

To: Michael Green, Faculty President
From: Aimee Parkison, Associate Professor of English, Faculty Employment Status Committee (FESC) Chair
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Draft Motion for Faculty Council

Motion

The FESC recommends the following language be incorporated in the current Academic Personnel Procedures Handbook (Section VI.C: Areas of Performance to be Reviewed)ⁱ to integrate community-engaged scholarship within the institution as an ***optional*** component to the criteria used in reappointment, promotion, and tenure decisions.

Section VI.C

The areas of performance in which a faculty member is reviewed for reappointment, promotion, and conferral of permanent tenure are: 1) teaching, advising, curriculum and instructional development; 2) scholarly research, creative and other professional activities; and 3) service to the University, the profession, the public **and/or the community**. As required by Section 3.1 of the [Tenure Document](#), the assessment of the candidate's performance in each of these areas addresses at least the following: (a) the faculty member's demonstrated professional competence; (b) potential for future contribution to UNC Charlotte; and (c) institutional needs and resources. **Community engagement refers to research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members with community partners, staff, and/or students through processes that exemplify reciprocity in partnerships and public purposes.**

Current Handbook Language (for Comparison)

Section VI.C

The areas of performance in which a faculty member is reviewed for reappointment, promotion, and conferral of permanent tenure are: 1) teaching, advising, curriculum and instructional development; 2) scholarly research, creative, and other professional activities; and 3) service to the University, the public, and the profession. As required by Section 3.1 of the [Tenure Document](#), the assessment of the candidate's performance in each of these areas addresses at least the following: (a) the faculty member's demonstrated professional competence; (b) potential for future contribution to UNC Charlotte; and (c) institutional needs and resources.

Background

The scholarship of Community Engagement has emerged out of a movement to reorient universities to participate with communities in advancing the common good.ⁱⁱ UNCC has a history of noteworthy public outreach, but the administration has struggled with differentiating between service and scholarship when the work is undertaken with a community outside the university. To address that lack of clarity, the administration has asked the FESC to

consider text amendments to the Academic Personnel Procedures Handbook to expand the current classifications to allow for the inclusion of Community Engagement activities not just as service but also within the framework of teaching and scholarship. To assist in that task, members of the FESC reviewed Committee Reports and RPT documents from NSCU, UNCCH, and UNCG and Michigan State University. Some of the language in this document, and that proposed for text edits arose from that research.

UNC Charlotte and Community Engaged Scholarship

In 2008, the Carnegie Foundation awarded the Community Engagement Classification to UNCC. The award recognizes "...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."ⁱⁱⁱ

The UNC Tomorrow Initiative echoes that intent by encouraging UNC institutions to be leaders in developing stronger partnerships with the community outside the institution by developing "a strategic plan for scholarly public service on each campus that is detailed and specific in definition and scope".^{iv} The UNC Tomorrow Initiative further suggests that the resources and expertise of UNC faculty should be used to address important community and statewide issues, as well as apply and translate research and scholarship more directly to broader constituencies focused on identified needs.^v

This philosophy is echoed by the University of North Carolina General Administration... "UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, and incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state's competitiveness without decreasing support for teaching, basic research and scholarship."^{vi}

The Meaning of Community Engagement

Community engagement refers to research/creative activities, teaching, and service activities that are collaboratively undertaken by faculty members *with* community partners, staff, and/or students through processes that exemplify reciprocity in partnerships and public purposes. These activities should embody the characteristics of both *community engagement* (i.e., reciprocal partnerships, public purposes) and *scholarship* (i.e., demonstrates current knowledge of the field/discipline, invites peer collaboration and review, is open to critique, is presented in a form that others can build on, involves inquiry).^{vii} The "community" in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.^{viii} "Reciprocity" is the recognition, respect, and valuing of the knowledge, perspective, and resources that each partner contributes to the collaboration.^{ix}

Faculty "engagement" refers to scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside the University. Such activities (in the form of research, teaching, and/or service) develop as collaborative interactions that respond to short and long-term societal needs. Engagement serves people in the state, nation, or the wider world through a continuum of academically informed activities. Although the spectrum of engaged scholarship and activities varies among disciplines, "engagement" is planned and carried out by University and community partners, and includes:

- *Engaged scholarship*: Scholarly efforts to expand multifaceted intellectual endeavor with commitment to public practices and public consequences.
- *Engaged activities*: Artistic, critical, scientific and humanistic work that influences, enriches and improves the lives of people in the community.^x

Distinctions between Community Engagement and Public Service

Community Engagement and Public Service (often referred to as "outreach") are often confused and/or conflated because both approaches may occur in the community and/or include activities that involve or serve community entities. While the latter describes activities that are provided *to*, intended *for*, or done *in* communities, the former describes activities that are undertaken *with* community members in a context of reciprocal partnership. Rather than activity or place, the key distinction between community engagement and community service can be determined by the processes and purposes that each emphasizes.^{xi}

Efforts should be made to distinguish among the many valuable contributions faculty make to communities as individual citizens (volunteerism or community service; not based on scholarship), their academic service to disciplines and the University (not for audiences external to the academy), and their scholarly engagement for the benefit of communities (based on expertise). Outreach and engagement are, after all, scholarly endeavors involving both the “act of engaging (bringing universities and communities together) and the product of engagement (the spread of discipline-generated, evidence-based practice in communities)”.^{xii}

Members of the FESC are Aimee Parkison (chair), Deborah Ryan, Kelly Zellars, Bill Ribarsky, Tehia Starker, Steve Kuyath, Tony Scott, Sue Marchetti, Allison Stedman, Carol Leeman, and Bridgette Sanders.

ⁱ UNC Charlotte (nd). Academic Personnel Procedures Handbook: Section VI.C: Areas of Performance to be Reviewed. Retrieved February 28, 2011 from: http://provost.unc.edu/epa/handbook/chapter_VI.htm#C

ⁱⁱ Glassick, Huber, & Maeroff, 1997; Kecskes, 2006; Kellogg Commission, 1999

ⁱⁱⁱ The Carnegie Foundation for the Advancement of Teaching (2011). Classification Description. Retrieved February 27, 2011 from: http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213.

^{iv} UNC Tomorrow (nd). Highlights of UNC Campuses’ Responses to the Needs of North Carolina: Outreach and Engagement. Retrieved February 27, 2011 from: http://www.northcarolina.edu/nctomorrow/UNCT_Highlights_-_Outreach_Engagement.pdf.

^v UNC Tomorrow (nd). UNC Tomorrow Listening: Listening Forum Summary. Retrieved February 27, 2011 from: http://www.northcarolina.edu/nctomorrow/UNC_Tomorrow_Listening_Forum_Comments_Summary_-_Charlotte.pdf.

^{vi} UNC (2009). Innovate Collaborate Accelerate: The UNC Vision for Innovation and Technology Development. Retrieved February 28, 2011 from: http://www.northcarolina.edu/research/initiatives/tech_transfer/Innovate-Collaborate-Accelerate.pdf.

^{vii} Glassick, C., Huber, M., & Maeroff, G. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass

^{viii} Driscoll, A., & Sandmann, L. (2011). *Evaluation Criteria for the Scholarship of Engagement* from http://www.scholarshipofengagement.org/evaluation/evaluation_criteria.html

^{ix} Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic Engagement White Paper. Boston, MA: New England Resource Center for Higher Education from <http://futureofengagement.wordpress.com>

^x Report of the UNC Task Force on Future Promotion and Tenure Policies and Practices 5-08-09.

^{xi} (Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic Engagement White Paper. Boston, MA: New England Resource Center for Higher Education. <http://futureofengagement.wordpress.com>.)

^{xii} CIC Committee on Institutional Cooperation, 2005.