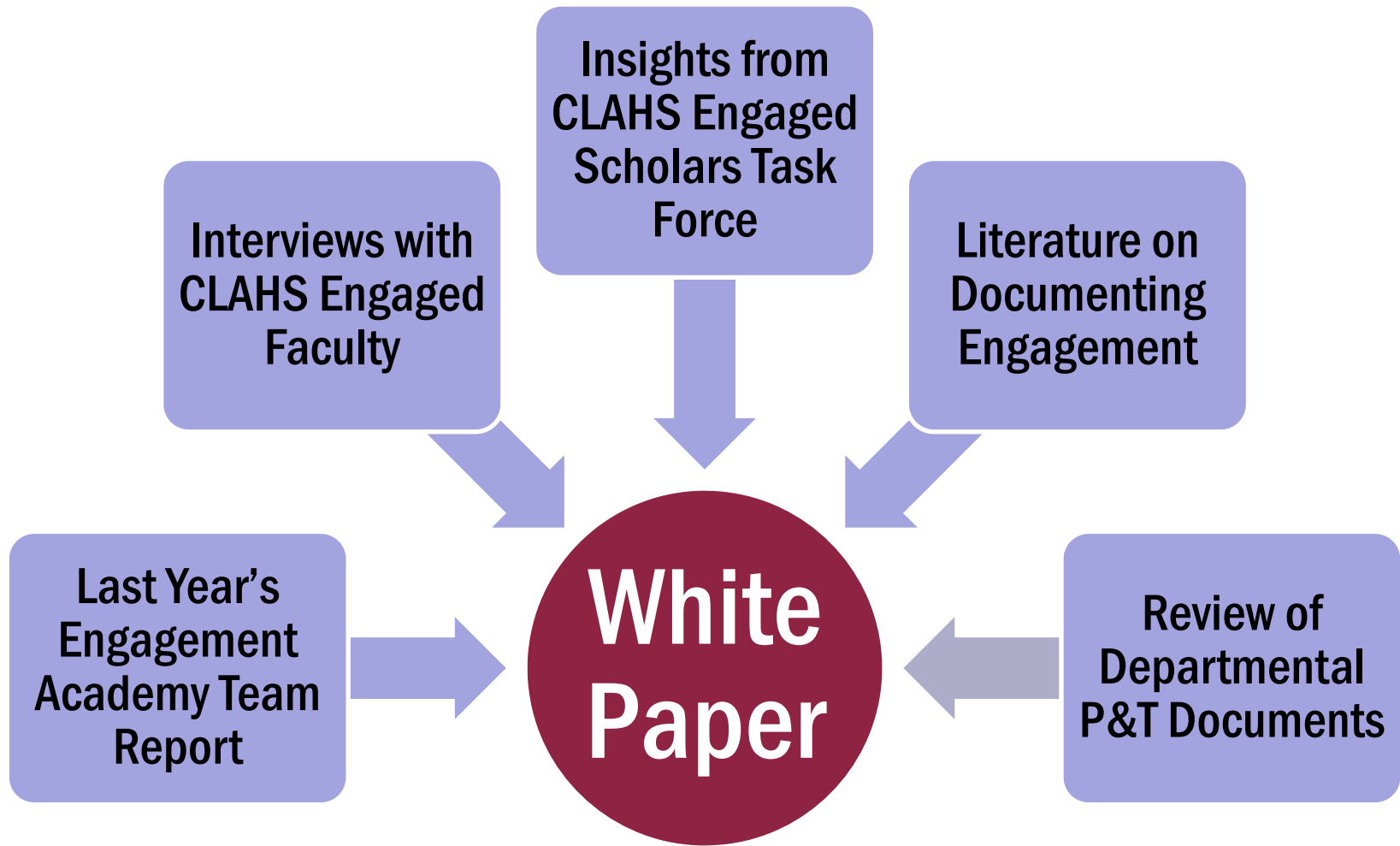
Goal 3

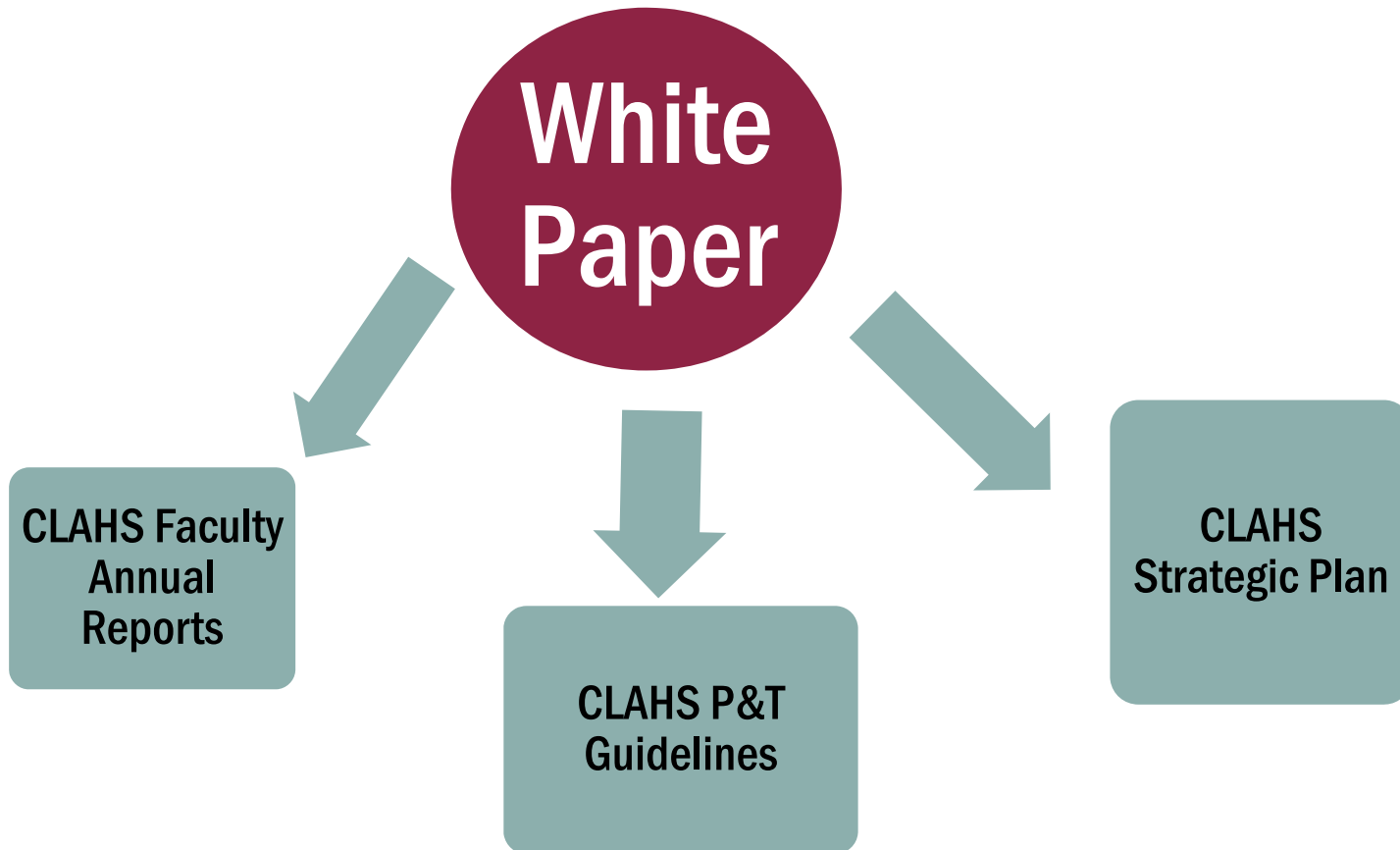
- **Convene a College Engagement Task Force of former CLAHS winners of outreach and engagement awards to help us in the documentation process and (more broadly) to support engagement in the College**



We have also reviewed how engagement and outreach are described in departmental P&T documents







Progress as of Today...



Questions or Comments?



Thank You!!!



White Paper: Engaged Scholarship in Promotion and Merit Reviews

Fred Piercy, Debra Stoudt, Susan Asselin, and Kris Tilley-Lubbs

College of Liberal Arts and Human Sciences
Virginia Tech

Our Purpose

The purpose of this document is to describe briefly what engaged scholarship is and to provide illustrative examples of how faculty might document their engaged scholarship for the purposes of promotion, tenure, and merit reviews.

What our Purpose is NOT

Faculty involved in engaged scholarship have received tenure and promotion here at Virginia Tech for many years by meeting their discipline's and department's criteria for excellence. So, our goal is NOT to:

- introduce engaged scholarship as a way to achieve promotion, tenure, and merit. This opportunity already exists, consistent with the criteria of excellence within one's discipline;
- suggest that engaged scholarship should take the place of existing standards, such as publications or grants; or
- require that all faculty members become involved in engaged scholarship. There are many ways to reflect excellence in one's field other than engaged scholarship. Moreover, opportunities for engaged scholarship are not equally available to all disciplines.

What is Community Engagement?

Community engagement, according to the Carnegie Classification Project (McCormick & Zhao, 2005), "describes the collaboration between higher education institutions 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.**" (The bold type was added by the present authors for emphasis.)

What is Engaged Scholarship?

Engaged scholarship can take place in the teaching, research, or service domains. As Greenwood (2008) explains, “the terms of engagement, the ways of studying the issues and ownership of the actions and the intellectual products are...negotiated with the legitimate local stakeholders” (p. 333). Characteristics most associated with engaged scholarship include:

- A partnership between university and community groups;
- Which is reciprocal;
- Mutually beneficial;
- Respectful;
- Transparent;
- Replicable; and
- Publically accountable;
- Hierarchy is minimized;
- Teaching, research, and/or service takes place;
- Impact is assessed and documented; and
- Scholarship is an integral component.

Often engaged scholarship results in a transformational experience for both the community and university partners. For example, a shift often occurs from regarding individual community members as research subjects to engaging them as research partners (Shore, Wong, Seifer, Grignon, and Gamble, 2008).

What are the Benefits of Engaged Scholarship?

Engaged scholarship involves partnerships that appeal to many faculty who enjoy participatory, collaborative work with community partners. Similarly, since many students appreciate active and experiential learning, engaged scholarship can serve as a way to attract and retain better students, and a way to motivate more to pursue research (Langseth, Plater, and Dillon, 2004). Also, engaged scholarship blurs the boundaries between university and community and can serve as one vehicle to realize our university’s motto, *Ut Prosim* (to serve). Finally, when community partners are an integral part of a project or program, they are more invested in its success, a wider range of good ideas typically emerge, and a mutually beneficial, more personal relationship develops among partners and across disciplines. Moreover, engaged partnerships build community capacity, social capital and a positive, synergistic effect that can benefit present and future collaborations and achieve outcomes that are positive to all parties.

What All Forms of Excellent Scholarship, Including Engaged Scholarship, Have in Common

High quality scholarship, including the scholarship of engagement, typically:

- Requires a high level of discipline-based expertise;
- Breaks new ground;
- Is innovative;

- Can be replicated or elaborated;
- Can be documented and peer-reviewed; and
- Has demonstrable significance for or impact on academic and/or other audiences.

Indicators of Quality for All Scholarly Work, Including the Scholarship of Engagement

- Clear goals;
- Preparation and mastery of existing knowledge;
- Appropriate use of methods;
- Significance of results;
- Effective dissemination and communication; and
- Consistently ethical conduct (Glassick et al., 1997).

Documenting Engaged Scholarship in Promotion and Tenure (P&T) Documents and Faculty Annual Reports

Lessons from our Case Studies

We interviewed four engaged scholars in the College of Liberal Arts and Human Sciences at Virginia Tech: George Glasson, Ann Kilkelly, Anita Puckett, and Kris Tilley-Lubbs. We did this to learn more about engaged scholarship and about how each integrates their work with the demands of a research university.

Ann Kilkelly is a professor of Women’s Studies and Theatre Arts at Virginia Tech. She facilitates community tap classes and workshops throughout the Southeast. She and a colleague published a book (Leonard & Kilkelly, 2006) based on sending artists to communities to establish “grassroots theater ensembles, to collect information, experiences, and practices from them. In 2007, Ann received the college Award for Outreach excellence for the “Sisters of the Circle” community program she organized for refugee and immigrant girls. (See <http://www.jeffcenter.org/education/sisters-of-the-circle>.) Her scholarship has been both within and outside standard academic practices. More and more, she sees the production of art itself as scholarship. Her work consistently focuses on inequity and oppression addressed through the arts. Ann attributes her promotions within the academy to her ability to theorize about her practice. Ann describes her work as part of a movement to connect the work of academics to communities. While she is realistic about the constraints of academia, she encourage new faculty to “take a risk,” but to be strategic about their choices.

Kris Tilley-Lubbs developed a service learning program that gave university students the chance to interact with Latino families in Roanoke, Virginia around language and culture. She connected this program, and subsequent ones, to scholarship by writing about them and publishing her work in scholarly journals (e.g., Tilley-Lubbs, 2007; 2009). She describes her writing as critical pedagogy, a scholarly tradition in which the author reflects on power,

hierarchy, marginalization, and empowerment. Kris also has received external funding to support her engaged work with Latino populations. While she believes that the university values her work with the Latino community, she is meeting her department's P&T standards largely through published articles and funded grants related to her community engagement work.

George Glasson, a science teacher educator in the School of Education, College of Liberal Arts and Human Sciences, went to Malawi in 2003 to teach a science methods course. That experience transformed George and how he sees his work. George and his students interviewed traditional farmers, traditional healers, and women who preserved food in the market to learn more about the science and literacy in their culture. George and his Malawi graduate students documented these ways of living and created a curriculum that gave his Malawi participants voice. When asked about connecting his engagement work to the expectations of academia, George stated that his scholarship productivity actually bloomed because of his work in Malawi. George documented his work through refereed journal articles. He became recognized through his writings and people started asking him to write chapters and books about what he was doing. George emphasized that it is important in his scholarly work to explain his engaged scholarship not as helping people, but as learning from them.

Anita Puckett introduced a Cultural Heritage Project course at Virginia Tech, in which undergraduate students interact with members of Appalachian communities in southwest Virginia, learning about the culture and traditions of the region. She published articles and a monograph based upon her own fieldwork in the communities before she received tenure; only as a tenured faculty member did she begin engagement work with her students, and it is just recently that she has written for the first time about this outreach activity. Anita's motivation for fostering relationships between the students and the citizens of Appalachia is the "knowledge commons" that results and the civic professionalism that informs the relationships. Anita receives financial support from the Appalachian Regional Commission for her students to report on their work at the annual conference of the Appalachian Teaching Project.

Documentation Suggestions from Selected Literature

Moore, T L., & Ward, K. (2008). Documenting engagement: Faculty perspectives on self-representation for promotion and tenure. *Journal of Higher Education Outreach and Engagement*, 12(4), 5-27.

Moore and Ward (2008) studied how 24 engaged scholars documented their engaged scholarship at a research university. Most, like Kris Tilley-Lubbs and Ann Kilkelly above, related their scholarly work to their commitment to community-based issues. For example, participants published and presented on such topics as:

- Research and development with students and communities;
- Developing identities (in the community);
- Transforming public space;
- Human dimensions...(and) property owners' visions; and
- A study of urban landscapes and community-university collaborative.

Some participants made a case for the scholarship of teaching by differentiating between primarily instructional activities (service-learning courses) and related work presented as part of the participant's research record: research-based publications, presentations, and research on service-learning.

Others described their scholarship as transcending traditional categories. In one's research narrative, one faculty member contextualized his engaged scholarship this way:

The mission of a land grant university is often expressed as the production, preservation, and transmission of knowledge. I believe that community-based service and learning, fully integrated with campus teaching and off-campus outreach, captures the synergy of each function and best serves the educational needs of the state and region (p.12).

Many engaged scholars position their engagement work in other ways acceptable to a research university. Some, for example, term their community work as their "translational research program." Community-engaged teaching and service-learning were frequently framed as "discipline-education research" (e.g., engineering education research).

The participants also frequently related their engaged scholarship to the strategic plan and missions of the university. Some employed proactive language in their research narratives and dossiers that pushed the academy further toward engagement with the communities it serves. It was important, though, not to create false dichotomies or choices. Below, one faculty member describes the tensions inherent in maintaining a "both/and position."

In seeking promotion, I am both submitting my work for a determination of "celebrated excellence" in each of the three discrete areas of teaching, scholarship and service, and continuing to argue...that the compartmentalized nature of this traditional evaluation process is philosophically inappropriate and methodologically ineffective to represent the ways in which I fundamentally define and uphold my responsibilities as a faculty member at (this institution) (p. 15).

A common strategy involves linking new and innovative forms of scholarship with language that reflects the value the university holds in research as well as the traditional definitions of research, teaching, and service. Through connecting the new with the old, participants reframed scholarship and research and thus, in a small way, were part of reshaping the culture of the university.

Some faculty included publications with their dossiers that educated the reader to the value of civic responsibility and engagement. Others discussed the role of community engagement as a new methodology with potential to contribute to or advance the current research and practice in their fields. In essence, they were translators of engaged scholarship in that they educated those who would evaluate their work. As friendly narrators, they described and explained their work and put it in a context that made it reasonable and consistent with the mission and goals of the institution.

Similarly, Cervero (2007) recommends that, rather than lament the marginality of community-engaged activities, engaged scholars should communicate the value of their work and connect that engagement to the university's value of "putting knowledge to work." He believes that these connections can best be made through stories of engagement. Indeed, the tenure, promotion, and annual faculty evaluation processes are ideal places to make the case for engaged scholarship, both through compelling narrative and success stories.

Below is a good example of how one P&T candidate introduced such a narrative:

The following tenure narrative outlines my progress, contributions, and sensibilities as a teacher, researcher, and community member within the domains of the university, the city and my...professional fields.

Although my work will be evaluated in separate categories of teaching, research, and service, I view my efforts in each area as affirming and informing the others. Guiding my work, however, are some consistent, cross-cutting themes described briefly below... (p. 17).

Boyer's (1990) classic *Scholarship Reconsidered* is an excellent work for engaged scholars to cite in order to make their case. Boyer called for expanding definitions of scholarship that more fully reflect the richness of faculty work. He critiqued the narrow range of what the academy calls scholarship and concluded that, "the time has come to . . . give the term 'scholarship' a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work" (16). Boyer called for the recognition of separate but overlapping forms of scholarship: discovery (pure research), integration (informed connections across disciplines), application (engagement that bridges the worlds inside and outside academia), and teaching.

Moore and Ward (2008) offer a word of caution, however. They state that, "carefully constructed documentation will not cover for poorly executed research. The work itself must be solid, well-designed, and well-implemented" (p. 18).

Jeri Childers' Papers on Documenting Engaged Scholarship

Jeri Childers, Fellow, Virginia Tech Center for Organizational and Technological Advancement, has written several excellent unpublished papers integrating and extending the literature on

documenting engaged scholarship. Below are some of the salient points and/or literature she includes.

Definition of Engaged Scholarship

Childers (2009) states, “Engaged scholarship is the creation, documentation, and dissemination of knowledge constructed through a partnership of scholar(s) and community. This knowledge is shared in various schemas to respond to human issues – making it both accessible and relevant to the public.”

Evolving Language

Childers notes that many words have been used to reflect work where the university is engaged with the community. These words include cooperative extension, service, public service, community scholarship, continuing education, outreach, scholarship in action, engagement, the scholarship of engagement, and more recently, engaged scholarship. Below is a Wordle (word cloud; see Wordle.net) of the present white paper that the authors have constructed. It captures a word picture of these and other related terms. (The bigger the word, the more it was used in this document.)



Engaged Scholarship

According to Childers (2009), engaged scholarship “meets standards within the academy and demonstrates impact and value within the community setting” (p 3). Childers also maintains that Virginia Tech is beginning to integrate the principles of engagement into its institutional culture. Indeed, the Virginia Tech promotion and tenure guidelines (http://www.provost.vt.edu/documents/p_t_guidelines.pdf) allow a faculty member to document engaged scholarship activities in either the more traditional research or teaching sections, or under a number of categories in area VI (International and Professional Service and additional Outreach and Extension Activities). Of course, departmental guidelines may vary from department to department and should be read, as well.

Evaluation Criteria for Engaged Scholarship

According to Childers, The National Review Board uses the criteria below to assess and evaluate engaged scholarship. Drawing from the criteria presented in *Scholarship Assessed: A Special Report on Faculty Evaluation* (Glassick, Huber & Maeroff, 1997), these criteria have been adapted to more closely reflect the unique fit with engaged scholarship. The criteria below may be helpful for Virginia Tech faculty or departments to use to measure and judge the value of the engaged scholarship within their particular unit.

Goals/Questions

- Does the scholar state the basic purpose of the work and its value for public good?
- Is there an “academic fit” with the scholar’s role, departmental and university mission?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify intellectual and significant questions in the discipline and in the community?

Context of theory, literature, “best practices”

- Does the scholar show an understanding of relevant existing scholarship?
- Does the scholar bring the necessary skills to the collaboration?
- Does the scholar make significant contributions to the work? Is the work intellectually compelling?

Methods

- Does the scholar use methods appropriate to the goals, questions, and context of the work?
- Does the scholar describe rationale for election of methods in relation to context and issue?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

Results

- Does the scholar achieve the goals?
- Does the scholar’s work add consequentially to the discipline and to the community?
- Does the scholar’s work open additional areas for further exploration and collaboration?
- Does the scholar’s work achieve impact or change? Are those outcomes evaluated and by whom?

Communication/Dissemination

- Does the scholar use a suitable style and effective organization to present the work?
- Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution?

- Does the scholar use appropriate forums for communicating work to the intended audience?
- Does the scholar present information with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate the work?
- What are the sources of evidence informing the critique?
- Does the scholar bring an appropriate breadth of evidence to the critique?
- In what way has the community perspective informed the critique?
- Does the scholar use evaluation to learn from the work and to direct future work?
- Is the scholar involved in a local, state, and national dialogue related to the work? (Glassick, Huber, & Maeroff, 1997).

Childers (no date) states that, “while measures of quality include such traditional measures as academic peer-reviewed publication, they also extend to include peer-review by the community partners and review of the work’s impacts. As such, documentation may include peer evaluation by community members, certification or other professional recognition, and evaluation of economic and/or social impacts” (p. 3).

CLAHS Engagement Task Force Feedback

On January 31, 2011, we called the first meeting ever of the winners of college outreach awards. (We called this group the CLAHS Engagement Task Force.) Twelve former award winners attended. At that meeting we asked about how they documented their engagement activities, what suggestions they might have for faculty wishing to document their engaged scholarship, and any additional thoughts they had on engagement within the academy. A number of excellent suggestions came out of the group discussion, some of which parallel those cited in the literature above. They include:

- Negotiate with your chair the percentage of time you spend in outreach activities. (Some departments, like biology, have different expectations for different faculty related to the time they will devote to teaching, research, and service/outreach, and those expectations are made clear and are used in one’s annual review.)
- Discuss with your chair the reward structure for engaged scholarship.
- Consider what the products and impact are of your engagement work. Have a plan to document them.
- Consider using a logic model that specifies inputs, outputs, and impacts. Here are several good sites to learn more about logic models:
 - <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelexamples.html>

- http://managementhelp.org/evaluatn/lgc_md1.htm
 - <http://www.researchutilization.org/logicmodel/examples.html>
 - http://www.innonet.org/client_docs/File/logic_model_workbook.pdf
- In your explanation of your engaged scholarship, tie your rationale for it to Boyer's (1990) *Scholarship Revisited*, to the university and college strategic plans, and to the mission of a land grant university.
 - One theoretical rationale suggested for engaged scholarship is "critical regionalism," which involves civic professionalism, public science, and the crossing of disciplinary boundaries (Reid & Taylor, 2002).
 - Several in attendance both encouraged engaged scholarship (e.g., "Sometimes you just need to take a chance.") and suggested ways to stay safe (e.g., "Don't put all your eggs in one basket." "Leverage the work you do into articles and conference presentations.")
 - Make the case to your chair and P&T committee for the importance of practitioner journals.
 - Make sure that all understand that engaged scholarship is not service.
 - Conceptualize engagement as part of teaching, research, and service/outreach.

The group all agreed that the College of Liberal Arts and Human Sciences can and should be a leader in defining, embracing, and advocating for engaged scholarship as work that is legitimate and valued within the academy. Several stated that they see support for engaged scholarship within their departments. One participant pointed to the recent hiring of a public historian within his department as an example of institutional support for engaged scholarship.

A Few Documentation Models from Faculty within the College of Liberal Arts and Human Sciences

Thomas Ewing, Department of History, and winner of the CLAHS Outstanding Outreach Award, wrote an article that appeared in *Perspectives in History*, the journal of the American Historical Association. In it, he discusses strategies for documenting his engaged scholarship. The link to this article is: <http://www.historians.org/perspectives/issues/2009/0905/0905for5.cfm>

In 2008, Human Development Faculty members [Vickie Fu](#), [Karen Gallagher](#), [Alison Galway](#), [Shannon Jarrott](#), [Ila Schepisi](#), and [Cynthia Smith](#) won the CLAHS Award for Excellence in Outreach for their intergenerational program "Neighbors Growing Together." This program, which involved teaching, scholarship, and engagement, is documented on the Adult Day Services website. See:

<http://www.humandevlopment.vt.edu/adslGprogram.html> and
<http://www.intergenerational.clahs.vt.edu/neighbors/index.html>

Also, this work is documented in a more traditional manner in journal articles such as these:

Femia, E. E., Zarit, S. H., Blair, C., Jarrott, S. E., & Bruno, K. (2007). Impact of intergenerational programming on child outcomes. *Early Childhood Research Quarterly*. [available electronically doi:10.1016/j.ecresq.2007.05.001].

Jarrott, S. E., & Bruno, K. (2007). Shared site intergenerational programs: A case study. *Journal of Applied Gerontology*, 26, 239-257.

Jarrott, S. E., Gigliotti, C. M., & Smock, S. A. (2006). Where do we stand? Testing the foundation of a shared site intergenerational program. *Journal of Intergenerational Relationships*, 4(2), 73-92.

Jarrott, S. E., Gladwell, M. S., Gigliotti, C. M., & Papero, A. L. (2004). Fostering intergenerational community between child & adult care programs: A Results Management approach. *Canadian Children*, 29(2), 4-13.

Additional Resources Related to Making the Case for Engaged Scholarship in Tenure and Promotion Documents

The University of North Carolina at Greensboro's Office of Leadership and Service Learning has compiled excellent material to help the engaged scholar document his or her work for tenure and promotion. See <http://studentaffairs.uncg.edu/cbr/promotionandtenure/>.

Campus Compact has put together a useful toolkit to help engaged scholars at research universities make the case for the value of their work. See <http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-intr/>.

Driscoll, A. & Lynton, E. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. American Association for Higher Education, Washington, DC.

Exemplars of Engaged Scholarship (from UNC-G's Office of Leadership and Service Learning)

- Campus Compact (2009). [Models of civic engagement initiatives at research universities](#).

TRUCEN member research universities have provided examples of how they structure civic and community engagement initiatives and activities on their campuses.

- Hall, M. et al. (2009). Gateways: International journal of community research and engagement. <http://epress.lib.uts.edu.au/ojs/index.php/ijcre>

This special edition frames emerging responses to the challenges of social responsiveness at the University of Cape Town. The articles include university-community collaborations around the HIV/AIDS crisis, managing coastal resources, xenophobia, disaster planning and innovation in manufacturing. *Gateways* is a refereed journal concerned with the practice and processes of community research and other forms of engagement. It provides a forum for academics, practitioners and community representatives to pursue issues and reflect on practices related to interactions between tertiary institutions and community organizations: academic interventions in community; community-based projects with links to the tertiary sector; and community initiatives.

- McClellan, M. (2009). History at work: a public history project. Original Toolkit Essay. [History-at work.pdf](#)

Michelle McClellan, historian at the University of Michigan, received an Arts of Citizenship engaged scholarship grant for developing and teaching a public history course and for scholarship deriving from her work on a public history project. In this two-part article, McClellan describes the proposed project that was awarded Arts of Citizenship funding, then reflects on the experience—how it will affect her future teaching and future historical scholarship.

- Michigan State University et al. (2006-2009). *The Engaged Scholar Magazine*. <http://engagedscholar.msu.edu/Default.aspx>

The Engaged Scholar Magazine focuses on collaborative partnerships between Michigan State University and its external constituents—partnerships forged for mutual benefit and learning, with an emphasis on research. The magazine is published annually, in the fall of each year, in both hard copy and web versions. Annual issues are themed, e.g. sustainability, cultural entrepreneurship, families. Current and archived magazine editions are available online as are editions of the *Engaged Scholar E-Newsletter*, a quarterly online supplement to *The Engaged Scholar Magazine*.

- Minkler, M. et al. (2008). Promoting healthy public policy through community-based participatory research: Ten case studies, PolicyLink and School of Public Health, University of California, Berkeley. <http://www.policylink.org/site/apps/nlnet/content2.aspx?c=IkIXLbMNJrE&b=5136581&ct=6996033>

Ten case studies of diverse community-based participatory research (CBPR) partnerships around the United States that have in common a commitment to foster healthy public

policy through scholarly research findings that are translated and used in ways that can promote the public's health and well-being.

- Nyden, P. (2009). Collaborative university-community research teams. Original Toolkit essay. [Collaborative-university-community-research-teams.pdf](#)

This essay profiles Loyola University's Center for Urban Research and Learning (CURL), which organizes and sponsors collaborative university-community research in the Chicago area, which emphasizes the bringing of a "community's eyes, ears, and voice to the research table."

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This website was created for leaders and participants of a cluster of university-community partnership projects at four state universities: the University of Texas at El Paso; the University of California at Santa Cruz; the University of Minnesota, Twin Cities; and Pennsylvania State University. It provides specific information about cluster activities as well as general information and resources on university engagement.

Final Note

Our purpose in writing this paper was to provide both a rationale for engaged scholarship and examples of how faculty members might go about documenting their engaged scholarship for promotion and tenure and annual reviews. In essence, it is the job of the faculty to make the case for their engaged scholarship. We hope that this document will make that process a little easier.

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