# The Evaluation of University-Community Engagement Scholarship Within the College Level Promotion and Tenure Process

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By

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(ABSTRACT)

The purpose of this qualitative case study was to describe the evaluation of university-community engagement scholarship through the college level promotion and tenure process at Southeastern University and to determine the value of faculty engagement as scholarship through that process.  This study also examined useful criteria for judging such scholarship. In designing this study, three research methods were employed. Those methods were (a) interviews with faculty and department heads within the College of Education, and other university administrators at Southeastern University; (b) a review of university documents germane to the promotion and tenure process, and (c) an examination of dossier comment forms about a fictional dossier.

Data were transcribed, coded, and categorized using content analysis.  A role-ordered matrix was designed to display the perceptions and attitudes of the participants interviewed regarding the evaluation of engagement scholarship within the College of Education at Southeastern University.

A conceptually clustered matrix was used to display empirical data that related by theme. A case dynamics matrix was used as an attempt to link consequential processes. An event network was helpful in displaying relationships among the respondents regarding the promotion and tenure process.  This network depicted the people within that process and the flow of major communication that affects the promotion and tenure process.

This study resulted in a model of engagement scholarship and a model for promoting engagement within a university setting.  Findings from this study included a list of criteria offered by the respondents that paralleled those proposed by Glassick et al, (1997). Perceived values of engagement scholarship were mixed and depended on whether such scholarship produced publications, grants, and contracts.  This study might be useful for persons being evaluated for university-community engagement scholarship and for those evaluating university-community engagement scholarship in university settings.

**DEDICATION**

This dissertation is dedicated in memory of my mother:

Asalene DeVaughan Baker

whose unconditional love, support, encouragement, and counsel have sustained me in all

of my personal and professional endeavors and whose wit and wisdom inspires me even

today.

**ACKNOWLEDGEMENTS**

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# Chapter 1

## The Evaluation of University-Community Engagement Scholarship Within the College Level Promotion and Tenure Process

Evaluating and rewarding faculty university-community engagement efforts as scholarship is the subject of much discussion at institutions of higher learning in America. The discussion stems from calls that have come from those inside and outside of the academy that challenge the institution to become more engaged through the formation of university-community alliances to address social issues (Boyer, 1990; Diamond, 1993; Glassick, Huber, Maeroff, 1997; MaGrath, 1999). However, there is concern from faculty members that engagement in the form of university-community collaboration is not being recognized in the promotion and tenure process as important faculty work (Bukalski, 1993; Cartwright, 1996; Mawby, 1998).

There are at least two major factors that contribute to this concern. First, there are traditional barriers involving "disciplinary values, modes of inquiry, and standards of scholarly legitimacy" (Ramaley, 2000, p. 13) that must be addressed if engagement is to be supported within the campus culture. Second, institutions may not have in place a comprehensive plan to change the academic culture and to remove barriers to rewarding this kind of non-traditional scholarship.

An important initial step is to develop a comprehensive plan that communicates a clear definition of engagement and to develop clear and effective guidelines for evaluating engagement scholarship. Understanding the definition of engagement, why it is important, and how engagement scholarship will be evaluated is a positive beginning to building the capacity and competence of all parties involved (Ramaley, 2000). If individuals do not understand engagement, they may not value it as being relevant to their academic work. A plan that includes effective communication channels is important in persuading individuals to form or to change strongly held attitudes (Rogers, 1995). A plan should also include effective guidelines for documenting and evaluating engagement

scholarship. Traditional methods of evaluating scholarly faculty productivity may not be adequate for evaluating scholarly engagement.

Institutional planning and support are essential. "unless the institution as a whole embraces the value and validity of engagement as legitimate scholarly work and provides…support …to sustain this work, engagement will remain individually defined by the interests of committed faculty and sporadic in nature" (Ramaley, 2000, p. 9). Institutional conversations, thus, are important to the development of guidelines for norms of participation, faculty capacity-building, and assessment relative to engagement scholarship.

Several forward-thinking individuals detected trends in higher education that indicated a need for improved policies and practices in evaluating faculty productivity (Allomini as cited in Seldin, 1984; Arreola as cited in Seldin, 1984; Aubrecht as cited in Seldin, 1984; Boyer, 1990; Boyer, 1996a; Chickering as cited in Seldin, 1984; Eble as cited in Seldin, 1984; Geis as cited in Seldin, 1984; Menges as cited in Seldin, 1984; Seldin, 1984). As a result of their commentaries, a number of core issues have emerged, such as the imperative for engagement, broadening the meaning of what constitutes scholarship, the development of commonly accepted standards by which scholarship should be evaluated, and the demonstration of institutional commitment to reward various forms of scholarship. A closer examination of these issues will provide more insight into this issue of evaluating university-community engagement as scholarship.

The Engagement Imperative

Throughout history communities have benefited as a result of institutional involvement. The academy has helped people to understand and to utilize new knowledge and new advances in technology, education, and the economy (Boyer, 1996b). However, this traditional link between academic scholarship and the practical needs of the public has been weakened. In the late 1950's, a more research-oriented trend developed that was less focused on the practical needs of the public. Institutions have

been recently criticized by the public for being unresponsive, out of touch, and behind the times (Lerner & Simon, 1998b).

Recognizing a need for the academy to have greater relevancy in their communities, leaders of well-known educational agencies have called on institutions to revisit their outreach missions and to become more engaged with their communities. E. L. Boyer (1996b), former President of the Carnegie Foundation, issued a challenge for institutions to renew their commitments to address "pressing social, civic, economic, and moral problems, and …reaffirm its historic commitment to …the scholarship of engagement" (p. 11).

The President of the National Association of State Universities and Land Grant Colleges (NASULGC), Peter MaGrath (1999), said that the mission of the 21st century university should have one overriding objective – to serve the public. MaGrath (1999) suggested that universities can better serve the public through the interrelated functions of teaching and learning, the discovery of knowledge, and engagement. In addition, the Kellogg Commission on the Future of State Universities and Land Grant Colleges (1999) issued a call to presidents and chancellors of State Universities and Land Grant Colleges that stressed the necessity for university-community engagement.

Public service and outreach are not new to the nation's land-grant institutions. Engagement, however, goes well beyond conventional outreach and service. The traditional view of the outreach service mission of the university is a one-way process of transmitting knowledge and technology from the university to its constituents (Fear & Sandmann, 1995). Engagement is a reciprocal relationship in which the talents of the people external to the university are brought together with those of the university to address social and economic issues (Magrath, 2000). In fact, the Kellogg Commission (1999) recommended that institutions literally substitute the term "engagement" for the word "service" as a part of their mission.

Engagement involves mutual respect, mutual dependence, and collective responsibility in addressing community needs.  This shift reflects a new paradigm for university-community collaborations in that university, faculty, and community cultures will have the opportunity to work together to produce mutually relevant scholarship. However, faculty members are not usually rewarded though the promotion and tenure process for this sort of nontraditional scholarly activity (Antony, 1998).

The promotion and tenure system perpetuates a hierarchical division of the institution's three-fold mission (Glassick et al., 1997) in which traditional research is often valued more than teaching and service.  Traditionally, teaching is seen as instruction that occurs in a classroom or laboratory setting, usually on campus, with students enrolled in courses for credit leading to credentials.  There is often conflict as to teaching's relationship to scholarship (Centra, Froh, Gray, & Lambert, 1987).  Instruction that is carried out by university faculty that does not fall within the teaching and research mission is usually grouped under the category of service.  This means that many different types of activities, such as continuing education, extension, lifelong learning, and distance learning, are viewed as service (Mawby, 1998).  Service also encompasses university service on committees, service with professional associations, community service, and outreach. Service does not have a clear-cut discipline; therefore, it tends to be devalued and viewed as disconnected from serious scholarship (Bulaski, 1993; Tierney & Bensimon, 1996).

Institutions may claim that all scholarship is important to their missions, but demonstrate through their evaluation and rewards system that they value traditional research more.  On most campuses there is an overemphasis on research for the sake of research (Lerner & Simon, 1998b).  The value placed on research is so strongly experienced in the socialization process at some institutions that those who rarely conduct traditional research are not promoted or rewarded and those who neither teach nor address attention to public concerns are given the most recognition (Cartwright, 1996). The measure of a scholar, at these institutions, is holding a tenured appointment and publishing in journals that are read and understood only by the scholar's peers (Boyer,

1996b).  The research-publication imperative has become, in effect, the working definition of scholarship (Cartwright, 1996).  The engagement paradigm will require new ways of approaching scholarship.

A New Scholarship Perspective

In "Scholarship Reconsidered," Boyer (1990) questioned the traditional definition of scholarship and posed a new paradigm of scholarship.  Boyer (1990) suggested that the work of the professorate—what it means to be a scholar—should be inclusive of many scholarship functions: discovery, integration, teaching, and application.  The scholarship of discovery is what is thought of as research.  It adds to the human knowledge base.  It includes other creative work such as the visual, literary, and the performing arts. The scholarship of integration gives meaning to knowledge and helps put it into perspective. It interprets and makes connections within and between disciplines.  The scholarship of teaching enables students to learn and participate more fully in society.  Teaching transforms, transmits, and extends knowledge (Glassick et al., 1997). The scholarship of application enhances engagement.  It makes knowledge useful. Ultimately, says Boyer (1996b), "the works of scholars [should] be directed toward humane ends" (p. 17).

Boyer (1990), in his call for institutions to approach the meaning of scholarship in a different way, said:

> At no time in our history has the need been greater for connecting the work of the academy to the social and environmental challenges beyond the campus.  And yet, the rich diversity and potential of American higher education cannot be fully realized if campus missions are too narrowly defined or if the faculty reward system is inappropriately restricted. (p. xii)

Boyer (1990) went on to say that:

> For America's colleges and universities to remain vital a new vision of scholarship is required…[I]f the nation's higher learning institutions are to meet today's urgent academic and social mandates, their missions must be carefully redefined and the meaning of scholarship creatively reconsidered. (p. 13)

Engagement can assume all of the functions of scholarship as proposed by Boyer (1990), but is most associated with the function of application. Engagement scholarship challenges professors to do a better job of articulating the benefits of new knowledge and "to broaden their research horizons to encompass areas of knowledge [that are] of pressing social value as well as intellectual significance" (Walshok, 1995, p. 12). However, if faculty emphasis is to be expected on any task, that task should receive attention in the evaluation-reward system (Hind, Dornbusch, & Scott, 1974). This study will examine how university-community engagement scholarship is viewed and the extent to which engagement scholarship is valued and rewarded through the promotion and tenure process within the College of Education at Southeastern University.

The faculty promotion and tenure process can be viewed as one component within a larger, more complex system. When examining the promotion and tenure process from a systems approach, it is important to view its relationship to other components in the university system (French & Bell, 1999). To better understand the process we must understand the meanings and interpretations of the people who are involved in the system relative to evaluating engagement scholarship.

Contextual Framework

In Developmental Systems Theory, Ford and Lerner (1992) suggested that "organizations are systems that differ in complexity based on the number and kinds of components involved and the number and kinds of constraining and facilitating conditions linking the components" (p. 94). In some organizations each component is affected somewhat by the functioning of the total organization. For example, if institutions are viewed as open systems they can become larger and more complex as they use inputs. Inputs can be people, money, information, raw materials, and energy (French & Bell, 1999). These inputs go through a change process and are then transmitted to the environment as outputs.

In open systems, information and feedback are important to the life of the system. Feedback is information from the environment about how the system is performing.

"Negative feedback measures whether or not the output is on course with the purpose and goals. Positive feedback measures whether or not the purpose and goals are aligned with environmental needs" (Hanna, 1988, pp. 14-15). Institutions use various evaluation methods to obtain feedback from their stakeholders about their performance, and use measures to correct or adjust their performance.

Another crucial element in organizational systems is resources. Universities have resources in the form of faculty, staff, students, skills, equipment, money, and other assets. These resources are affected by internal and external environmental conditions. However, the institution attempts to preserve its equilibrium or character (French & Bell, 1999) against disruptive internal and external forces.

As institutions face complex growing demands, they will have to clarify their roles inside and outside of the campus boundaries. Internally, there are concerns from administrative structures and faculty members relative to balancing human resource and financial costs with institutional missions. Externally, questions are being raised by governance boards, legislative bodies, parents, voters, and public and private business representatives relative to educational and economic accountability (Cartwright, 1996). It is important that the institution be perceived as responsive to the public. The issue of public responsiveness is linked to taxpayer support and subsequently to financial support for the institution's budget. Consequently, campus administrators will need to rethink and redefine what they feel is the appropriate social role of the university (Bronnen, 1998, p. 49).

Engagement in the form of university-community collaborations involves a system of interrelated variables that link disciplines, departments, colleges, other educational divisions, and community cultures. This integration or fusing of approaches to research can yield innovative engagement scholarship (See Figure 1.1). Engagement scholarship can result from the links established as scholars move from theory to practice and from practice to theory (Boyer, 1996b). It is a form of scholarship that is relevant to both university and community cultures. Some of the comments made by Lerner and

Simon (1998a) relative to integrating theory and methodology can also be applied to the integrative nature of engagement methodology:

> The variables that various disciplines typically study, and the models that they develop to interrelate those variables, are all co-mingled in the day-to-day situations of real life.  This systemic connection has been integrated in various systems conceptions of human behavior and development…Only through building such integrated models, ones that focus on the combined interactions of systems studied by different disciplines, will the heretofore disconnected insights of those different disciplines develop into useful, synthetic theory guiding the development of innovative and useful outreach (engagement) programs….To

Engagement Scholarship

University
Mission
Theories
Knowledge
Experience
Creativity

Community
Goals
Theories
Knowledge
Experience
Creativity
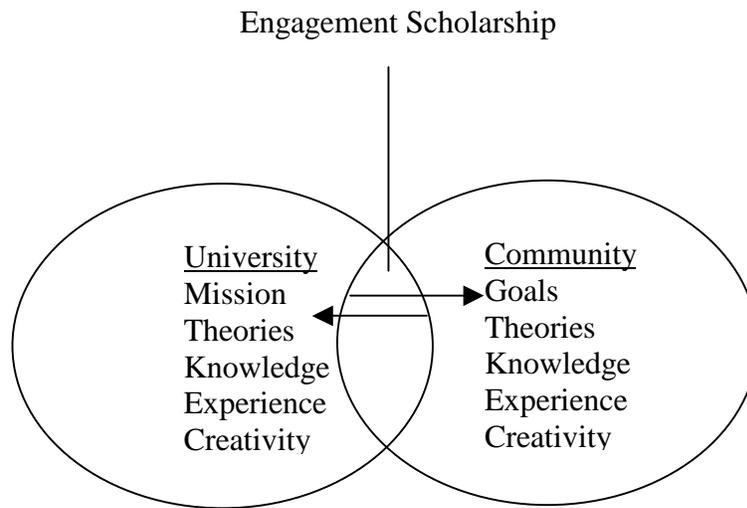
Figure 1.1. A model of university-community engagement scholarship.

enable high-quality outreach scholarship derived from this systems perspective to be pursued productively requires innovative methodology.  Such methods must be able to garner evidence that is both scientifically rigorous and persuasive to faculty culture and that is relevant and compelling to the communities with whom we collaborate. (p. 467)

Engagement is not a separate function from teaching, research, and service. It allows a linking or fusing between the three university missions.  It is part of the land-grant institution's obligation and is a part of the position-related responsibilities of faculty, staff, and students. However, all engagement is not scholarship.

University-community engagement scholarship is more than service conducted separately from the position-related responsibilities of faculty, as in the case of community volunteer service such as coaching soccer.  It is also more than university service on committees (Fear & Sandmann, 1995).

Engagement scholarship can include collaborations that have identified goals, appropriate methodology, adequate preparation, non-traditional forms of peer review (partners, interdisciplinary or multidisciplinary), a coherent report of impact/results, a process of dissemination (represented by the arrows flowing from both cultures in Figure 1.1) of work to peers and partners.  (Glassick, et al, 1997). It can appear in various forms from collaborations with community groups, organizations, businesses, and governmental agencies to technology-related learning. It is distinct from other forms of service because it involves learning that is reciprocal and mutually beneficial and it respects all involved in the collaboration.

This new scholarship paradigm will require new ways of thinking about faculty roles and rewards. If faculty members are being encouraged to conduct more engagement in the form of university-community collaborations, it is important that they know how

the scholarship that results from them will be evaluated in the promotion and tenure process.

## Statement of the Problem

Institutional leaders are being encouraged to demonstrate commitment to engagement in the form of university community collaborations by rewarding it as scholarship through their institution's promotion and tenure processes (Kellogg Commission, 1999). Although engagement scholarship is being encouraged, it is not, however, universally valued or recognized in the promotion and tenure process. This lack of recognition could be attributed to the fact that faculty members are not sure how administrators and peer reviewers perceive engagement scholarship and how these views will affect considerations for promotion and tenure. There is also uncertainty about what is considered quality engagement scholarship and the criteria by which it should be evaluated.

There is a tendency to only accept research in its traditional form as the norm for scholarship. This traditional view is so entrenched in institutional culture that it is difficult for the culture to change. Consequently, the goal of engagement is accepted in rhetoric only and institutions proceed with business as usual.

## Purpose of the Study

The purpose of this study was to describe the evaluation of university-community engagement scholarship through the college level promotion and tenure process at Southeastern University and to determine the value of faculty engagement as scholarship in the college. This study also examined useful criteria for judging such scholarship.

## Research Questions

The study examined the following research questions:

1. How is university-community engagement defined by administrators, promotion and tenure committee members, and faculty members in the College of Education at Southeastern University?

2. What processes are used by administrators, promotion and tenure committee members and faculty members for evaluating university-community engagement scholarship in the College of Education at Southeastern University?

3. What criteria would be helpful in evaluating engagement scholarship?

4. What comparative value is placed upon engagement scholarship by administrators, promotion and tenure committee members, and faculty members in the College of Education at Southeastern University?

## Significance of the Study

Recent inquiry elicited a limited amount of scholarly information relative to evaluating engagement activity in higher education. In addition, few integrative criteria were found against which engagement scholarship could be measured, therefore, this study was important to various members of academe.

1. This study provides faculty members, administrators, and promotion and tenure committees, with a description of criteria that is important in the evaluation of university-community engagement scholarship.

2. This study is important for departments interested in generating discussion about the meaning of engagement, resource allocation, assessment, and methods to reward engagement scholarship.

3. Faculty members who are interested in conducting engagement scholarship can use the criteria when planning and documenting their activities.

## Definition of Terms

Since there are different definitions used by various institutions, the following terms and definitions will apply to this study:

**Culture (Organizational)** is defined by Schein (1992) as a "pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 12).

**Engagement Scholarship** is the knowledge, discovery, integration, application, and teaching that results from university-community collaborations.

**Evaluation** is the determination of the value or worth of scholarly work.

**Land-Grant Institutions** are institutions of higher education that have been designated by their state legislatures or the U. S. Congress to receive the benefits of the first Morrill Act of 1862. (US Statutes at large, 503, 7 U.S.C., 30I et.seq.) or the second Morrill Act of 1890 (US Statutes at large, 417, 7 U.S.C.).

**Mission** is the statement of major organized work, service, or activity that is defined as the priority of the institution.

**Outreach** can be defined as the transfer of knowledge and experience between the university and external stakeholders through teaching, research, and technical assistance to positively affect societal and economic development issues (Southeastern University, 2000).

**Portfolios/Dossiers** document a faculty member's work philosophy, expectations, evidence of successful activity, and reflections (Centra, 1993).

**Public Service** is the practical application of knowledge accumulated through scholarly activity (Fear & Sandmann, 1995).

**Promotion** is the act of being raised in position or rank that is granted to faculty members with regular appointments who have demonstrated outstanding accomplishments in an appropriate combination of instructional, research, outreach (including Extension), and other professional activities (Office of the Provost, Southeastern University, 2000).

**Quality** is fitness for purpose (Gaither, 1998). Quality can result from meeting or exceeding the expectations of the institution's stakeholders (Fife & Janosik, 1999).

**Scholarship** is the qualities and activities of a scholar that involve knowledge discovery, integration, application, and teaching. Scholarship qualities can include characteristics such as integrity, persistence, creativity, and current knowledge in the field. It is "rooted in the ideas and methods of disciplines, professions, and interdisciplinary fields" (Hyman, D., Ayers, J. E., Cash, E. H., Fahnline, D. E., Gold, D. P., Gurgevich, E. A., Herrmann, R. O., Jurs, P. C., Roth, D. E., Swisher, J. D., Whittington, M. S., Wright, H. S., 2000).

**Socialization** is the learned experiences and behaviors of faculty members that teach them how to adapt and participate in the institutional culture.

**Standards** are a set of criteria against which something is judged.

**Tenure** is a status developed for the protection of the academic freedom of the teaching faculty in institutions of higher learning. Tenure is limited to full-time faculty members holding regular appointment in academic departments (Office of the Provost, Southeastern University, 2000).

**University Engagement** is redesigned teaching, research, and service functions that are productively involved with the communities universities serve.

Limitations

This research has several limitations. First, only a single institution and one college within that institution were included in the study. This institution was a Research I land-grant university. This study, therefore, can not be generalized to other populations. Second, only individuals who were associated with the promotion and tenure process within the College of Education were selected for interviews. There are many people within the other colleges at the university who have input into faculty evaluation who were not interviewed. These individuals may have offered a broader view of engagement scholarship at the university. Third, because the promotion and tenure process is confidential, some participants may not have been fully forthcoming with information. Respondents may have articulated support for engagement because they felt as if I was expecting them to do so, yielding a halo effect.

Another effect of interviews is that they solicited individual self-perceptions, which may not be entirely accurate. Even though member checking and data comparison were used, still some individuals may not have recalled events accurately. Finally, the study captures the perceptions of individuals at a specific point in time. Attitudes and beliefs change as time goes on and so do participants involved in the evaluation of engagement.

Assumptions

There are several assumptions that can be made regarding the study.

1. The university has written criteria that are used to evaluate faculty engagement scholarship and assumes that they are adequate. These are the official university guidelines for faculty activity reports and the promotion and tenure guidelines.

2.  Rewarding engagement as scholarship in higher education will demonstrate that it is valuable to the mission of the institution.

3. Identifying criteria from those who are being evaluated as well as those who are evaluating scholarly engagement is useful.

4. Examining the views and perceptions of key implementers can indicate if the campus culture fosters engagement.

Organization of the Study

This study is organized into five chapters.  Chapter One is the introduction and includes the purpose of the study, the problem, the research questions, the limitations, and assumptions.  The contextual framework is discussed as well.  Chapter Two summarizes the review of the literature.  Chapter Three includes the research methodology, information about the population, the instrument, data collection, and data analysis procedures.  The case study is presented in Chapter Four. The data are analyzed and the findings are reported in Chapter Five.  The conclusions, summary of the findings, and recommendations are discussed in Chapter Six.

# Chapter 2

# LITERATURE REVIEW

There is national conversation in higher education about evaluating university-community engagement as scholarship. Issues stemming from this discussion involve broadening the scope of what constitutes scholarship, institutional commitment to university-community engagement, and the criteria against which engagement should be measured. In this chapter, an overview of one traditional view of university scholarship and an overview of the history of the tenure process will be presented, followed by a summary of traditional methods for evaluating scholarship and an examination of an alternative approach for evaluating scholarly work. This chapter will also examine factors affecting how institutional culture can change to become more receptive to engagement. Finally selected literature relative to university-community engagement will be reviewed.

An Overview of A Traditional Perspective of University Scholarship

Early American institutions trained students for the ministry and provided them with a liberal education, which normally included the classical languages, philosophy, and the study of divinity (Geiger, 1999). College and its scholarly endeavors were for an elite few.

In 1862, President Lincoln signed into law the first land-grant act to provide practical education for the good of society. This land-grant act, better known as the Morrill Act was to "provide at least one college where the leading object [would] be without excluding other scientific and classical studies and including military tactics to teach such branches of learning as are related to agriculture and the mechanical arts…in order to promote liberal and practical education of the industrial classes in the several pursuits and professions in life" (Mawby, 1998, p. 368).

Almost 52 years later the Hatch Act was passed to support scientific agricultural research. With the passage of the Smith-Lever Act in 1914, public service became a

separate principle distinguishing it from the "service" to the public through on campus classes. Public service added the dimension of offering instructional programs to audiences external to the university campus. Agricultural research was extended to the public through the Extension Service (Mawby, 1998).

In the 1870s, the idea for a research university began in America with the establishment of Johns Hopkins University, "whose president believed that professors should be recruited, promoted, and granted tenure on the basis of their contributions to fundamental knowledge" (Schön, 1995, p. 28). The present university system began to evolve around 1890 as a result of major influences that took place at Harvard University. A mandatory curriculum and the requirement of the bachelor's degree emerged. Full-time learned professors, capable of scholarship, research, and advanced instruction, were appointed. These specialized university faculty members were supported by large numbers of undergraduates. These professors would also teach graduate students (Geiger, 1999).

Later in the 20th century, scholarly attention focused on issues related to home, family, schooling, and community life (Mawby, 1998). The service category over the years has been expanded to include many forms of outreach: university service, service to the profession, community service, consulting, and various forms of in-reach (Dill, 1986; Fear & Sandmann, 1995). As outreach began to take on many forms, it was not identified with any one discipline. Some scholars began to question the appropriateness of certain university service activities and their impact on the nature and integrity of the university as an institution (Bronnen, 1998). Consequently, service is seen as a controversial topic. It is often not viewed as scholarly by some institutions and is seen as an obligation too often accepted with reluctance (Mawby, 1998).

The research focus expanded during the 1950s, as the American government became concerned with issues of national security and guarding its position as a world military superpower. The government invested large amounts of public money into university basic research. As faculty engaged in more research, institutions gained

national reputations through the work of their scholars.  Scholars gained national status and found satisfaction in the rewards of research, such as promotion and tenure, later followed by salary increases (Walshok, 1995).  At many institutions today, the concept of research is used synonymously with scholarship.

<div align="center">Historical Overview of Tenure</div>

Tenure was originally conceived as a way to guarantee academic freedom for professors.  Early American educators who were trained in German universities were accustomed to the concept of Lehrfreiheit, freedom of inquiry and freedom to teach.  This new generation of faculty challenged many of the traditional norms once returning to teach in American institutions.  Some lost their jobs as a result of these challenges (Geiger, 1999).

In 1915, the American Association of University Professors (AAUP) issued a declaration of principles relative to academic freedom.  AAUP believed that institutions should tolerate a wide range of views by faculty on controversial topics and that those institutions that choose not to do so should be categorized as proprietary and should not be eligible for general public funds.  In 1940, AAUP along with the Association of American Colleges published a joint Statement of Principles on Academic Freedom and Tenure.  These statements declared that college professors should have academic freedom in research and publication, in classroom discussions when they speak or write as citizens, and freedom from institutional censorship or discipline (O'Neil, 1999; Tierney & Bensimon, 1996).

AAUP rules specify that a faculty member should have at least six years to earn tenure (Whicker, Kronenfeld, & Strickland, 1993).  "Once tenured that faculty member is eligible to participate in the tenure decisions of others" (Whicker, Kronenfeld, & Strickland, 1993, p. 17).

Promotion and tenure are rewards for which faculty strive. At some institutions, faculty members traditionally are hired to teach, but once hired, "they are promoted and

tenured for productivity in research and publications" (Arreola cited in Seldin, 1984, p. 79).  Awarding tenure in this manner creates a perception that teaching becomes less important. However, individuals could be excellent at conducting research, but poor teachers; therefore, it is the quality of the scholarship that should be of greatest importance when evaluating faculty productivity.  A brief examination of how quality of scholarship is evaluated in the university setting follows.

Evaluating Scholarship in the Promotion and Tenure Process

A process of evaluation is generally used to judge the work of scholars in higher education. Generally speaking, the purpose of evaluation is twofold: to provide information for decision-making and for accountability (Braskamp, Brandenburg, & Ory, 1984; Rothwell & Cookson, 1997; Stufflebeam, 1973).  The decision usually involves salary increases and the determination of tenure and academic promotion.

Accountability, however, can result through the enforcement of standards. Standards are criteria by which anything is judged.  Standards are important to institutions because they help insure accountability for all types of scholarship. Engagement scholarship should be evaluated as rigorously as research and rewarded based on the quality evidenced through standards.  Quality, however, is not necessarily the same thing as meeting high standards (Fife & Janosik, 1999). Quality has been defined as meeting or exceeding the expectations of the institution's stakeholders (Fife & Janosik, 1999; Gaither, 1998; Seymour, 1992).  The public, for example, may want quality and economic value from their institutions, but society may have a different idea than those inside of the academy about expected levels of quality (Moodie, 1986).

The development and use of standards can encourage discussion about what quality engagement scholarship means among administrators, faculty, staff, and university collaborators. In addition, in a quality management system, it is "the function of the administration to…foster improvement…by encouraging people to really understand the process in which they participate" (Seymour, 1992, p. 30).

<u>Quality</u>

Quality can also be viewed as recognition and reward (Seymour, 1992). Rewarding good efforts increases the chances that other good things will occur (Seymour, 1992). Commitment to principles of quality engagement scholarship can be reinforced through the use of recognition and reward.

Detecting quality in education is often arbitrary, subjective, and controversial. Judging quality, for example can be difficult, but it can be done (Moodie, 1986). Judging involves rules or standards based on the current state of knowledge. External rules or standards help individuals understand complex phenomenon. Individuals make judgements, order, categorize, and code based on their understanding of these rules (Walshok, 1995). For example at land-grant universities, promotion and tenure (P & T) guidelines usually contain general rules and standards by which to judge faculty performance in teaching, research, and outreach. Based on their understanding of these rules, the P & T committee members evaluate faculty dossiers for tenure and promotion.

There are many dimensions to the complex phenomena of quality in higher education. Often P & T committees do not have adequate criteria for evaluating quality engagement scholarship. Criteria can be designed based on general agreement about which dimensions are more or less important. This involves stating the characteristics of the object upon which judgement is being made such as "originality, depth of understanding, clarity, elegance, organization of material, and vigorous use of evidence and argument" (Moodie, 1986, p. 5).

To judge complex matters such as quality in higher education requires a recognizable degree of competence, knowledge, and integrity (Andrews, 1985; Bogue, 1998; Bortz, 1986; Moodie, 1986). "The shared views of informed judges when publicly stated and defended can provide a reasonably reliable index of quality" (Moodie, 1986, p. 5). Within universities, promotion and tenure committees are usually charged with the task of judging scholarly work.

Promotion and Tenure Committees

Promotion and tenure committees have the task of evaluating faculty dossiers for teaching, research, and service productivity. At many universities, promotion and tenure begin at the departmental level. A committee is usually composed of tenured faculty. The individual decisions of these committee members are usually kept secret. In many departments, tenure voting is done by secret ballots. "[Other] institutions may require that voting faculty members justify their decision in writing. The aim of this requirement is to [encourage] voting members to justify their decision by formal criteria. Usually these written justifications are not made public, either to the tenure candidate or to other department members. Thus, secrecy protects department members from public accountability for how they vote" (Whicker, Kronenfeld, & Strickland, 1993, p. 25).

Department chairpersons often review and send in, separately, recommendations pertaining to the faculty members' dossiers. Dossiers move from the department level to the school or college level, where faculty members from each of the departments make up the review committee. The third level typically involves the university committee review. This committee makes recommendations to the Provost or other chief academic officer. After the Provost conducts an independent review, the dossiers are sent to the President for a decision, which is usually accepted by the university's governing board (Bukalski, 1993).

Levels of review might seem complicated (Bukalski, 1993), but can help make the process more fair and credible (Braskamp et al., 1984). Through this process of evaluation and documentation of scholarship faculty members are recognized and rewarded (Adam & Roberts, 1993; Bortz, 1986) usually for teaching and research performance (Centra, 1993).

Peer Review

Peer review, which involves the shared views of experienced colleagues, is one of the most commonly accepted methods of evaluating quality in higher education (Bogue, 1998; Moodie, 1986; Sandmann, Foster-Fishman, Lloyd, Rauhe, & Rosaen, 2000, p. 5).

Peer review, however, may not look the same for evaluating engagement as it does for research and teaching (Sandmann et al., 2000) and may create special challenges for evaluation and documentation (Knox, 1998). In engaged systems, information pertaining to faculty engagement should be collected from many sources. According to Boyer (1996a), sources of evidence for assessment of faculty performance should include self-evaluation, peer-evaluation, student evaluation, and client evaluation. This kind of assessment offers valuable feedback. In addition, including client evaluation demonstrates the value of the partnership. The people closest to the activity being assessed are generally in the best position to supply relevant information (Aubrecht as cited in Seldin, 1984, p. 89).

Multidisciplinary teams, interdisciplinary teams, and teams that involve community representatives are examples of the kinds of approaches that may have to be built into the initial program design (Lerner & Simon, 1998; Sandmann et al., 2000). In addition, "nontraditional venues of presentation and publication may be needed" (Sandmann et al., 2000, p. 52). University P & T committee members should be educated as to the importance of input from these unique sources and consider using these kinds of representatives as a part of the P & T process.

Criteria

Institutions interested in evaluating and rewarding engagement scholarship may find that their current criteria are not adequate. Promotion and tenure guidelines for evaluating engagement scholarship among universities remain sketchy at best. Specific achievements required for success in each area of teaching, research, and service are usually vague. Standards of quality are often left to interpretation. "Quality becomes whatever a majority of voting tenured faculty members in a particular department at a particular time say it is. Formal criteria may focus on the quality of the research and the number of publications. Informal concerns include the impact of granting tenure on departmental interest groups (Whicker, Kronenfeld, Strickland, 1993, p. 26)." Shifting standards can cause candidates to be treated unequally and unfairly.

In addition, faculty members often do not know how to document engagement as scholarship. Traditional publication measures used for research usually required reporting only quantitative data. Quantifying university-community engagement is not easily done and in many cases, not appropriate; therefore, some scholars' work fail to be recognized (Glassick et al., 1997). Qualitative data can add more depth and understanding as to the quality of the work and rather it met the needs of the partners.

Table 2.1 is an example of traditional evaluation measures compiled from the literature for measuring teaching, research, and service. It is apparent from this table that traditional processes and criteria for evaluating research are not suitable for evaluating other forms of scholarship. The criteria listed for research are limited and vague. The evidence of scholarship for research requires mostly quantitative information. Institutions must "change the standards and review processes by which they evaluate scholarship for purposes of faculty retention, promotion, and tenure" (Glassick et al., 1997, p. 23). A review of the literature will clarify traditional approaches and alternative approaches for evaluating faculty performance.

Review of Selected Literature for Evaluating Faculty Performance

College faculty handbooks do not address appropriate measures to evaluate engagement scholarship. According to Glassick et al. (1997), "standards for teaching are institutionally defined and standards for outreach service are hardly given any guidance at all. This helps to perpetuate the hierarchy that research is more important" (p. 23). A review of selected literature adds more clarity relative to traditional approaches to evaluating faculty scholarship.

Evaluating Research

There have been significant increases in the importance placed on research and publication activities among professional associations (Seldin, 1984). In the academic life of public institutions today, research is the priority activity. There are commonly accepted norms (Boyer, 1996a) upon which it is judged for peer review and evaluation.

Table 2.1

<u>Traditional Activities & Criteria Compiled from Literature for Evaluating</u>
<u>Research, Teaching, and Service</u>

| Mission | Criteria | Evidence of Scholarship |
|---|---|---|
| **Teaching** | Faculty contribution to course and curriculum development<br>Good organization of subject matter & course<br>Effective communication<br>Knowledge of & enthusiasm for subject matter & teaching<br>Positive attitudes toward students<br>Interaction with students<br>Careful design of student assessment tasks<br>Fairness in examinations and grading<br>Flexibility in approaches to teaching<br>Opportunities for active learning<br>Appropriate student learning outcomes | Development of instructional material, courses, curricula<br>Student advising<br>List of awards<br>Textbooks<br>Articles<br>Convention presentations<br><br><u>Portfolios include:</u><br>Course syllabi<br>Student test scores<br>Laboratory workbooks<br>Essays<br>Course Examinations<br>Self-evaluations<br>Student ratings<br>Teaching philosophy<br>Grade distribution<br>Interviews w/current & former students<br>Notes from students<br>Statements from team teachers |
| **Research** | Statement of the problem & purpose<br>Appropriate methodology<br>Results & analysis | # of articles published in prestigious journals<br># of books authored<br># of conference presentations<br>Outside letters of recommendations<br>Citations to published works<br>Teaching |
| **Public Service** | | Member of industry advisory group<br>Improved professional practice activities<br>Interaction with other colleagues, public and private organizations, agencies, industry groups, and businesses<br>Identifying, analyzing, & solution of problems of citizens & governmental units<br>Preparation of reports for a government body |

Table 2.1, continued

<u>Traditional Activities & Criteria Compiled from Literature for Evaluating</u>

<u>Research, Teaching, and Service</u>

| Mission | Criteria | Evidence of Scholarship |
|---|---|---|
| **University Service** | | |
| | | Development of curricular materials |
| | | Serve on student committees participate in the formulation of department college, and university policies |
| | | Service in academic and student support units |
| | | International development |
| | | Organizer of seminar series |
| | | Reviewing or evaluating professional accomplishments of an individual or department within the university |
| | | Membership on search committees student advising - formal or informal |
| | | Representing the university at National and internal meetings |
| | | Coordinator of graduate program |
| **Professional Service** | | |
| | | Site visits for program evaluation |
| | | Service on accreditation teams |
| | | Editing professional and scientific journals |
| | | Reviewing manuscripts and other documents |
| | | Reviewing or evaluating the professional accomplishments of other individuals or organizations external to the university |
| **Community Service** | | |
| | | Significant participation in elementary or secondary curricular development |
| | | Requests to act as an expert witness, editor, or juror of works of art |
| | | Value of inventions, patents, or other creative products |

Research includes "rigorously controlled experimentation, statistical analysis of observed correlations of variables, or disinterested theoretical speculation" (Schön, 1995, p. 29). Measuring research performance has traditionally been done by counting the number of articles published in prestigious journals, books authored, and conference presentations (Bukalski, 1993). According to Creswell (1986) review committees have evaluated faculty scholarship based on their gut reaction. The implication is that there might be a difference between written criteria outlined in university promotion and tenure guidelines and the actual criteria that is used when evaluating scholarship.

One perspective of research evaluation by Dill (1986) is that an evaluation and reward system should be closely aligned with research values to help recruit faculty members oriented to research. According to this perspective, a research-oriented department will give more weight to outside letters of recommendation for the purposes of evaluation. Dill (1986) also believes that on-site visits should be encouraged where researchers participate in promotion and tenure reviews outside of their fields, "raise questions about personnel issues, offer different points of view...[and] act through discussion and gentle persuasion to integrate disparate cultures" (p. 19).

The traditional evaluation system maintains the hierarchical division that exists among many institutions. It does not take into account the non-traditional ways to document faculty performance which include a variety of conference paper presentations, citations to works in non-traditional publications, teaching, and application.

Evaluating Teaching

There are many tensions over the way the promotion and tenure process evaluates teaching. There are risks to promotion and tenure for faculty members who want to engage in teaching scholarship within many campus cultures (Hutchings & Shulman, 1999). Some faculty members believe that teaching should be more highly regarded than it is presently in the faculty reward system (Diamond & Adam, 1995). According to Weimer (1997), "if scholarly pedagogical work were counted" (p. 59), more impact on instructional practices would be observed.

There is increased interest among faculty and professional societies in sustained inquiry into teaching practices, student learning, and contributions to the practice beyond the classroom setting (Hutchings & Shulman, 1999).  A study of 1500 faculty members from institutions in the state of Virginia supported the issue of vigorously evaluating teaching (Survey Research Laboratory, 1991).

Various criteria have been suggested for evaluating teaching.  Centra et al. (1987) suggested evaluating characteristics of effective teaching using the measures of good organization of subject matter and course, effective communication, knowledge of and enthusiasm for the subject matter and teaching, positive attitudes toward students, fairness in examinations and grading, flexibility in approaches to teaching, and appropriate student learning outcomes. However, there are some challenges to evaluating teaching (Centra et al., 1987) which include:  (a) there is often conflict as to teaching's relationship to scholarship, (b) criteria for judging research is more clear-cut than for teaching, (c) criteria lack standardization, (d) current evaluation techniques do not adequately measure teaching excellence, and (e) there is often little communication between those who are doing the evaluation and those who are being evaluated.

A plan offered by Braskamp et al. (1984) addresses the concern about criteria. These suggestions include:  rating of instructor, rating of course, ratings of components of a course, course syllabi and materials, student performance, faculty contribution to course and curriculum development, advising, and awards.  Knapper (1997) suggests that knowledge about the quality of the interaction with students, opportunities for active learning, and careful design of student assessment tasks can provide guidance about how teaching should be rewarded.

The methodological approach for teaching is different than for research. Research methods that lead to statements of truth are often not appropriate for questions that attempt to describe phenomena that occur in classroom settings (Hutchings & Shulman, 1999). The recent use of portfolios of materials about the professor's teaching has offered

a more complete understanding of teaching (Centra, 1993). Portfolios can include notes of classroom observations, interviews with current and former students, course syllabi, examinations, self-evaluation, videos of classroom teaching, musical scores, recordings, paintings, test scores of students, laboratory workbooks, essays, and student ratings. Student evaluations have also been institutionalized and have been viewed as a valid method for judging faculty teaching (Bukalski, 1993).

This is different from the way scholarship has been evaluated in the past and is more legally defensible (Seldin, 1984). However, the Carnegie Foundation has collected some evidence that a wider range of criteria are needed by institutions, such as client or user evaluation of applied projects (Andrews, 1985).

Peer evaluators have often encouraged additional information such as samples of papers produced in the course, the faculty member's teaching philosophy, and grade distribution. Other items may include notes from students and statements from faculty who have team-taught a course, articles, convention presentations, textbooks, and other course material (Bukalski, 1993).

There are many approaches to evaluating teaching. Some are still more undervalued than for evaluating research (Bukalski, 1993). Additionally, none are as commonly accepted as those for research; and none have addressed in a coherent manner how all scholarship should be judged.

Evaluating Service

According to Bukalski (1993), service is seen as a cruel trap and for non-tenured faculty, should be virtually avoided because promotion and tenure committees will often disregard service accomplishments. However, land-grant institutions have unique service missions, usually through their extension services. According to the National Association of State University of Land Grant Colleges (NASULGC, 1999), more institutions are engaging in service and are attempting to evaluate outreach service as scholarship.

A Michigan State University Committee on Evaluating Outreach developed a matrix (see Table 2.2) that includes four dimensions of outreach quality that they believe are fundamental characteristics of any outreach project in higher education. These quality dimensions include the elements of significance, context, scholarship, and impact. These elements can be used as a starting point to evaluate the outreach contributions of individuals or units using both quantitative and qualitative indicators (MSU, 1996).

Significance examines how serious the issues are to the scholarly community, specific stakeholders, and the public (MSU, 1996). Goals of significance should be established up front to determine any relevant literature and appropriate methods for the project. The partners must attend to complex community settings and shifting needs within certain limits. More important questions may arise as the project develops. The aim is to maintain clear and significant goals (Sandmann et al., 2000).

Context examines the project's consistency with university and unit mission, the needs of the stakeholders, and the appropriateness of expertise, methodology, and resources. Reflection about the work as well as conversations with the community partner should give insight to disciplinary methods (MSU, 1996).

The scholarship dimension examines if the project promotes the generation, transmission, application, and utilization of knowledge. It allows for the utilization of experience from both the institution and the community (MSU, 1996).

There must be some results reported. The impact of the project is evaluated in terms of its affect on issues, individuals, and the community (MSU, 1996).

There are many challenges for measuring quality in outreach service scholarship. The problems must be identified. The goals must be defined. The approach to problem-solving and solutions must be relevant to both the community partners and university scholars (Sandmann et al., 2000). There must be an alignment of mission, priorities, and

Table 2.2

Sample Questions from the Michigan State University Outreach Evaluation Criteria

| Assessment Category | Assessment Questions |
| --- | --- |
| **Significance:** | How serious are the issues to the scholarly community, specific stakeholders, and the public?<br>Is the target audience at particular risk or open to new opportunity?<br>What social, economic, or human consequences could result from not addressing the issue?<br>What competing opportunities would be set aside by addressing this issue?<br>Have all stakeholders agreed that the goals and objectives are valuable?<br>If the goals are accomplished, will there be a significant consequence or impact? Will value be added? |
| **Context:** | To what extent is the project consistent with the university's/unit's mission?<br>To what extent is the project a high priority among the external stakeholders?<br>Does the plan recognize the relevance of ethical and professional standards for the initiative?<br>Does the project demonstrate sensitivity to diverse audiences and interests?<br>Is there an appropriate fit between the target audiences and the goals and objectives?<br>To what extent does the project fit with the individual's and units available expertise and research?<br>To what extent does the project utilize appropriate expertise among the stakeholders and/or external sources?<br>To what extent do all the stakeholders participate in planning, defining impacts, implementing, and assessing the project?<br>To what extent is communication and interaction open and multi-directional?<br>Does the nature of the collaboration lead to timely and effective decision-making?<br>What contribution does the collaboration make to capacity building and sustainability?<br>Is there an appropriate approach underlying the design?<br>Does the project utilize an appropriate methodology?<br>How does the project recognize and accommodate for the variety of learning styles, ways of decision-making and taking action, and education levels of the stakeholders?<br>Does the project have a comprehensive and informative evaluation plan?<br>Is there a plan to determine if the project/collaboration will/should continue?<br>Are available resources sufficient to the scope of the effort?<br>To what extent are multiple sources and types of resources being utilized?<br>Are the goals/objectives realistic considering the context and available resources? |
| **Scholarship:** | To what extent is the project shaped by knowledge that is up-to-date, cross-disciplinary, and appropriate to the issue?<br>Is knowledge in the community or among the stakeholders utilized?<br>To what extent is there an awareness of competing methodologies, replicable models, expertise, and/or writing related to the project?<br>How well are the project and its objectives defined?<br>Is the project design appropriate to the context and does it recognize the scope, complexity, and diversity? |

Table 2.2, continued

Sample Questions from the Michigan State University Outreach Evaluation Criteria

| Assessment Category | Assessment Questions |
|---|---|
| Scholarship: | To what extent is there innovation in the application of knowledge and methodologies? |
| | Is there new application of knowledge gained for use in specific settings? |
| | Does the plan include provision for ongoing documentation of activities, evaluation, and possible midstream modification? |
| | Does the project plan pose a new model or hypothesis in addressing the issues? |
| | Was new knowledge generated? |
| | Were unanticipated developments appropriately incorporated into the final interpretation of the results? |
| | Are the stakeholders and potential interest groups involved in understanding and interpreting the knowledge generated? |
| | Is the knowledge generated by the project available for dissemination, utilization, and possible replication? |
| | In what ways is the knowledge being recorded, recognized, and rewarded? |
| Impact: | |
| | To what extent were the project goals and objectives met? |
| | Did the products or deliverables meet the planning expectations? |
| | Were intended, unintended, and potential impacts documented and interpreted? |
| | Was that documentation rigorous, thorough, understandable, and defensible? |
| | Were stakeholders satisfied? Did they value the results and apply the knowledge? |
| | Is the project affecting public policy? Has it improved practice or advanced community knowledge? |
| | Do impacts have commercial, societal, or professional value? |
| | How effectively are the products or results reaching the intended audience? |
| | To what extent did the project build capacity for individuals, institutions, or social infrastructure? |
| | To what extent did the project develop mechanisms for sustainability? |
| | To what extent did the project leverage additional resources for any partners? |
| | To what extent were undesired dependencies eliminated? |
| | To what extent did the stakeholders come to understand and appreciate each other's values, intentions, concerns, and resource base? |
| | To what extent was mutual satisfaction derived from the project? |
| | To what extent did the project broaden access to the university? |
| | To what extent did the project broaden access to the community? |
| | How does the project offer new opportunities for student learning and professional staff development? |
| | How does the project lead to innovations in curriculum? |
| | How does the project inform other dimensions of the university mission? |
| | How does the project increase cross-disciplinary collaborations within the university? |
| | How does the project increase collaboration with other institutions? |
| | How does the project assist the unit's or faculty member's progress in developing outreach potential and in using that potential to improve the institution's operations and visibility? |

Note. From Michigan State University. (1996). Points of distinction: A guidebook for planning & evaluating quality outreach. Adapted with permission.

expectations at multiple levels, which is often labor and time-intensive. However, it will give clarity for documentation and for multiple levels of administrative review and evaluation. Institutions must be clear and specific about faculty time commitments to outreach. Appropriate channels of community publications should provide evaluative commentary about the effectiveness or success of the outreach efforts. Community-based scholarship is heavily process-descriptive, in contrast to the traditional reporting of research. Documentation may include failures, mistakes, and related lessons learned as part of the scholarly process. These are not usually done in traditional research scholarship. Finally, faculty must emphasize and present a clear theoretical rationale for their scholarly documentation. This rationale can become the basis for understanding the portfolio's descriptions of decisions, collaborations, adaptations/adjustments, and intended/unanticipated outcomes. Articulating a theoretical base for community work assists faculty in making a contribution to the knowledge base (Driscoll & Lynton, 1999).

Since outreach service often integrates teaching and research, it spans all forms of scholarship (MSU, 1996; Sandmann, 2000). Outreach scholarship can benefit by the application of an integrative engagement approach to evaluating scholarship.

An Alternative Approach for Evaluating Scholarship

University-community engagement scholarship is integrative scholarship. This scholarship integrates the interests of those external to the university with those inside of the university. University-community engagement scholarship can also span across the various forms and functions of scholarship - discovery, integration, application, and teaching.

Boyer (1996b) and his staff collected faculty handbooks, teacher evaluation forms, and comments from directors of scholarly presses to examine the criteria that were used in judging the merits of scholarship. They found common intellectual functions that appeared to link scholarship. A set of core standards later emerged that can be used to evaluate all forms of scholarship (Glassick et al., 1997). The standards are clarity of

goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (Glassick et al., 1997). These standards may be summarized as having the following characteristics:

1. Clear, realistic goals give definition to the project and define the scope of the project.

2. Adequate preparation demonstrates that the scholar has kept abreast of current issues, has mastered certain skills, and has determined appropriate and adequate resources for the project.

3. Appropriate methodology gives a project integrity and enables people to have confidence in it. The method must be appropriate to the project's goals.

4. Scholarship should be judged by its results. The project should be meeting its goals and contributing to the field or opening up other areas for further expansion.

5. It is important that colleagues as well as others beyond the campus are exposed to the work. Work that is presented to colleagues is work that is valued. This strengthens the sense of community. The work can be presented both in formal and less formal ways.

6. Reflective critique allows scholars to think about their work and to learn from the process. Reflective critique is evaluating what went wrong and right as a means of improving scholarship. According to Glassick et al., (1997) reflective critique "promotes intellectual engagement… and leads to better scholarship" ( p. 35).

These six functions can help identify scholarship at its most basic level. The advantage of this broader approach to assessment of scholarship is that there is less reliance on quantification (Glassick et al., 1997), it is more process-descriptive (Driscoll & Lynton, 1999), and it establishes a common foundation that links all scholarship.

The East/West Clearinghouse for the Scholarship of Engagement (2000) has adopted the standards offered by Glassick et al. (1997) and has established a national review process to judge scholarly portfolios submitted by faculty who are preparing for annual review, promotion, and tenure. The Clearinghouse (2000) supports universities that have achieved changes in their faculty reward system and will encourage other campuses that are contemplating such change. This peer review process can strengthen

and provide direction for engagement work just as it does other scholarly work (Sandmann et al., 2000).

However, the use of common standards of scholarship does not yield overwhelming agreement. Critics believe that an evaluation system based on new views of scholarship means treating all faculty members the same, without appreciation for underlying differences in institutional missions (Dill, 1986), differences among individuals and disciplines (Diamond, 1993), and differences in market value of faculty members' positions (Aubrecht cited in Seldin, 1984; Braskamp et al., 1984). These critics believe that standardized criteria for evaluation and rewards might promote equity, but will still mean different things to different units according to their underlying values and depending on the context in which the criteria are being applied.

Diamond (1993) suggests that colleges develop a list of indicators or options that are consistent with their missions and then demonstrate how they would meet those indicators. All evidence of performance, such as self-evaluations, student evaluations, colleague ratings of course material, and peer ratings of published works, should be valid and reliable (Diamond, 1993).

Departmental level and individual level involvement should be encouraged when establishing quality indicators (Segren, Creswell, & Wheeler, 1993). Each department has its own culture, its own expectations for performance, and its own ideas about the kind of work that is important. Guidelines that do not include the priorities of the people actually making the decisions are insufficient (Knox, 1998). The process of evaluating all aspects of a faculty member's performance should reflect the expectations of the department (Segren et al., 1993).

Glassick et al. (1997) have a somewhat different point of view. They believe that regardless of institutional mission and individual differences, the common assessment approach should respect the scholarship and rigorously evaluate it with expectations of excellence.

Recently, a model of university scholarship was developed at Pennsylvania State University explaining the relationship of scholarship to the teaching, research, and service missions of the university. The authors suggest that the most important assessment criteria for service should be recognizing the intent of the service activity, the documentation of its primary impact, and the use of the scholar to address issues and problems (Hyman et al., 2000). In addition, the authors suggest that service should not just be recognized for the creation of journal articles about service. The model (Hyman et al., 2000) emphasizes, however, that "insights discovered through service scholarship should be considered by faculty as opportunities to extend the knowledge base to others in the field as much as discovery research should eventually be tested in the world of action" (p. 34-35).

However, establishing a new name for university-community collaborations and different criteria to evaluate it does not always guarantee that engagement scholarship will be valued on university campuses. Some of the reasons for this are: (1) people may not feel that engagement relates to their work, (2) individuals may feel that it is inappropriate for the university to address societal problems through engagement, (3) and the differences in views that may exist between faculty members and administration might be reflected in university policies (Bukalski, 1993). The evaluation and recognition of engagement as scholarship through the promotion and tenure process of higher education, therefore, may require a change in the campus culture.

Implementing Change in the Campus Culture

Implementing change in the academic culture is "technically simple and socially complex" (Fullan & Stiegelbauer, 1991, p. 65). Faculty members work in complex social systems (educational institutions) that have shared senses of meaning (Fullan & Stiegelbauer, 1991). These social systems provide…"a framework of theory, values, and related technology which enable individuals to make sense of their lives" (Marris, 1975, p. 51). For example, if faculty have produced engagement scholarship in the form of publications, papers, and presentations, they may feel more comfortable reporting it for

evaluation as research rather than as outreach or engagement, because this is the way that it is expected to be done or because it will be more valued in the research section of the dossier. When P & T committees are faced with the matter of evaluating the dossiers of faculty members, they may overlook engagement scholarship components when reported under the outreach/engagement section because they expect all scholarship to be reported in the research section.

A change from the traditional mode of operation can represent a threat to the social system. When faced with change, members in the system may experience uncertainty and anxiety and tend to resist change (Klein, 1985). However, when change works, it can result in a feeling of mastery, accomplishment, and professional growth (Fullan & Stiegelbauer, 1991).

The major phases in the change process are initiation, implementation, continuation, and outcome (Fullan & Stiegelbauer, 1991; Marris, 1975). In the initiation phase, a person or group directs or promotes a change because it feels that the idea is better than a practice currently being used. The change might be internally or externally initiated. One of the most important methods that the institution's leadership can employ is to initiate change in the evaluation-reward process. Successful initiation will involve relevance, readiness, and resources (Fullan & Stiegelbauer, 1991).

Relevance is the clarity, need, and utility of the idea (Fullan & Stiegelbauer, 1991). The evaluation procedures need to be incorporated into the departmental and institutional policies for awarding promotion, tenure, and salary adjustments (Braskamp et al., 1984). Evaluation procedures should also be systematic, comprehensive, public, and flexible (Aubrecht cited in Seldin, 1984) enough for people to use.

People expect clarity about what they should do differently. It is important that people understand why the change is needed and how it will be helpful. Priorities for promotion and tenure should be clear (Creamer, 1998; Diamond & Adam, 1995; Seagren, et al., 1993; Tierney & Rhoads, 1994). Unclear and unspecified changes can cause much

anxiety and frustration to those trying to implement them (Fullan & Stiegelbauer, 1991, p. 70). Institutions need to develop and articulate clear missions and the standards against which scholarly activities will be measured (Cartwright, 1996). Established criteria should be consistent with institutional policies (Diamond, 1993).

Diamond (1993) recommends a process for change that integrates faculty rewards with institutional missions. The process includes: (a) the development of an institutional mission statement, (b) the development of departmental and divisional mission statements, (c) the development of promotion and tenure guidelines, and (d) institutional review and approval. The mission should be understood and accepted within the institution. The department and divisional missions should address institutional priorities. The departmental missions can include references to areas such as faculty roles and the kinds of activities that are considered appropriate for the department. Diamond (1993) suggests the development of "discipline-specific criteria and procedures for use in the promotion and tenure process" (p. 18). Finally, these departmental or divisional criteria and processes must be approved by the institution.

Another factor in successful initiation is readiness. Readiness involves the institution's "capacity to initiate, develop, or adopt a given innovation" (Fullan & Stiegelbauer, 1991, p. 63). Factors that affect the individual's readiness are the history and culture of the institution and the preparedness resulting from past successes and failures, important events, and critical decisions that still influence behavior (Nadler, 1998). When institutions make engagement their mission they signal its importance to the members of the organization. Subsequently, the institutional culture can change as a result of the engagement mission (Boyer, 1996b).

There must be a proper fit between the idea of engagement and the university's need for engagement before readiness is established. The change must fit within the values or culture of the institution (Nadler, 1998). For instance, the university in this study is a research-oriented institution, but at the same time it has a public service mission. There must be a shared sense of purpose concerning engagement. People must

be open to its importance.  They must not only hear the word "engagement," but have some direct experience with it. Engagement must be articulated throughout the campus. Political support for engagement must be broadened and techniques to dampen opposition to it must be used (Anderson & Cox, 1987).

Resources involve the support necessary to carry out the change.  Examples of resources include capital, people, knowledge, skills, and technology (Nadler, 1998). Equipment, facilities, materials, and supplies should also be available. Adequate preparation time, especially for complex innovations, is necessary (Fullan & Stiegelbauer, 1991). Extrinsic rewards have also been linked to the work faculty perform (Levin, 1991; Serow, Brawner, & Demery, 1999).  Rewards such as promotion, salary increases, and flexible work schedules should be considered.

The implementation phase usually involves the first experiences of attempting to use the new idea.  At this stage a system of variables interact to determine the success or failure of an innovation (Fullan & Stiegelbauer, 1991, p. 67).  Administrators could initiate change, but may not have an effective mechanism in place to attend to the development of the project; therefore, the adoption of the project becomes more important than its implementation.  In addition, there could be multiple numbers of innovations happening simultaneously within the institution.  Some on the campus may not be aware of the newly initiated change (Larson, 1997).  For example, some on campus may not be aware of the use of the term engagement and the changes in how it is to be evaluated. Appropriate follow-up at the individual or small group level can yield more desirable results. Implementation of new evaluation procedures for engagement scholarship by the university promotion and tenure process requires active initiation and participation, changes in behavior and beliefs, a sense of ownership, and pressure and support (Fullan & Stiegelbauer, 1991).

Leaders must facilitate the change process and promote a climate that is receptive to change (Fullan & Stiegelbauer, 1991) through pressure and support. "Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste

of resources" (Fullan & Stiegelbauer, 1991, p. 91).  Provosts, department heads, and other administrators can encourage faculty involvement in engagement scholarship.  For example, Provosts can initiate policy and provide financial support.  Department heads can assist in the evaluation process by having open formal and informal discussions about departmental values of engagement scholarship with newly hired faculty members.  Young scholars are socialized to the organization when they first enter the professorate (Tierney & Rhoads, 1994).  Through open discussions, leaders can demonstrate support for departmental values (Dalbey, 1999).  Consequently, new faculty will understand that engagement scholarship is valued by the institution (Diamond, 1993).

Deans are thought to have less influence than Department Heads and departmental colleagues when evaluating teaching (Hind et al., 1974; Seldin, 1984).  Faculty performance is not visible to administrators at this level, but administrators must learn how to legitimately evaluate all forms of scholarship (Schön, 1995) as they become a part of the community of inquiry for criticizing scholarship.

Evaluation, improvement, and development should be inseparable (Braskamp et al., 1984).  For the young scholar, this can be achieved through the mentoring process (Adam & Roberts, 1993).  Mentors might participate in classroom observations, talk with the scholar's clients, and review the scholar's publications.  Reviews of this nature should only take place in a trusting supportive climate (Boyer, 1996a).  According to Boyer (1996a) information collected for improvement should be given to the faculty member only.

During annual or mid-year reviews, the departmental administrator should provide feedback to the faculty member in a sensitive manner.  Feedback should include recommendations for improvement with timelines (Aleomoni cited in Seldin, 1984).  Comments can be submitted both orally and in writing (Tierney & Rhoads, 1994).

For more experienced faculty members, development programs can re-emphasize departmental values and can create dialogues about strategies to sustain and improve programs.  Development programs can introduce opportunities for engagement for both new and more experienced faculty members.  Discussions about engagement can include faculty, student, and staff capacity building, creative contracts, awards and incentives,

interdisciplinary and collaborative work, and creative opportunities for review of engagement scholarship. Boyer (1996a) describes this kind of review as "a culture of academic caring" (p. 12).

The work in which scholars engage is not only a function of extrinsic rewards and institutional mission, but also a function of abilities and personal choice (Antony, 1998; Roberts, Wergin, & Adam, 1993).  A change in campus culture can be fostered through faculty capacity building, which helps faculty see beyond their disciplinary-based perspectives.  Faculty members must see that they are part of a system that can link the institution's mission and departmental practices with university-community collaborations, engagement scholarship, and engagement theory and methodology. A conceptual framework for promoting a systems approach to engagement is shown in Figure 2.1.  It is adapted from Lerner and Simon's (1998a) change model for outreach scholarship.

In this systems approach to engagement, faculty members should be given opportunities to focus on different aspects of scholarship at different points in their careers.  Boyer (1990) suggested that faculty work under "creative contracts" that define their professional goals for a three-to-five-year period.  Under such an agreement, faculty members would have the option of shifting to another scholarly focus – if it fits with their university's mission and departmental goals.  New approaches may take sustained

**Environment**

**Community Culture**

**Campus Culture**

**Engagement Theory &  Methodology**

**Engagement Focused Mission & Resources**
Institutional Mission  Reflects Engagement
Engagement Focused Fundraising
Engagement-Focused Organizational
Planning (Interdisciplinary Teams involve
Community Clients)

**Engagement Scholarship**
Multi-disciplinary Review Teams established
Presentation of work at professional meetings
Peer-reviewed journal articles
New or revised curriculum
Student Theses/Dissertations
National & International Reviews of
Engagement Scholarship

**Engagement Practices At**
**Institutional & Departmental Levels**
Engagement guidelines established for faculty
recruitment & selection (Creative contracts offered)
Engagement explained to new faculty members
Faculty/Staff/Student Capacity Building
*Faculty seeking opportunities for collaboration
across disciplines and outside campus boundaries.
*Students involved in engagement scholarship
curriculum, service learning, and
community-based research
Engagement guidelines established & used in rewarding
promotion & tenure
University press communicates to the campus and community  publics

**University/Community Collaborations**
Interdisciplinary & Collaborative Work

Figure 2.1. A conceptual framework for promoting a systems approach to engagement

scholarship at a university.


Note. From Directions for the American outreach university in the twenty-first century. (p. 465),

by R. M. Lerner, and L. K. Simon, 1998, New York:  Garland.  Adapted with permission.

involvement in communities unlike some short-term approaches used in demonstration projects (Lerner & Simon, 1998a).

Faculty recruitment and selection should be engagement focused. Engagement experience should be considered when hiring new faculty and staff (Lerner & Simon 1998a; Ramaley, 2000) as part of the implementation phase.

Students must also be exposed to engagement scholarship through curriculum, service-learning, and community based research. Both the quality and quantity of engagement scholarship will increase as a consequence of these efforts (Lerner & Simon, 1998a). In addition, students who are trained in outreach and engagement methods while in graduate school are more likely to participate in engagement as faculty (Minish, Chafin, Peterson, & Kratzer, 2000).

Faculty, staff, and students must be given opportunities to learn about engagement through orientations and department and disciplinary discussions. Open discussions can improve the quality, evaluation, documentation, and recognition of engagement scholarship. Discussions can clarify norms of participation and enhance unit-level planning, resource allocation, and assessment (Michigan State University, 1996).

University policies and priorities should be engagement focused. Guidelines should be developed for funding, use of facilities, equipment, and space (Ramaley, 2000).

Teams of collaborators can begin to institutionalize and extend the diffusion of engagement over time. Teams can be composed of faculty, staff, students, and community collaborators. The University press should communicate engagement activity to campus and community publics. Internal and external support can be garnered through effective communication (Lerner & Simon, 1998).

The continuation phase involves the incorporation, institutionalization, or routinization of the change. The idea of engagement scholarship at this phase gets built

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into the system or is either disregarded. The need for continuation for engagement and engagement scholarship is noted by the Kellogg Commission (1999). The Commission noted several major issues that gives engagement prominence for the 21st century that include challenges to the relevancy of higher education, fluctuations in support of higher education, technological advances and intensified global competition. The Commission (1999) listed the following examples (p. 7-9):

1. More Americans live in suburbs than in cities. As a result of the migration from cities to suburbs, inner-city communities have collapsed and rural areas struggle to preserve economic and social vitality.

2. Minority populations have grown and diversified. Women and older age students are enrolling at college campuses in record numbers.

3. For land grant institutions, the political importance of rural issues for campus support has changed. There are intense debates about the relevance of traditional liberal arts and the utility of a traditional calendar, offered for the convenience of the "traditional student."

4. Trade negotiations evolve around issues of intellectual property. Because of the possible revenues involved there are policy and trade negotiations over who owns the rights to patents.

5. Computer and networking technologies are causing faculty members to change their emphasis from teachers to learners and from teaching to learning. Faculty members are serving as learning consultants to students and others in the community. Computer technology will allow the academy to serve people far beyond the campus boundaries.

6. Institutions will be called upon to be more efficient and effective. There is some pressure on universities for inter-nationalization. The implication is that students need to be trained to compete in a global society and that their research should not be restricted to local concerns, but have a global focus as well.

Twenty-first century American scholars will work under a broader definition of scholarship. They will be able to pursue different types of scholarship, collaborate with colleagues in other disciplines, move out of academe to work in the community, and then move back in to analyze and to share new knowledge (Cartwright, 1996).

Engagement, in the form of university-community collaborations, can effectively address the many issues that are relevant to families and communities. Through engagement there are benefits for all parties involved – the institution, the community, faculty members, and students. A number of financial and social resources may be accessible to the institution through community partnerships. There are also expanded opportunities for the academy to address K-Life education. With advances in technology, institutions are able to overcome many time and distance barriers and make new knowledge available to people whom have heretofore not been reached. Faculty members and students benefit as they gain access to research and new knowledge and broadened access to internships and various kinds of off-campus learning opportunities (Kellogg Commission, 1999).

Finally, as part of the change process, outcome refers to the degree of improvement. Innovations that require greater change can result in more thorough change because of the extra effort that the project requires or inspires. However, attempting too much can result in massive failure (Fullan & Stiegelbauer, 1991). In addition, since there are different contexts and people interacting, decision-making during the change process can be altered or modified at any time (Fullan & Stiegelbauer, 1991; Marris, 1975).

"Institutions will need better mechanisms for connecting new knowledge to large and diverse publics who can use and contribute to that knowledge" (Walshok, 1995, p. 12), but this change is a process that evolves over time. The time from initiation to continuation might be lengthy. If institutional leaders are serious about successfully involving their communities they must first have a larger sense of mission. Second, they must cultivate a climate in which university and community cultures communicate "creatively and continuously with each other" (Boyer, 1996b, p. 20), and third, they must demonstrate an appreciation for the diverse talents that professors bring to the institution that lead to scholarly engagement.

Review of Selected Studies

Recent studies (Darlington-Hope, 1999; Larson, 1997; Lerner & Simon, 1998) that dealt with the institutionalizing of outreach and engagement reveal that innovative attempts to broaden the definition of scholarship are likely to remain pilot efforts unless institutions foster campus climates that are receptive to change (Rodger's, 1995) and unless they have a process in place to insure successful implementation of the change.

Based on interviews with faculty, agency, staff, and community residents, one study noted that there must be cultural change and structural reform if change is to be institutionalized (Darlington-Hope, 1999). The researcher investigated role expectations in a university-community partnership that included two universities, two community social service agencies, and residents of two communities in Boston. The researcher found that expectations varied among the groups. Clearly defined expectations of faculty and their expectations of other members of the partnership contributed to dissatisfaction. Faculty eventually withdrew from the collaboration. The study (Darlington-Hope, 1999) found that for collaborations to be effective the members must make a long-term commitment to the cause and to each other, communicate expectations of participation, and utilize the skills of the faculty, which makes them feel valued. In addition, the researcher recommended both structural and cultural reform.

A study of organizational change (Larson, 1997) examined how two groups of faculty members responded to an outreach initiative promoted by the university compared to how an official outreach report recommended that they should or might respond. Some of the assertions made as a result of the study were that: (a) some faculty members may feel that the university is misdirected in its use of outreach to address social problems, (b) there is a threat to academic freedom when the university diverts its attention to economic interests of business, and (c) outreach, somehow, is not as important as other institutional missions.

Other studies examined the evaluation of engagement and outreach service. A study conducted at Ohio State University (Bruns, 1999) examined the value that faculty

placed on outreach, actions that impacted the importance of outreach, indicators of engagement, and characteristics of faculty. The researcher concluded that faculty characteristics had little association with value placed on outreach, but that scholarly impact, community assessment, and academy assessment were strong indicators of quality. The research also found that strategic planning and faculty support were perceived as having strong impact upon the importance of outreach. She concluded that faculty should be provided with resource support to impact the importance of outreach and engagement. The study identified a need to involve community members and members of the academy in assessing the quality of outreach and engagement (Bruns, 1999).

In a study involving seven mid-western universities (Knox, 1998), experienced reviewers were asked to evaluate fictional promotion and tenure packets and give comments on the use of 20 aspects in their decision-making. The reviewers rated outreach research, outreach teaching, outreach service, letter of appointment, and impact on the field as aspects most associated with their assessment. Average ratings were given to review letters and sample publications. The study concluded that assistant professors and their mentors should place more emphasis on activities that will be valued at the time when promotion and tenure decisions will be made. Indicators of high quality activity should be provided, including explanations about outreach research and its collaborative nature. A balance of high quality activity is more important than the proportion of outreach activities when considering promotion. It is important to assess perception, expectations, and actual past decisions of the promotion and tenure process and treat guidelines as tentative. Information in a promotion packet should include the expectations of the institution and examples of evidence of quality performance. There can be a discrepancy between the expectations of the university and the values of the reviewers. Institutions should use the many current resources that are available regarding promotion and tenure to guide development programs.

Another study (Antony, 1998) examined differences of productivity and use of time between tenured and non-tenured faculty. Samples were drawn from data used in a

1993 National Study of Post-secondary Faculty of 974 institutions and 31,354 faculty. The results indicated that tenured faculty were not less productive than their counterparts without tenure. Tenured faculty taught less but engaged in more service and administrative activity. Results also indicated that post-tenure review processes tend to "recognize the multidimensional nature of faculty work" (p. 1). In addition, the study suggested that non-traditional scholarly work "should be recognized as important in the tenure decision process" (Antony, 1998, p. 1).

A Pennsylvania State University study (Chang, 1998) examined outreach evaluation from the perspective of faculty. Survey responses of 588 faculty revealed that knowledge communicated effectively to appropriate audiences and being responsive to client needs were very important in outreach. Important stakeholders in evaluation were identified as students, participants, or clients. The study found that a variety of measures should be used for different forms of outreach and that stakeholders should be included in the evaluation of faculty outreach efforts.

Another study (O'Meara, 2000) examined four institutions that were identified by the American Association of Higher Education as exemplary for developing policies to evaluate service as scholarship (p. 316). Research was conducted to determine how colleges and universities develop policies to assess and reward service as scholarship, the academic culture that helps or hinders the process, how promotion and tenure committees apply new or amended policies to promotion and tenure decisions, and to understand the outcomes of the process for education faculty.

The findings from this study were that: (a) research culture, dissemination and implementation problems, faculty resistance, and novelty were elements that hindered the successful implementation of policies to assess service as scholarship and (b) effective policies were those that were comprehensive enough to help faculty know how to document and to help committees better assess service as scholarship. Criteria shared by the four institutions for judging service as scholarship were: (a) professional/academic

expertise, (b) peer review, (c) evidence of impact/effectiveness, (d) dissemination, originality and innovation, and (e) connection to teaching and research.

Outcomes of policy changes were: (a) a slight increase in faculty members' chances of achieving promotion and tenure, (b) improved documentation of service as scholarship, (c) increased faculty satisfaction with work and institution, (d) more or improved service, (e) a change in understanding service as scholarship, (f) an increase in funding, (g) positive public relations and prestige, (h) a strengthened service culture, (i) increased prevalence of mixed messages delivered to promotion and tenure candidates, and (j) some faculty resistance.

The researcher recommended that future studies might examine faculty and graduate student socialization processes that encourage or discourage faculty involvement with service as scholarship. She also recommended that more research be conducted on the development and implementation of policies to assess and reward service as scholarship because of the complexities that exist in the organizational change process.

Based on an extensive literature search, only a few recent studies have examined the perceptions of peer reviewers and administrators relative to the evaluation of engagement scholarship. There, also, are no commonly held criteria or standards for judging quality engagement scholarship at all institutions. One method of further examining these issues is to explore the evaluation process of college level promotion and tenure committees and the views of peer reviewers, administrators, and faculty members.

# Chapter 3

# METHODOLOGY

Chapter three details the methodology used in this study. A qualitative case study research method was employed. This section covers the rationale for selecting this research method. Sample selection techniques, methods of data collection, and methods of data analysis also are discussed.

## Researcher Stance

I approached this study through both personal and justice lenses (Glesne, 1999). From a personal perspective, I have more than 20 years of professional service with the Cooperative Extension Service and have been interested in the recent resurgence of public service in the form of university-community engagement and the calls for forms of faculty engagement to be recognized as scholarship. Extension Service programs have always been linked to university research. However, I was not sure how this research or other faculty engagement research was evaluated or valued.

From a justice lens, I explored possible theories and empirical generalizations in the literature to determine if there is evidence of university-community engagement being judged as scholarship. A justice lens encouraged a more balanced investigation of the case, as the focus of this study was on how the promotion and tenure process functions relative to evaluating engagement scholarship and the views of the people affected by that process.

I struggled somewhat with my role as a researcher. First, I found it troubling to substitute the fictional name of the institution for the real institution's name when citing references and when listing titles of documents in the reference section. I felt that I was not giving the institution fair recognition, but because of the sensitive and confidential nature of the promotion and tenure process, I felt that I would get more respondents and that they would be more forthcoming with their opinions; therefore, references cited are given pseudonyms. Second, I served throughout the time of my study, as the Graduate

Student Assembly representative on the Commission on Outreach at Southeastern University.  I was asked to serve on the subcommittee that was responsible for developing criteria by which faculty members could report and be recognized for their outreach work.  During a presentation to the Commission, I distributed a list of references that I collected during my literature review search that might have been helpful in learning more about evaluating outreach.  The chair of my sub-committee recommended that the committee members use one of these resources to develop our proposed evaluation criteria.  We developed a matrix that was submitted to the Commission during the time that I was still collecting data for my research.

I was keenly aware that biases could impact my research; consequently, I wrote memos in a journal to capture my thoughts and to track possible bias.  I tried to keep these thoughts focused on the literature as I proceeded to link the meanings given by the respondents, my own interpretation of those meanings, and how they connected to theory.

Rationale for Research Methodology

I wanted to gain a better perspective of the views of administrators, faculty, and promotion and tenure committee members, including the processes they experience when judging scholarly works of engagement and the meaning behind these processes. A qualitative case study research method (Patton, 1980) was used to describe the promotion and tenure process by which engagement scholarship is evaluated in the College of Education at Southeastern University.  A case study is a bounded or integrated system best used to access the thoughts, feelings, and desires of the subjects studied (Patton, 1980). In qualitative research an attempt is made to interpret "phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1994, p. 2) for the purpose of theory-building.

The questions addressed in this study were:

1.  How is engagement defined by faculty members, administrators, and college level promotion and tenure committee members at Southeastern University?

2.  What processes/procedures are used by faculty members, administrators, and college level promotion and tenure committees for evaluating engagement scholarship at Southeastern University?

3.  What criteria would be helpful in evaluating engagement scholarship?

4.  What comparative value is placed upon engagement scholarship by faculty members, administrators, and college level promotion and tenure committee members at Southeastern University?

The literature suggests that engagement scholarship will occur if two major factors are at work – a mission of serving the public (McGrath, 1999) and a campus culture that values engagement (Lerner & Simon, 1998).  The institution in this study is a land-grant university.  As a land-grant university, one of the missions of the institution is outreach service and the transfer of knowledge and experience between the university and external stakeholders.

The major focus for this study was on the latter component –the demonstration of the value that individuals place on engagement scholarship through evaluation conducted during the promotion and tenure process. I also wanted to know what processes were used by promotion and tenure committees in evaluating engagement scholarship.  By gathering perspectives of administrators, faculty, and promotion and tenure committee members, insights were gained regarding the value placed on engagement scholarship. It is anticipated that final analyses will make preliminary contributions to the development of engagement theory.

Sample Selection

Four purposeful sampling techniques were used in this study—typical case, convenience, criterion, and maximum variation sampling for small cases as defined by Patton (1990).  Purposeful sampling (Patton, 1990) allows the most to be learned from the sample selected about the issues that are central to the research. I chose to interview those administrators, college level promotion and tenure committee members, and faculty members who in some way contributed to or were affected by the promotion and tenure

process. These individuals were closest to the process and identified issues central to the research.

Typical Case

Typical sampling cases represent "average" examples. The study was conducted within the College of Education (CE) at Southeastern University, a Research I land-grant institution. A land-grant university was chosen because it is uniquely rooted in the service tradition. Land-grant institutions were established to provide practical educational choices to the public. They later began offering programs to audiences external to the university campus. The university, which enrolled about 25,000 students, was located in a rural mid-Atlantic state and is one of more than 70 land-grant universities.

According to Patton (1990) key informants or knowledgeable participants can identify what is typical. The Vice Provost for Outreach, Dr. Richards, identified Southeastern University as typical in its evaluation of service. However, he ranked the institution in the lower top third or top middle third of all universities in the country in how it demonstrates that it values engagement. In addition, the U. S. News and World Report (2000) ranked Southeastern University in the second tier of a total of 228 national universities based on 16 indicators of academic excellence in the year 2000. Universities that ranked in the first tier were rated the top 50 in the nation. Richards noted, "there is tremendous similarity …at least in my best guess, about top 50 outreach institutions and top 50 research institutions. I think, if I were making a list, that most of the institutions that are top 50 research also would be on my top 50 outreach institutions…Once again they are blending their mix [of research and outreach]; they feed off of each other."

Convenience Sampling

Convenience sampling usually takes less time, money, and effort (Patton, 1990). Southeastern University was not the most conveniently located land-grant university, but because I was familiar with the system and who to contact, this setting offered access to the most information in the least amount of time. In addition, I was familiar with the

attempts being made by the university to better recognize outreach and engagement efforts.

## Criterion Sampling

Criterion sampling involves selecting predetermined criteria that are of importance to the study. Criterion sampling was used in selecting individuals within the College of Education. First, the College of Education was chosen because according to a study by the United States Department of Education (1991) faculty in the discipline of education engaged in the greatest amount of service. The second criterion was that the University Provost, the Vice Provost for Outreach, the Dean of the CE, and the CE Department Heads, would have experience with the University's promotion and tenure process. This would allow the administrators to be able to speak knowledgeably about the promotion and tenure process. The University Provost, the Vice Provost for Outreach, and the Dean of the CE all have considerable knowledge in the field of outreach also. Two department heads who had been hired six months ago, were involved in the current round of promotion and tenure at Southeastern University. In addition, they were very involved with the evaluation of faculty through the Faculty Activity Report (FAR) process.

The criterion for the promotion and tenure committee members was that they served within the last two years. College level promotion and tenure committee members usually serve a term of two years at Southeastern University.

In an effort to control for atypical or extreme cases, only faculty members with 100% teaching appointments in the CE were included in the study. Faculty members with Extension appointments, for example, automatically have service as part of their job duties. These individuals represent atypical cases. The focus of this study was to try to understand the process of evaluating university-community engagement scholarship in a typical case.

<u>Maximum Variation</u>

Maximum variation allowed descriptions of major themes that cut across a number of categories of participants or program variations. In small samples this can be done by identifying diverse characteristics or criteria for constructing a sample.

A form of maximum variation sampling was used as described by Patton (1990) for small samples. Heterogeneous groups were suggested for small samples, therefore, both male and female administrators, faculty, promotion and tenure committee members, and tenured and non-tenured faculty members were asked to participate.

The University Provost develops the promotion and tenure guidelines and was helpful in clarifying his role relative to engagement and to the promotion and tenure process. The Dean of the CE was contacted to obtain the names of department heads and college level promotion and tenure committee members. Initially, the Dean felt that to identify the committee members might possibly be a breach of confidentiality. Consequently, my dissertation committee chair, who was also a member of the promotion and tenure committee, was given permission to ask the other promotion and tenure committee members to volunteer to participate in my study. I was informed that all agreed. Because my chair served on the college level promotion and tenure committee and was also the major professor guiding this research, he was excluded from the study.

Department heads were asked to identify faculty members with 100% teaching appointments from their departments. The faculty members interviewed were male and female, tenured and untenured. Because the four faculty members gave similar responses to the same questions, I felt that there was no need to proceed to interview additional faculty.

At Southeastern University, administrators had input into the evaluation process. Promotion and tenure committee members operationalized the process, and faculty members were evaluated by the process. Each group had unique perspectives to share.

In summary, I aimed to make the study as representative as possible by including maximum variation. I attempted to avoid researcher effects by explaining the interview process and what I would do with the information collected and by triangulating the data. If something looked plausible, I also checked for negative evidence or rival explanations. This was done by looking for data that were inconsistent with my conclusions. I was able to link my conclusions to constructs of emerging theory on outreach and engagement and theory on organizational change.

Methods of Data Collection

Methods of data collection included semi-structured interviews, the examination of dossier comment forms, and the examination of documents germane to the promotion and tenure process. When contacting individuals to participate in the study, I gave a brief introduction and description of the research and told how long the interview sessions were expected to last (see Appendix A for the Introduction Protocol for Participation). After my initial contact with the committee, one member decided not to participate. Two others decided not to participate after receiving the dossier. Altogether, 24 persons were contacted to participate in this study, and 21 actually agreed to participate.

Interviews

A semi-structured interview technique was used in this study. Interviewing is one of the most common qualitative research techniques. It was helpful in understanding the experiences of people and the meaning they made of those experiences (Seidman, 1998). In semi-structured interviews the questions are a mix of structured predetermined questions that are flexibly worded. This format allowed new ideas about a topic to emerge (Merriam, 1998).

Interview guides (Appendix B) were developed for use with the administrators (the University Provost, the CE Dean, the CE department heads, the Vice Provost for Outreach), the college level promotion and tenure committees, and the tenured and untenured faculty members. See Table 3.1 for a list of those interviewed. Parallel

questions were asked of each group. The interviews focused on the participants' perceptions of

engagement and engagement scholarship, how it was evaluated at the university, criteria that would be helpful for evaluating engagement scholarship, and the kinds of information that would be included in faculty dossiers to indicate quality engagement scholarship. The Provost, the CE Dean, the CE department heads, and the Outreach administrator from the CE were asked about the nature of their interaction with faculty and about their responsibility toward faculty relative to engagement and engagement scholarship. Faculty members were asked to comment on the nature of their interactions with administrators and about their responsibilities toward graduate students relative to engagement scholarship. To enhance the validity of the interviews (Newman & Benz, 1998), an expert in the field of outreach was asked to check the questions against the objectives in the study.

Upon gaining approval to conduct the interviews, the first stage of data collection began. All interviews were conducted one-on-one on the university campus, except one that was conducted by phone. This member of the promotion and tenure committee was out of town at the time of the interview. Interviews lasted approximately 30 to 40 minutes and were recorded using audiocassette tapes. I transcribed the data using a personal computer word program. The data were stored on floppy disks and kept on the hard drive with abbreviated names of the respondents as filenames. Other file names included "Coding" and "Data Source." Coding included the responses from all participants for each question. The Data Source file was used for storing my analyses, updates to my proposal, and for Figures and Tables. I made copies in print form of all data. All tapes were duplicated in case I needed back up copies.

Dossier

The CE promotion and tenure committee members and the college dean were asked to evaluate a fictional faculty member's dossier and render a judgement relative to promotion and tenure. The dossier was designed to appear marginal—substantial, but not

Table 3.1

Study Participants

| Participants | Criterion |
|---|---|
| **Department Heads (6)** | **Years served at Southeastern University** |
| Sullivan | 20 |
| Strauss | 19 |
| Hines | 3 |
| Mayberry | 2 |
| Gates | 6 months |
| Parks | 6 months |
| | |
| Other Administrators (3) | |
| Provost Barnes | 21 |
| VP-Engagement Richards | 10 |
| Dean Jenkins | 28 |
| | |
| P& T Committee Members (8) | Years at the University/Time Served on the College Promotion and Tenure (P & T) Committee/2 yrs.=1 term |
| Martin | 24 (served 1 term) |
| Greer | 23 (served 4 terms) |
| Lockhart | 15 (served 2 one-yr. terms.) |
| Taylor | 14 (served 4 terms) |
| Ballentine | 11 (served 1 ½ terms) |
| Daniels | 11 (served 1 ½  terms) |
| Kennedy | 10 (served 1 term) |
| Yumon | 9  (served 2 terms) |
| | |
| Faculty  (4) | Appointment/Tenure Status |
| Rosetti | 100% teaching/untenured female |
| Magi | 100% teaching/tenured male |
| Harris | 100% teaching/currently up for tenure female |
| Christopher | 100% teaching/tenured professor male |

too strong in either the teaching, research, or engagement area.  It was composed of aspects reported from the literature that were deemed important as well as information from actual dossiers from faculty at Southeastern and other universities.  The dossier was compiled using the current university promotion and tenure guidelines at Southeastern University. A copy of the university promotion and tenure guidelines was enclosed in the packet that was sent to the reviewers.

The committee members and the dean were asked to give a brief statement about how they came to their decisions. See Appendix C for the dossier packet which included the cover letter, Comment Form, and dossier. In addition, an interview was conducted with each of the committee members and with the Dean.  One interview was conducted with a promotion and tenure committee member prior to her completing the dossier as this was more convenient for her schedule.

Documentation

Policy papers identified as important by administrators and other relevant documents were examined. Documents such as the promotion and tenure guidelines for the year 2000, the university strategic plan, reports, and policy papers were obtained from the offices of the Provost and the Vice Provost for Outreach.  Other documents were found on the university web-site.  Table 3.2 lists the data sources used in this study. These documents provided descriptive information, verified emerging hypotheses, advanced new categories, offered historical understanding, and helped track change and development.  Documents are stable and objective sources of information.  (Merriam, 1998).

Methods of Analysis

This study utilized many components of trustworthiness to establish construct validity.  The components were:  (a) triangulation, (b) member checking, (c) documentation, (d) structural relationships, and (e) theoretical sampling, (f) applicability. The more validity components in a study, the more "truth value" it will have (Newman & Benz, 1998, p. 56).

Trustworthiness

If research methods are not legitimate or truthful, the outcomes are of no value. Even though there is no objective truth, I believe that there is a link between questions, methods, and truth value. The research questions guided the methods that were chosen for the study. The methods created the design of the study. Subsequently, the aim was that the outcomes of the study were believable based on the design of the study. All judgements were documented with evidence (Newman & Benz, 1998). The data were made available for examination by the dissertation committee members and, afterwards, available for public examination. Pseudonyms were used to protect the anonymity of individuals included in the study.

Triangulation

Many data sources were used — interviews, documents, and reflective statements relative to judging a faculty dossier— that formed the data triangulation to check for consistency of findings. The more sources used, the more likely the chance of getting a complete perception of the phenomenon (Newman & Benz, 1998). Triangulation added "methodological heterogeneity" (Patton, 1980, p. 109) to the study.

Member-Checking

Member-checking refers to the accuracy of the data (Newman & Benz, 1998). After interviews were conducted, participants were contacted to confirm the accuracy of the interpretation of the information collected. Contacts were made by phone, e-mail, fax, or by returning the transcript for review.

Structural Relationships

The interpretation of data and findings was made through the use of structural relationships (Newman & Benz, 1998). Examining various data sets and finding logical consistency between them offered more cohesiveness to the study.

Table 3.2

Data Sources and Procedures Used in the Study

| Data Sources | Procedures |
|---|---|
| Interviews | Interviews were conducted between 1/03/01 and 3/19/01. |
| Faculty | |
| Administrators | |
| College Level Promotion and Tenure Committee Members | |
| Document Review | Documents were collected between 12/15/00 and 3/16/01. |
| Evaluation, Promotion and Tenure Revised June 1988 from Faculty Handbook. Describes criteria and eligibility for tenure. | |
| The Evaluation of Faculty Effort in Extension and Service, 1989 | |
| Outreach at Southeastern:  Toward The Model Land Grant University of The 21$^{st}$ Century:  Final Report to the Provost, Task Force on University Outreach, July 1995 | |
| Fusing Outreach to the Fabric of Southeastern's Culture:  Final Report to the Provost, April 1996 | |
| Outlook on Outreach:  A Summary of the Final Report to the Provost, 1997:  Report of the Outreach Implementation Task Force | |
| Evaluation Procedures for Promotion and Tenure 1999 | Electronic copy of the faculty handbook. |

Table 3.2 continued

Data Sources Used and Procedures in the Study

| Data Sources | Procedures |
|---|---|
| Gateways to Opportunity: Toward the Model Land-Grant University of the New Millennium Academic Agenda | |
| Accomplishments 1998-99 & Revised Implementation Plan 1999-00 | |
| A Portrait of an Engaged Institution Vision Statement & Strategic Action Steps, 2000-2001 | |
| University Promotion and Tenure Guidelines 1991, 1993, 1998, 2000 | |
| Southeastern Outreach Website | |
| Dossier Comment Form | Off campus packets mailed on 2/08/01. All others were hand-delivered to campus offices on 2/09/01. Comment forms were collected during interviews conducted between 3/2/01 and 3/19/01. One form was returned by mail. |
| Member Checking | Phone calls, follow-up e-mails, and faxes. |

Theoretical Data Sampling

The theoretical data sampling technique was adapted from Glaser and Strauss'
(1967) theoretical sampling methods. I followed the data where they led in an attempt to
gain meaning and to explain that meaning. For example, as something new was
mentioned in the interviews, I questioned other participants about the same information.
This was the purpose of using semi-structured questions during interviews. Newman and
Benz (1998) called this "tentative explanations" theory.  "The sampling of data in
qualitative research is determined by the existing data.…such data sampling may provide
supportive and corroborative interpretations of initial emerging theory" (Newman &
Benz, 1998, p. 53).

Applicability/Transferability

Applicability (Newman & Benz, 1998) means that the reader can look at
the characteristics of the sample in this study and make logical judgments about whether
the sample is comparable to other samples.  If the samples are similar, the results of the
study can be applied to the similar sample.  The study does not generalize to other
settings.  In any natural setting it is difficult to replicate circumstances.  There are many
changes that can be due to effects, frequencies, and researcher differences.

Data were transcribed, coded, and categorized using content analysis (Merriam,
1998; Patton, 1990). To organize and manage the data, I began by electronically cutting
and pasting responses to my questions in each transcript and using these as headings. As I
typed, I highlighted in bold print, comments that I thought were consistent or inconsistent
with the literature or those that needed further probing.

Content analysis involved reading the transcripts, making notes, and
attaching them to the transcripts from the interviews conducted with each individual.
These notes or labels became ideas for categories. The initial categories were themes
developed by matching data to the constructs found in the literature (Strauss, 1987) such
as Mission, Communication/Interaction Among Respondents, Indicators of Quality, and
Peer Review. As I attempted to place my notes or labels within these general headings, I

found similar piles and dissimilar piles. These differences usually required a broader category. For example, Communication/Interaction was placed under the category of Procedures. The topics Peer Review and Indicators of Quality ended up in the category Criteria. Each of these categories had coded sub-categories. The subcategories were properties that described the major categories. A chart consisting of major coded sections with subsections, similar to a table of contents for quick reference was helpful in organizing the data. After more refining of these coded topics I assigned a name and a code that represented a major category. These categories eventually became the themes used in the case analysis.

In addition to transcripts, documents from Southeastern University were also a part of the case analysis. Documents helped to build the foundation of the case study along with an historical account from the Vice Provost for Outreach of the major changes that outreach has undergone at Southeastern University in the last 40 years. Documents were also helpful as a means of verifying information shared by the participants.

The case record contained edited and organized information that was used to construct the case study, such as preliminary themes with selected comments from the participants that I thought specifically addressed these themes. Other than the themes and comments, items in this file were the interview record and document descriptions. In addition, it was important to allow time for reflection after each interview. During this time, important notes were recorded, which also became a part of the case record.

Memo-writing (Glesne, 1999) and note jotting enabled me to capture thoughts as they occurred. I hand wrote memos on the printed form of my transcripts and wrote memos in a journal to remind me of probes to get more information and responses that needed clarification.

I designed a role-ordered matrix to display the perceptions and attitudes of the participants interviewed regarding the evaluation of engagement scholarship within the College of Education at Southeastern University. The matrix headings corresponded with

the research questions from the study.  The data entered in the cells summarized the responses given by each participant. Using the matrix, I was able to make comparisons and note relationships according to roles of the participants, such as faculty and administrators.  I was also able to note relationships within the various roles of the participants.  For example, I noted relationships among tenured and untenured faculty.

A conceptually clustered matrix was used to display empirical data that related by theme. A case dynamics matrix was used as an attempt to link consequential processes. Tables were used also to display frequency of responses to questions.  Counting the number of similar responses allowed me to visually see the differences and relationships among respondents and variables (Miles & Huberman, 1994).

An event network was helpful in displaying relationships among the respondents regarding the promotion and tenure process.  This network depicts the people within that process and the flow of major communication that affects the promotion and tenure process.

As a result, I was able to draw some conclusions as to how engagement scholarship was evaluated at Southeastern University.  The matrices and the network are displayed in the Case Analysis section in Chapter 5.

Analysis was conducted under careful supervision. The research committee chair and other committee members were kept updated through reports from my memos and analytic files or from face to face discussions. A file labeled "Comments" included items pertaining to my research with notes of progress made, problems encountered, and planned strategies (Glesne, 1999) that were discussed with committee members.

# Chapter 4

# CASE STUDY

This chapter is an examination of the official university policy regarding promotion and tenure at Southeastern University as documented in the university task force recommendations, strategic plans, and promotion and tenure guidelines.   Major changes in outreach that the university has undergone since 1989 to the present are noted.

Southeastern University is a Research I land-grant institution that has undergone some major reforms during the last decade. The following mission statement for Southeastern University can be found in the On-line Graduate Catalog (1999).

> To serve the (state), the nation, and the international community by generating and disseminating knowledge in the humanities, arts, social sciences, scientific, and professional disciplines through instruction, research, and extension…The university seeks to instill within each member of the university community an appreciation of the values and obligations of productive citizenship and the responsibilities of leadership while promoting personal and intellectual development. Its scholastic programs are accessible to all who demonstrate academic merit to gain entrance. To achieve this mission, as the university moves toward the year 2000, it will identify and build on strengths across the university, forge innovative and mutually productive relationships with industry and government, manage resources efficiently, and establish a clear identity as a forward-thinking, high-quality institution that systematically guides and evaluates its future.

The university uses the typical evaluation procedures, which include an annual faculty activity report (FAR) and a six-year faculty promotion and tenure review process. The faculty activity report allows faculty to report their accomplishments in Teaching and Advising; Research, Scholarly, and Creative Achievements; Outreach Professional Accomplishments; and Professional and University Service. The activity reports are the basis for merit salary adjustment determinations each year.

Faculty productivity at Southeastern University is evaluated by department heads who make judgements sometimes with or without additional faculty input. When asked about the current procedures for evaluating university community engagement scholarship in the department, one department head remarked that it is "pretty loosely defined campus-wide because the idea of outreach or community involvement is a pretty nebulous concept." According to another department head, "The truth is that most evaluation to some degree is subjective. You can make it appear unbelievably objective and give numbers for everything but…what you want to do with evaluation is at least identify what you value." To assist him in making his decision, he designed a merit evaluation form using input from faculty. " I basically want to look at this and get a general impression, and that general impression will allow me to give a score on 10 points for three different parts of one's work. This is a combination of several different peoples' approaches. But…I think that one of the issues that is real important in any evaluation is to be clear about what you are evaluating and how you are evaluating."

Evaluation for tenure-track faculty usually consists of a two-year, four-year, and six-year review. The sixth year is typically the year that faculty submit dossiers and other material for consideration for tenure. The major evaluation steps that the typical tenure track Assistant Professor experience are listed below:

1. Year 1 is a Faculty Activity Report.
2. Year 2 is a Faculty Activity Report and 2-year review.
3. Year 3 is a Faculty Activity Report.
4. Year 4 is a Faculty Activity Report and 4-year review.
5. Year 5 is a Faculty Activity Report.
6. Year 6 is a Faculty Activity Report and is the tenure review year.

When asked about the purpose for the tenure and promotion process, the college promotion and tenure committee members voiced similar perceptions. One committee member said that the purpose was "to recognize one's achievements over time by simply saying that you can have a job here as long as you are here or until you retire. It is a

sense of job security and sense of belonging and recognition by your peers that you have done good and therefore, now you are on a different level." Dr. Yumon, another committee member, said that the tenure process is to offer a lifelong contract.

> What you are looking at is a record that says that this person is going to continue to be a contributing member to the department and to the college and do the things that are going to be expected to help the college and the department to grow to maintain a reputation, students, and support. Promotion is a little bit different decision. It's more of a recognition of a certain level… a job advancement kind of a thing that you have done an amount of work at the associate level and you are kind of at a mid-career. You have done what's been expected of you or what's been asked of you of someone who has experience. At the full professor (level) you are looking more at national reputation and impact that this person has had on the field of study.

Promotion and tenure committees at the university have the task of judging faculty dossiers for promotion and tenure. This process begins at the department level, where a committee of tenured faculty members review the dossiers and send a recommendation to the department head. The department head also reviews the dossiers and sends a recommendation to the college level committee along with the committee's recommendation. In some departments, mentors are selected to guide the tenure candidate in preparing for the promotion and tenure process. These mentors are usually senior faculty who may review the dossier before it begins the official first step to the department level committee and department head.

The college level committee and the dean review the documents and make a recommendation separately. The dean then forwards a letter to the college level committee. A letter from the college level committee also goes to the university committee. This committee makes a recommendation to the provost. The recommendation of the provost goes to the president then to the Board of Visitors.

According to one tenured faculty member, Dr. Christopher, "You can remain an untenured assistant for six years and you must be promoted or let go with a year of grace. Once you are promoted and tenured to associate, you can spend the rest of your career quite honorably at that rank or you can throw your hat into the ring and go up for promotion for full. There is a nominal raise associated with each promotion level."

According to the 1998 Guidelines for Promotion and Tenure at Southeastern University, eligibility for tenure consideration is limited to full-time faculty members holding faculty appointments in academic departments. Promotion to a higher rank and appointment with tenure may be granted to faculty members who have demonstrated outstanding accomplishments in an appropriate combination of instructional, research, extension, and other professional activities. The promotion and tenure process is one of a number of changes that have occurred in outreach at the university over the last 40 years. A brief summary of these changes are presented in the following section.

Major Outreach Changes

From the late 1960s to about 1989, Southeastern University had a service or outreach program that spanned the total university, according to the Vice Provost for Outreach. It was called the Extension Division and was headed by a Dean of the Extension Division. That dean was eventually elevated to the position of Vice Provost of Extension. Around 1989, the Extension Division was split into the Cooperative Extension Service and Public Service. An Associate Dean directed the program and reported to the Dean of the College of Agriculture. Public Service was headed by a newly appointed Vice Provost for Public Service. Concerned about the role of outreach and service, the university provost appointed two committees to examine ways to improve the evaluation process and evaluation measures relative to two of the three missions of Southeastern University—teaching and service.

The Evaluation of University Teaching Examined

One committee, the Ad Hoc Committee on the Evaluation of Teaching, was appointed to recommend ways to improve the evaluation and measures of determining

effective teaching and advising and to review and recommend changes in the policies and procedures for evaluation relative to promotion in faculty rank as they appear in the Faculty Handbook. The committee acknowledged that there was a perception that effective teaching and public service were not receiving appropriate recognition in annual evaluation of faculty for merit adjustment of salaries or in the peer evaluation for promotion in rank.

Three of the recommendations from this committee were:

1. Each department should develop and submit a plan for evaluating teaching which clearly specifies the balance of the three university missions of teaching, research, and service. The plan should include student ratings as well as additional methods for evaluating instructional delivery, content mastery, and instructional design. The plan should be submitted through the office of the Dean to the Provost and revised periodically.

2. The use of "standardized" student rating forms should be an integral part of both the annual review process and the promotion and tenure process.

3. The University should provide additional faculty development opportunities and provide adequate resources for the Learning Resources Center to support these opportunities.

The Evaluation of University Outreach Examined

The second committee, for the Evaluation of Faculty Effort in Extension and Service, also encouraged better assessment and recognition of outreach within the University. The report indicated that faculty who conducted public service activities did not receive appropriate recognition relative to annual merit salary adjustment and appropriate appointments for promotion and tenure. The imbalance appeared to stem from a lack of confidence in the measures used to determine effectiveness in Extension and public service and the lack of emphasis placed on service in the last two decades.

These recommendations were based on a previous year survey that was mailed to 84 universities and colleges to examine the criteria used to determine the effectiveness of

service activities and to weigh the importance of various service activities in decisions on promotion and tenure. The results indicated that evaluation by peers appeared to be the most important measure for determining effectiveness. Input from clients was rated as less important. Respondents rated public service, community, university, and professional service activities lower than assigned Extension duties. Respondents felt that linking appropriate measures of performance to assigned service duties and articulating a clear definition of activities and expectations of faculty would be helpful. They recommended that the change originate at the department level. Some of the recommendations of the committee were:

1. The president and other administrative leaders should provide strong support in mission statements and in assisting faculty in articulating personal goals for service.

2. Definitions of service must be clearly defined and communicated through the system.

3. The policies and guidelines should be part of the institutional guidelines.

4. Someone with service experience should serve on each level of the college university promotion and tenure committees.

5. A committee should be formed by the Provost and the Faculty Senate President to review the current level of resources allocated to support faculty participation in university service.

6. The Provost should provide a process for the evaluation and the appropriate compensation of those involved in university service. The Commission on Faculty Affairs should be consulted. Restart resources should be made available from the departments and the colleges to those faculty members who are heavily involved in service but who decide to return to "conventional" faculty activities.

Reorganization of Outreach/Service

To simplify the budget process for state funding, a major reorganization occurred in the early 1990s, in which extension and research merged to become the Cooperative Extension and Agricultural Experiment Station Division. The Division again was represented throughout the total university. The terminology of public service was later

changed to university outreach. A Vice President for Outreach and International Programs was appointed to manage this division for the university.

A Task Force on University Outreach was created in 1994 to define, characterize, and describe outreach at the university, to articulate a future vision and mission statement for outreach for consideration, and to suggest options by which that vision could be realized, including organizational structure, program emphasis, resource generation and allocation, integration with academic units, and faculty rewards. The Task Force for University Outreach published a report, "Outreach at Southeastern: Toward the Model Land-Grant University of the 21st Century (1995)," that listed 14 recommendations, but more importantly they made the following declaration:

> Teaching not grounded in research and practice is hollow. Research not applied and transferred to real world problems is without value. And outreach not informed by research and pedagogy is ineffective. Upon the foundation of research-generated knowledge we build our excellence in educational instruction, and through outreach we apply this knowledge base and instructional expertise to serve external audiences. From the instruction and application of knowledge, we are given the opportunity to demonstrate, test, synthesize, integrate, and articulate knowledge in new ways; this teaching and outreach experience feeds back to pose new questions and refocus research efforts. Therefore, outreach is a critical form of scholarship of an effective university, especially a land-grant university. It is neither an after-thought nor an appendage, but must be an integral, integrated part of the university. And this integration should lead to a seamless relationship among outreach, research, and teaching. (p. 3)

One recommendation for getting faculty involved in outreach was that the university needed to: (a) articulate a clear statement that outreach activities are a critical, integral, and valued part of the university mission; (b) develop guidelines for evaluating outreach activities in promotion and tenure deliberations, (c) develop effective means of reporting outreach activities through faculty activity reports which can be aggregated at the departmental, college, and university levels; (d) develop indicators of outreach

performance and effectiveness that can be used to measure outreach success; and (e) expose faculty to outreach opportunities through orientation sessions and bus tours of the state.

An Outreach Implementation Task Force (OITF) was appointed in 1995 to review recommendations of the Task Force on University Outreach and design a workable plan for implementing a formal outreach effort at the university. The OITF published its final report in April 1996 called, "Fusing Outreach to the Fabric of Southeastern's Culture." In the report by the OITF, outreach was defined as "the transfer and exchange of knowledge and experience between the university and external audiences"(p. 5). Two recommendations relate specifically to outreach recognition and rewards. First, OITF recommended establishing a position of Vice Provost of Outreach to coordinate all credit and non-credit outreach activities and the promotion and marketing of outreach activities. Second, the group recommended the development of a cohesive, comprehensive outreach plan in each college that described the college's focus and specific actions, evaluation standards of quality, and productivity for outreach, including off-campus research. The committee's goals were to integrate outreach activities more fully into the mainstream of the university.

Many of the recommendations of the OITF became reality. There is a person with outreach responsibilities in every college within the university. Other units within University Outreach include the Division of Continuing Education, the Center for Organizational and Technological Advancement, Office of International Research Development, Public Service Programs, Marketing Research, and University Relations. These units "work with faculty to promote research dissemination, workforce development, job creation, economic development, and technology transfer" (Updating the University Strategic Plan 2001 Extension and Outreach, p. 1).

In 1997-98, the university's strategic directions were cited that included some of the new recommendations offered by the OITF. During this period, the promotion and tenure guidelines were revised aimed at strengthening the evaluation process for teaching

and outreach. The FAR guidelines changed as well.  It was interesting to hear one faculty member say, " I think [it is] sort of a plus that over the years I have seen the guidelines for promotion and tenure and the guidelines for the FAR becoming more alike.  Initially, they seemed to be almost different documents." This change can be attributed to movement by the university to improve its evaluation process.

In 1999, the Academic Agenda Accomplishments were published which included Strategic Direction 3.3, Outreach and Economic Development, that highlighted many engagement programs sponsored by the university.  In addition, the position of Vice Provost for Outreach was established.

In a publication, "A Portrait of an Engaged Institution: Vision Statement and Strategic Action Steps, 2000-01," the definition of outreach was expanded to "the transfer of knowledge and experience between the university and external stakeholders through teaching, research, and technical assistance to positively impact societal and economic development issues" (Southeastern University, 2000, p. 3). Outreach is described as a two-way process where the institution is an active partner sharing with external stakeholders.  "This sharing and listening process brings information and opportunities to our university—new research needs and funding for entrepreneurial ventures; student assistantships, internships, and placements; undergraduate and graduate curriculum development; funding for multidisciplinary workforce development initiatives; and the creation of jobs and economic wealth" (p. 3). This description of outreach as a two-way process between the university and external stakeholders comes closer to the definition of engagement.

The university features many engagement and outreach activities posted on the "Outreach" web-site. According to the Extension and Outreach web-site in the Updating The University Strategic Plan 2001, through the engagement process 782 programs were completed in collaboration with the colleges, 248 corporations were assisted, 44,284 adults were served during the past fiscal year, 1,051 faculty, 28 staff, and 609 students were involved. In terms of international outreach, the Office of International Research

and Development managed more than $23 million in contracts and grants in other countries. Specific examples of three levels of engagement include the creation and sustainability of external partnerships with 12 organizations through the Center for Organizational and Technological Advancement (COTA); MBA student teams working with a corporation to develop an export marketing plan; and university personnel staff meetings with the Departments of Rehabilitative Services and Social Services in an effort to increase community ties and opportunities for disadvantaged applicants.  It is apparent that university engagement and engagement scholarship happens at Southeastern University.  The question remains, how is this engagement scholarship evaluated?

In the current (2000) Guidelines for the University Promotion and Tenure Committee for Southeastern University it is suggested that quality be the primary consideration for those evaluating research.  Quality is defined in terms of the work's importance in the progress or redefinition of a field or discipline, the establishment of relationships among disciplines, the improvement of practitioner performance, or in terms of the creativity of the thought and methods behind it.  Original achievements in conceptual frameworks, conclusions, and methods should be regarded more highly than work making minor variations in or repeating familiar themes in the literature or the candidate's previous work.  According to the promotion and tenure guidelines, determination of excellence requires informed professional judgement. Relationships among various publications, exhibitions, and performances where redundancy or duplication appears to occur should be noted (Southeastern University, 2000).

For teaching, the Southeastern University Promotion and Tenure guidelines recommended that faculty members evaluating candidates should give special consideration to quantitative and qualitative measures of teaching effectiveness.  They were also referred to additional guidelines that were listed in the Final Report of the University Ad Hoc Committee on the Evaluation of Teaching.  Noting that teaching encompassed the categories of content expertise, instructional delivery skills, and instructional design skills, the committee felt that peers could evaluate nine criteria of teaching effectiveness: mastery of course content, selection of course content, course

organization, appropriateness of course objectives, appropriateness of instructional materials, application of appropriate methodology for teaching specific content area, commitment to teaching and concern for student learning, student achievement, and support of departmental instructional efforts (Southeastern University, 1989).

An examination of Southeastern University's promotion and tenure documents indicate that the university made special efforts to recognize outreach and engagement work of faculty in 2000. Dr. Richards, the Vice Provost for Outreach, explained the importance of evaluating engagement. He said, "If we as an institution believe that outreach is in fact one of the three missions of the university, if it is not reflected in the P & T documents then its obviously not sincerely felt." Prior to the year 2000, the Promotion and Tenure guidelines, contained a section titled, Public Service, Extension, and Professional Accomplishments. Subcategories under this section were Public Service/Extension, International Development, and Professional and University Service. In the year 2000, the title of the section changed to Outreach Professional Accomplishments, with subcategories of Outreach and International Outreach Activities. Professional and University Service was added as a separate section.

According to the Vice President for Outreach, when guidelines are updated the Outreach Council (the associate deans in the academic colleges) is the driving force behind changes in the promotion and tenure documents. The Commission on Outreach (a part of the governance system) endorsed the recent guidelines that reflected changes in the outreach section. The University Committee on promotion and tenure actually approved the changes. The committee is chaired by the provost, and is composed of the academic deans and representatives from the colleges. These new guidelines were used in the promotion and tenure cycle that is just concluding at Southeastern University. (See Appendix D for a summary timeline of the major changes that occurred in outreach at the university.)

Outreach includes continuing education, community and economic development, cooperative extension, and other programs that extend the knowledge and expertise of

faculty for the direct benefit of society. In judging outreach, faculty members are expected to make their professional knowledge and skills broadly available to society. Outreach must be grounded in university programs. According to the university promotion and tenure guidelines, the demonstration of quality and effectiveness through qualified peer review, client evaluations, reviews of published materials, conference and workshop assessments, and letters from committee chairs are important. Those involved in assessment might include department or university colleagues, peers at other institutions, and individuals representing organizations.

The promotion and tenure guidelines included various kinds of service activities for Professional and University service. Examples listed were service to one's profession or field, service to department, college or the university, and service to students.

Southeastern University also requests a resume, recommendation statements from the dean, a statement from the college committee, a statement from the department head, chair, or division director, a statement by the department or division promotion and tenure committee, statements from other units for faculty with joint appointments or other formal interaction, statements from leaders of interdisciplinary or multidisciplinary teams, and letters from outside reviewers. The candidate's statement is requested which provides an assessment of his or her achievements in teaching, research, and outreach. See Table 4.1 for the current list of criteria used by Southeastern University for evaluating faculty work for promotion and tenure.

The current university strategic planning committee is working to update the university plan. The committee reports in its new plan that the university will be positioned as the leading provider of outreach services in the state by reconceptualizing and restructuring the service component of its land-grant mission. At the same time, the university president has announced a new goal that the university will rank among the top 30 research universities in the nation. These two goals are not necessarily competing goals, but if the outreach goal is not being emphasized by the president, the research goal

Table 4.1

Evaluation Measures for Faculty Promotion and Tenure Used at Southeastern University

| Scholarly Work | Criteria | Activities |
|---|---|---|
| **Teaching/Advising** | | |
| | Importance of work in the field | Teaching |
| | List of courses taught | Academic advising |
| | The establishment of relationships | Graduate & undergraduate projects |
| | among disciplines | Awards |
| | Improved practice/performance | Develop courses, curriculum |
| | Originality of work | |
| | Theses, dissertations, other graduate | |
| | degree projects, major undergraduate | |
| | research projects, and honors theses | |
| | directed | |
| | Current positions held by the | |
| | candidate's masters and doctoral | |
| | recipients | |
| | Special achievements of former | |
| | undergraduate and graduate students | |
| | Academic advising responsibilities | |
| | Course, curriculum, and program | |
| | development | |
| | Student evaluations | |
| | Peer evaluations | |
| | Alumni evaluations | |
| | Recognition and rewards for teaching | |
| | or advising effectiveness | |
| | Long-term effect of faculty member on | |
| | the personal and professional success | |
| | of students | |
| | International recognition and awards | |
| **Research, Scholarly, and Creative Achievements** | Research and scholarly publications | |
| | Books or monographs authored | |
| | Book chapters | |
| | Books edited | |
| | Textbooks authored | |
| | Textbooks edited | |
| | Papers in refereed journals | |
| | Papers in refereed conference | |
| | proceedings | |
| | Prefaces, introductions, catalogue | |
| | statements | |
| | Papers presented at professional | |
| | meetings/ | |
| | Other papers and reports | |
| | Translations | |
| | Abstracts | |
| | Reviews | |

Table 4.1 continued

<u>Evaluation Measures for Faculty Promotion and Tenure Used at Southeastern University</u>

| Scholarly Work | Criteria | Activities |
| --- | --- | --- |
| **Research, Scholarly, and Creative Achievements** | Sponsored research and other grant applications and awards<br>Creative publications, performances, exhibitions, compositions<br>Novels and books<br>Poems, plays, essays, musical scores<br>Performances, productions, films, videos, and exhibitions<br>Competitions and commissions<br>Grant applications and awards<br>Awards, prizes, and recognition<br>Editorships, curatorships, etc.<br>Journals or other learned publications<br>Editorial boards<br>Exhibitions, performances, and displays<br>Software and patents<br>Awards and recognition<br>International research collaborations | |
| **Service/Outreach Professional Accomplishments** | | |
| Outreach | Professor's knowledge made available to external audiences<br>Activities grounded in university programs<br>Professional achievements in program development and implementation<br>An account of the candidate's specific outreach responsibilities<br>Outreach publications, including numbered extension publications, trade journals, newsletters, other papers, web sites, refereed journals, multimedia items<br>Results of participant and/or peer evaluations concerning the significance and impact of programs<br>Recognitions and awards for outreach effectiveness<br>Other assigned outreach or extension activities | |
| International Outreach Activities | | |

Table 4.1 continued

Evaluation Measures for Faculty Promotion and Tenure Used at Southeastern University

| Scholarly Work | Criteria | Activities |
|---|---|---|
| **Professional and University Service** | | Service as an officer of an academic or professional association |
| | | Other service to one's profession or field |
| | | Meetings, panels, workshops, etc., led or organized |
| | | Manuscripts and grant proposals reviewed for presses, journals, and funding agencies |
| | | Department, college, and university service |
| | | Service to students-involvement in co-curricular activities, advising student organizations |
| **Other Pertinent Activities** Work currently submitted and being reviewed or "work in progress." | | |

Note. From Southeastern University Guidelines for Promotion and Tenure, Revised 5/03/00

might get more attention.  According to Fullan and Stiegelbauer (1991), leaders must show commitment to and promote a climate that is receptive to the new idea.

Chapter 5

FINDINGS

The purpose of this chapter is to explain and clarify the perspectives obtained from the various data sources. First, university documents were examined. Documents gave insight into efforts to evaluate engagement throughout the last two decades. Second, informative responses from interviews were recorded regarding the participants' definition of engagement and engagement scholarship, processes and procedures for evaluating engagement scholarship, the nature of interaction between faculty members and department heads and between department heads, faculty, and other administrators. Responses were noted of any interaction mentioned by participants with students regarding engagement scholarship. I also examined responses of promotion and tenure committee members regarding input they received relative to the evaluation of faculty dossiers.

Next, I recorded the responses of participants regarding criteria that would be helpful in judging engagement scholarship. Comment forms from the promotion and tenure committee members were analyzed in this section as well. Participants' perceptions of the value of engagement scholarship at the university are noted, followed by some underlying factors that appear to impact university community engagement at Southeastern University.

Interview responses from faculty, administrators, and university promotion and tenure committee members were summarized in a role-ordered matrix (See Table 5.1); then analyzed. The matrix headings corresponded to the research questions in the study. A comparison of perspectives of people who have different points of view were made to understand when and why there were differences (Patton, 1980). I chose to summarize comments according to the extent of agreement or disagreement among respondents and by the intensity of their statements based on answers to the interview questions. If respondents gave an analogy or used metaphors, these words or phrases were used in the text. Interview responses were compared to evidence found in university documents. For

Table 5.1

Perceptions and Opinions of Evaluation of Engagement Scholarship within the College of Education at Southeastern University by Roles

| Respondents | Definitions | | Engagement Focused Processes | | Value Perceptions |
|---|---|---|---|---|---|
| | Engagement | Engagement Scholarship | Nature of interaction with others about Engagement | Suggested Criteria for Engagement Scholarship | |
| **(Faculty)** Rosetti (untenured) 100% teaching | Reaching out to community or faculty | Creativity, usefulness, addressing national needs. Reach, response | (FA) Upper level administrators encourage it during faculty orientations, Sr. faculty members and Department Heads discouraged engagement for untenured faculty (FS) Show by example and encourage student involvement | Number of people reached, Continuation of project. Not clear on how its evaluated. | Not highly valued at the department level. A demarcation between the pure vs. applied scientists Evaluated on. research and publications |
| Harris (up for tenure) 100% teaching | Translate research into useful tools, Building bridges between the university and the community | What Extension Agents do, developing useful tools; Publishing journal articles not that applicable to agents. | (FA) As an untenured professor, don't get overly committed. Engagement encouraged by the Dean and the Provost in faculty orientation. During meetings about faculty activity reports, it is not stressed. (FS) Encourage students who have the skills to do engagement. | Has not figured out how to evaluate it; Needs identified, usefulness, how well faculty worked with people, impact, outcomes; how well the process was carried out and responded to the needs; some mutually agreed upon method of evaluating. Should be evaluated by the participants. | Research is 1$^{st}$, Teaching is 2$^{nd}$, Outreach is 3$^{rd}$ Not encouraged or reinforced for doing outreach/ Engagement |
| Magi (tenured Associate) 100% teaching | Collaboration – common goals, common activities | Outreach not synonymous with scholarship, unless you make them so. Create opportunities to merge the university missions in a more seamless way | (FA) Understands that it is nice to do but is not a priority. Not expected to be a part of your evaluation. (FS) Show students how it can be a part of research and teaching. You choose to make evaluation what it is. | Evaluation needed: student and program; Revenue bearing, all parties learned, cost-effectiveness, feasibility of doing the project, identify goals, fulfillment of responsibility, learning that helped for future activity, reflection | Valued for public relations purposes, economic benefit, prestigious connections. Expected more for tenured faculty. |
| Christopher (full professor) 100% teaching | DK | Bringing faculty expertise and scholarship to the public good. | (FA) Department head explains that it is part of the faculty activity report (FS) Involve students in consulting projects | Must view the whole picture; its part of a package. How satisfied were the clients. Engagement is very subjective and nebulous. | Grants, refereed publications with engagement is valued. Top 30 goal will devalue engagement. |

Table 5.1continued

Perceptions and Opinions of Evaluation of Engagement Scholarship within the College of Education at Southeastern University by Roles

| Respondents | Definitions | | Engagement Focused Processes | | Value Perceptions |
| --- | --- | --- | --- | --- | --- |
| | Engagement | Engagement Scholarship | Nature of interaction with others about Engagement | Suggested Criteria for Engagement Scholarship | |
| **Administrator (Department Heads)**<br><br>Strauss | Community-involved | Extension Agents produce; regular faculty do service. Inform or impact the public debate | (AF) Discusses with faculty the faculty activity report, Feels an ethical obligation to discuss the rules of research=tenure, teaching is expected, outside service/engagement is not expected when untenured. | Publications, grants, contracts; collected data, wrote and published article, refereed journal, cited by others; merge expertise and scholarship | Research I institution ratings are important, Does not feel it is valued highly in university central administration; Value demonstrated by professors who are awarded UDP |
| Hines | Beyond teaching and research. (Ex. coaching youth soccer) | Not the goal; it's simply serving. Responsibility of faculty; interaction , not with peers or students, but with community (ex. Summer lecture series at the YMCA) | (AF) Meets with faculty and discusses faculty activity report | Impossible to evaluate; can't attach a value or price tag; how much time the faculty commits | Research I institution, focus on scholarly research; students expect it as paying customers; teaching is $2^{nd}$, service is $3^{rd}$ |
| Sullivan | Covers teaching, doing research, providing service to agencies | Specially designed scholarship; define a question, collect data or generalizing from common experiences, or an accumulation of wisdom that comes from experience | (AF) To make judgements about directions and resources we need to pursue; expected more of untenured faculty. | Quality and quantity. The way the work is planned and developed, thought and effort in the project, the result, kind of outcomes produced | Valued relative to what, how much relative to what. It's a blending across the university missions. |
| Mayberry | A public service role; faculty engaged outside the university community | Regular faculty producing publications and grants; Extension agents' bulletins | (AF) Discuss annual reviews with faculty, Needs to hear from the P & T process as to what is important. (AS) Give students opportunities to engage in research (Ex. consulting group projects) | Grants, publications that are reviewed, membership and presidency of national organizations; Difficult to evaluate. | We have a responsibility to do it, normally done by the Extension Division. College level P & T would not encourage untenured faculty to be highly involved. |
| Parks | University responds to community needs and is also helped | The application of theory and research back to the real world. | (AF) Developed criteria for the faculty activity report to let faculty know what is valued; celebrates faculty accomplishments. | External review, impact, number of people reached, published article, quality. Most evaluation is subjective. | It rounds out your vita and annual report to give presentations and to consult, but grants and publications are most important. |

Table 5.1 continued

<u>Perceptions and Opinions of Evaluation of Engagement Scholarship within the College of Education at Southeastern University by Roles</u>

| Respondents | Definitions | | Engagement Focused Processes | | Value Perceptions |
|---|---|---|---|---|---|
| | Engagement | Engagement Scholarship | Nature of interaction with others about Engagement | Suggested Criteria for Engagement Scholarship | |
| **Administrator-(Department Heads)**<br><br>Gates | Community support/serving-from research, teaching, extension | Everything that happens under the umbrella of the institution | (AF) Insures that information gets disseminated to faculty. Is a cheerleader, moves obstacles, and provides support for faculty. Faculty expected to participate | Impact, benefit, service, use on targeted audience; number of people; Interpret results in lay language, journal article like Extension; Evaluation procedures are loosely defined. | Faculty are expected to seek out opportunities for engagement. It is part of assessment and is something that is rewarded. |
| **(Dean)**<br>Jenkins | Beyond teaching and research; extending knowledge gained through teaching and research to the world | Taking expertise and making it applicable to further our needs. | (AF) Considered strongly in faculty activity reports; Reports to stakeholders the impact made by the college, responsible for maintaining a balance; (AS) Makes sure engagement opportunities are available to students | Quality, quantity, how often, impact on audience and local, state, and federal policy (impact would require subjective judgement) | It is a builder of political base. Not sure how the expectation of service will fit in with the top 30 research goal. |
| **(VP-Outreach)**<br>Richards | Engaging the community in a two-way process, where the community and the university benefits | It is part of the scholarly program of the university; Extension and Outreach concepts are the same. | Portrays during written and verbal exchanges that engagement is tied to research. Noted that the university top 30 research ranking would be prestigious. | Informal evaluations, funding, attendance; University will be working on assessment criteria. | Evidenced by revised P & T guidelines, position he holds, and a University Distinguished Professor named on basis of engagement scholarship. |
| **(University Provost)**<br>Barnes | University working with communities for community and economic development; also providing continuing education | Faculty using community development practices as the source of their scholarship; the reflective practitioner | Makes certain that values are appropriately emphasized; that messages are sent very clearly; helps find resources for people doing engagement | Publications, funding, recognition from peers, input from partners. Barrier is not having an effective way to measure quality; | Evidenced by the administrative organization, P & T guidelines, allocation of resources, faculty honors |
| **(College P & T Committee Members)**<br><br><br>Yumon<br><br>100% teaching | Things that can be done together; serving on committees; working with the college on different interdisciplinary programs as part of your appointment | There is no clear-cut mechanism in place by which to evaluate or assess it. It is not at the level it should be. | University guidelines given; Assumes that he is evaluated on his appointment of teaching and research | Number of activities, recognition by peers, participants, trade publication, improvements, results | Engagement is important. It gives you a chance to exchange, improve, and disseminate |

Table 5.1 continued

Perceptions and Opinions of Evaluation of Engagement Scholarship within the College of Education at Southeastern University by Roles

| Respondents | Definitions | | Engagement Focused Processes | | Value Perceptions |
| --- | --- | --- | --- | --- | --- |
| | Engagement | Engagement Scholarship | Nature of interaction with others about Engagement | Suggested Criteria for Engagement Scholarship | |
| **(College P & T Committee Members)**<br><br>Lockhart<br><br>78% teaching<br>22% research | DK | Not limited to services that are paid for; strong methodology in the teaching; learning benefits the profession | University guidelines given. Annual information meeting by the Dean. University hot button issues (ex. Top 30 research goal is an indirect agenda) become issues for evaluation. | Faculty known for a program area, national recognition of program, peer review, reward for program; faculty member's contribution important to the department | Need to maintain a balance of teaching, research, and engagement |
| Daniels<br><br>100% teaching | Collaboration between university and community | Example: Student dissertations, service learning | Part of job responsibility when hired (FS) supports graduate student involvement, dissertations, service projects | Number of people and dollars, quality of work, useful, reputation of work, data collected, publication. University is struggling with procedures for evaluation. | Expectation may be higher here than in other departments, but with top 30 emphasis unsure or engagement's fit |
| Kennedy<br><br>50% teaching<br>50% research | Going out into the field, not the university; Defined by your appointment | Should be done on a higher level than typical outreach; Extension people are doing it. | Evaluated on his appointment – teaching and research. Listens to others in the group during evaluation process. | DK-They (Extension) write differently than regular faculty. Can't give the person a fair evaluation. | Valued. It's in every department. One of the prides of the university. |
| Martin<br><br>50% teaching<br>50% Extension | Connects the university with people outside of its geographic boundaries for a desired goal | Outside groups may have money to support research for engagement | University gives general criteria. We do our own thing; Personalities and cultures are different. Lots of things can be unstandardized | Outside letters; Extension is the closest defined set of rules that we have to judge it; research and publication; pointed toward an issue; scientific thinking; should bring together theory, research, and application; coherent expression of ideas. | The university does not put a lot of value on outreach and engagement. A lot of engagement will not rise to top 30 goal. Need better models of what it looks like. |

Table 5.1 continued

Perceptions and Opinions of Evaluation of Engagement Scholarship within the College of Education at Southeastern University by Roles

| Respondents | Definitions | | Engagement Focused Processes | | Value Perceptions |
|---|---|---|---|---|---|
| | Engagement | Engagement Scholarship | Nature of interaction with others about Engagement | Suggested Criteria for Engagement Scholarship | |
| **(College P & T Committee Members)**<br><br>Greer<br><br>100% teaching | As a land-grant we have a duty to put back into the community what we learn. We must apply what we learn. | Learning ways to apply it, teach it, evaluate it, or sell it. | Faculty handbook and policy memos about how to evaluate. The department head is not always the best scholar and may not always know the most about engagement. Listens to comments of other committee members. | Impact; outcome | Pretty well in the college |
| Taylor<br><br>100% teaching | Two-way, mutual benefit; collaboration with outside agency; bringing classroom to industry and industry to the classroom | Because of the land-grant mission-teaching, research, service it cuts across these three. Unique, beneficial to outside agencies; makes research that has been done practical and more palatable | University guidelines given | Benefit; impact; Difficult because it must be evaluated on a case by case basis | Not valued uniformly; no specific guidelines |
| Ballentine<br><br>75% teaching<br>25% research | University providing information and assistance to constituents and that feeds back to the university in terms of programming and research | Programs, brochures, articles for the public | The way the committee looks at engagement scholarship makes it hard to identify. | Look at the total program; impact; audience served; peer reviewed publications; programs | Not much. If the department does not value it, its hard for the college committee members to say that they value it. |

DK- Don't Know      (FA) – Faculty reports interaction with administrators
                                  (FS) – Faculty reports interaction with students
                                  (AF) – Administrator reports interaction/responsibility with faculty
                                  (AS) – Administrators report responsibility to students

example, if a respondent reported that an event occurred during a certain year, I attempted to confirm the statement with dates listed in university documents. This kind of analysis helped frame the context for the evaluation process of university-community engagement scholarship at Southeastern University.

Data were transcribed, coded, and categorized using content analysis (Merriam, 1998). The themes that emerged after an analysis of the interviews conducted and the examination of the documents were as follows: (a) The Support for Engagement through University Policies and Procedures, (b) The Establishment and Use of Criteria for Evaluating Engagement Scholarship, (c) The Value of Engagement Scholarship, and (d) Underlying Issues Affecting University Community Engagement. These themes are discussed in this chapter. The chapter ends with a summary, which specifically addresses the research questions for the study.

Support for Engagement through University Policies and Procedures

This section examined the university mission statement, the promotion and tenure guidelines, and other documents that referenced engagement and engagement scholarship. Various perspectives of the participants are given relative to how key players in the university define engagement and engagement scholarship.

University Mission Statement

Southeastern University's mission statement does not include the term engagement; instead the term Extension is used. It appears that Service and Extension are used synonymously and leaves the impression that only individuals with Extension appointments are involved in Service.

The institution has an updated definition of outreach service. Outreach Service was defined in several university documents such as the strategic direction and action plans as far back as 1989 in terms of its scholarly function which is the practical application of knowledge that is accumulated through scholarly activity to address problems confronting individual citizens, citizen groups, and public and private

organizations (Southeastern University, 1989). The term "engagement" was used in policy documents and reports since 1996. However, the term engagement is not mentioned in the promotion and tenure guidelines. This lack of consistency in the use of terms and the lack of a clear definition of engagement may contribute to confusion and misunderstanding among the university faculty, department heads, and promotion and tenure committee members.

During the institution's reorganization in the late 1980s and early 1990s, driven by restructuring demands and a consequence of financial shortfalls in the state, two notable actions occurred. First, there was a move to separate the traditional Extension Service from the rest of the university's Public Service. This model placed a dean in charge of Extension instead of a Vice Provost. However, the rest of Public Service was placed under the direction of a new Vice Provost for Public Service. Second, extension and research were combined to simplify the budget process. These actions may have been seen as an attempt to weaken the service and outreach mission of the university and direct more attention to research. There was some concern as to whether the university would lose its identity as a land grant university (Dooley, 1989). However, the Vice Provost of Outreach, Dr. Richards, noted that the current organizational structure where outreach is a part of the total university demonstrates that the institution has three missions—"one being the academic program, one being research, and the third being outreach or engagement."

Promotion and Tenure Guidelines

Based on the changes in the promotion and tenure (P & T) guidelines, it appears that Southeastern has made efforts to better understand the concerns expressed by the various university task forces relative to its three missions and to understand the need to move toward university engagement. In the P & T documents, quality is the primary consideration for evaluating research, teaching, and service. Faculty self-evaluation of work done in all the missions for promotion and tenure is encouraged through the candidate's statement. This was one of the methods encouraged by Boyer (1996). The guidelines also recognize multidisciplinary and interdisciplinary programming. These

changes demonstrate a move from the traditional methods of evaluation. However, research and scholarship are used synonymously throughout the document, which implies that research is the only scholarship.

In the promotion and tenure guidelines, Southeastern University encourages the use of qualitative and quantitative measures to evaluate teaching effectiveness.  This allows documentation of information through portfolios and other nontraditional forms of reporting, as was suggested by Boyer (1996).

In the research category, Southeastern University notes that appropriate methodology, the importance of the work in the field or discipline, and peer evaluation are essential. Creative achievement or the improvement of practitioner performance was expected to be documented. Integration scholarship is referenced in the university's research guidelines for promotion and tenure, which is substantiated with the phrase "quality should be defined largely in terms of … the establishment of relationships among disciplines" (Office of the Provost, 2000, p. 4).

An analysis of the outreach category reveals that faculty are expected to make public their professional knowledge and to have qualified peer review, client evaluation, reviews of published materials, conference and workshop assessments, and letters from committee chairs.  Assessments by university colleagues, peers at other universities, and members or heads of the recipient publics or organizations are also encouraged. Southeastern University also encourages the use of peer, student, and faculty self-evaluation for teaching, and peer and client evaluations for outreach as recommended by Glassick et al., (1997).

Other Documents and Reports
Outreach scholarship is mentioned in several of the documents and reports published by Southeastern University.  In the document, "Outlook on Outreach: A Summary of the Final Report to the Provost" (OITC, Southeastern University, 1997), the Michigan State University (1996) guidelines for evaluating outreach are recommended

for use by faculty when reporting outreach work as scholarship.  Elements of the
Michigan State University quality dimensions are referenced in the promotion and tenure
guidelines at Southeastern University.  These include significance, context, scholarship,
and impact. In "Gateways to Opportunity: Toward the Model Land-grant University of
the New Millennium," outreach is mentioned as scholarship.

Southeastern University demonstrates a commitment to engagement based on the
evidence found in its documents.  Documents revealed that there were efforts to improve
the way engagement is defined and evaluated. After the initial document analysis, I listed
questions for the first round of data collection using a pre-structured case outline (Miles
& Huberman, 1994).  The first of these questions addressed the respondent's definition of
engagement and engagement scholarship.

The Definition of Engagement
This subsection examines the way engagement is defined by faculty,
administrators, and promotion and tenure committee members, which addresses question
one of the study.  Collecting this kind of information enabled me to make comparisons of
perspectives of people at different levels and to shed light on how engagement is
perceived at Southeastern University.

Faculty. After giving a brief introduction of engagement and how it was being
used in my study, I asked the participants to give their perceived definition of
engagement. Only a few persons interviewed said that they had previously heard the term
"engagement." Most articulated an understanding of university-community engagement,
but many still used the word "outreach."  Faculty said translating research findings into
useful tools and information to the community, building bridges between the community
and the university, facilitating the efforts of community leaders to accomplish some
mutually beneficial aim or goals, and essentially serving the citizens [of the state] defined
engagement. Others defined it the same as outreach, saying that it was "the university or
faculty members reaching out to the community and sharing with them or helping them

apply knowledge that is acquired either through our past or current research" and "taking what we do to the people."

A statement given by Dr. Magi, a faculty member, captures the essence of the definition of engagement offered by the Kellogg Commission. Dr. Magi said,

> From a philosophical stance, I don't think it should be called outreach. I think it should be called partnerships. I think one of the things that we do by framing it that way is that we are the ones reaching out, helping out. Yes, we are a land-grant institution and yes, part of our mission is to help the community in (this state). If you don't call it a partnership, if you just frame it as us reaching out, then you negate the possibility of learning from the folks who are out in the field and returning the favor so to speak, returning the need so we can learn from them. I think that above all any educational institution should be a learning organization. If we are not in the business of doing outreach to learn from folks and to honor what they know and respect what they know and use that in a collaboration, and use that in the partnership, then I think it becomes sort of patronizing. I think it becomes, "we know better than you and we are going to fix you" kind of mode. I don't think that's a productive way of looking at how it could work…and that's why I like your word engagement, because it fronts the notion that people have to be invested. That there has to be a mutuality…and there has to be a mutual respect.

Administrators. Department heads gave definitions that ranged from engagement to outreach to professional service to community service. Of all of the administrators, Dr. Price, a fairly new department head, gave a definition of engagement that came closest to that of the Kellogg Commission. He said that it "involves the degree to which the university interfaces with the community…and that can happen through all kinds of different ways. Typically communities have needs that university personnel can respond to and at the same time help universities." He gave an example of a marriage and family therapy training center that met the needs of the community, while helping to support the training for therapists.

Other department heads gave definitions with connotations of outreach. One department head said that his department was community involved and gave examples of outreach involvement with schools. He said, "The better the public schools are, the better the freshmen class; the better the freshmen class, the better the graduate program; the better the graduate program; the better that we train administrators and teachers; the better we train teachers, the better the public schools." He said that higher education is a part of a system that makes schools work.

Another department head said that engagement covers a broad range of activities from teaching to conducting research, to providing service to different agencies. Dr. Gates, a fairly new department head, defined engagement as "the connections we make outside the academic community. It's those things where we can support the public, the community, those people that we really serve…and it can happen through various avenues from research to teaching to more extension type activities."

Dr. Hines equated engagement with community service. He said that it is activity beyond teaching, research, and typical department or college administration in which a faculty member participates, like coaching youth soccer, and giving talks on nutrition and breast cancer. "That would be interaction, not with peers nor with students, but with the community outside that person's department…outside the university itself. For example, my wife and I gave a talk about two months ago for the YMCA Thursday Noon Lecture Series. We gave a talk on some of our summer adventures and I would consider that outreach, because a number of the people from the community came to that and we had good attendance and that was me acting as a member of the university, but reaching out to interact with other people."

Dr. Mayberry gave a similar definition but included professional service as an example. "Engagement is anything our faculty members do that is outside the university community, not projects done for another department on campus." Outreach, he said, would include serving as president of a local or national organization. He added that he

views university-community engagement as traditional public service that is conducted by Extension Agents.

Upper level administrators such as the dean of the college and the provost gave definitions similar to that of the university definition for outreach. The dean said that engagement was "reaching beyond just the traditional role of the university teaching and… doing research. I see it as extending that knowledge that we have gained through both. It is taking that knowledge that we offer through teaching and the knowledge that we have gained through research and extending that to the greater world."

The university's provost noted that state government sees the role of universities as fostering economic development. Although he sees universities in a role of community resource development, where universities can provide expertise either through consulting or through the knowledge generated in research programs. "Then universities can go to communities to help them understand their capacities to deal with the social or environmental issues that they have to grapple with." He says that there is another dimension to engagement, which is continuing education and lifelong learning. He said that people's jobs are less linear than they were before, and there are lots of shifts in career paths that require new knowledge and skills, universities should be actively engaged in that kind of outreach.

The Vice Provost for Outreach, Dr. Richards, said that "I don't draw any real distinction between the concepts of engagement and Extension. It's different target audiences and different funding models. The concept is the same. It is engaging the community in a two-way process, where the community benefits and the university benefits. The linkage between research and Extension and the linkage between research and engagement is of prime importance."

Promotion and Tenure Committee Members. It seemed very difficult for most P & T committee members to define engagement. They said that their engagement responsibilities were defined by their appointments. Dr. Yumon noted that he was a

100% teaching faculty member who was working toward fulfilling the three missions of the school. "I am not a typical Extension Specialist and I guess I am expected to do some public service…engage in those activities, but I see myself as being a typical university instructor…teaching and research…so as a result I get out and do a little public service. I think my job description may influence the level that I may engage in." He gave examples of university service on committees, working with colleagues, or in interdisciplinary programs.

Another P & T committee member said that he thinks of engagement as outreach and that is "going out into the field, not the university. My appointment is 50% teaching, 50% research, so it does not involve a lot of outreach. I do outreach just for the sake of doing some. It is a land-grant university and they require you to do some, but I wouldn't think that it would take up a lot of my time, because that is not my appointment. I will do talks and go out into the community…community service."

One committee member who has a 75% teaching/25% research appointment said that there are a lot of different ways in which the university and the community could be engaged. "I don't have as much personal experience with delivering programs to groups other than making presentations. I come from a land grant perspective, where the university was out in the state providing information and assistance to (various) constituent groups… and having that feed back into the university in terms of programming and research. I would like to see the ideal circle continue."

Question one addressed how engagement is defined. Engagement is not well-defined or uniformly accepted within the College of Education. When defined as outreach the concept of the university reaching out to help the community was clear. When defined as engagement the concept meant sharing or collaborating. In general, outreach concepts were better understood by the participants.

<u>The Definition of Engagement Scholarship</u>

Faculty members, administrators, and promotion and tenure committee members were asked to define or describe university-community engagement scholarship. When the connotation of scholarship was added to the term engagement faculty members and department heads chose to view it from a traditional research perspective or they categorized it as that which is done only by Extension specialists. Promotion and tenure committee members felt that engagement research and traditional research were not on the same level. They felt traditional research was at a higher level.

<u>Faculty.</u>  All but one person interviewed felt that engagement scholarship was being conducted within their college by teaching faculty. Faculty members noted that the work that Extension Agents do was engagement scholarship.  These agents conduct research and translate it into pamphlets and booklets, and educational materials for various constituents.  One faculty member, Dr. Harris, who applied for tenure this year explained, "Extension agents conduct scholarship if it is linked with research."  She admitted that the work she performs when speaking to groups or alumni is not scholarship.  She believes that making work publishable and usable is more applicable to outreach and engagement.

Dr. Magi, a tenured faculty member, said that outreach and scholarship are not synonymous, unless you make them so. She gave a clear example of how it could be done.

> I coordinate an on-campus masters program.  One of the things that I've learned to do very early is how to try to coordinate teaching, research, and outreach into one activity or some closely related activity.  For example, with the off-campus masters program, it's teaching.  It's off-campus and by virtue of working with the teachers, we also do lots of activities with the schools and the community—so its outreach.  But it's also the place where I do my research, because part of my research is on school-community collaborations.  So basically I learned when we were doing mentoring programs around the state for 10 years that if you can

create the opportunity to merge the missions of the university into one activity

you are going to be able to address all three in a much more seamless way.

With this statement Dr. Magi verbalized an understanding of engagement scholarship. She also substantiated her understanding with an example of engagement scholarship.

Dr. Rosetti, who will be up for tenure next year, believes that scholarship has to do with how creative persons are with whatever they are doing. She explained,

It is also usefulness. It is addressing one of the national needs or

concerns…throughout the country or the world. Scholarship reaches; it's how

you reach—how far you reach out to others. That is a very good measure of

scholarship…and probably also response. An example of response is like in

research. A response is getting your paper accepted; that's a response. In

teaching, being appreciated by the students and getting awards for good teaching

or getting great evaluations by the students. So with outreach, you know, the

Dr. Rosetti articulated a view that is a more consistent with traditional forms of university scholarship.

A full professor, Dr. Christopher, said that engagement scholarship was "bringing my expertise if not scholarship to the public good." His idea of scholarship was the use of faculty expertise.

Administrators. When asked to define engagement scholarship most admitted that they did not know what I meant or that they never used the term. Because of this, many gave general definitions of scholarship including theoretical principles of research to everything in which the university engages. Dr. Parks, a department head, said, "It's not a term I use, so I would have to make a translation to service. The community part involves the application of both theory and research to the real world. I think the value behind it is that we ought to be giving back and that that's legitimately a mission of the university and is legitimately something we should recognize." The dean of the college concurred. He said, "Taking the expertise making an application to further our needs."

Dr. Gates, a department head, said, "I think scholarship has to be defined very broadly. I mean that is the work of the university. If we are not scholarly as a university community then what are we? So I think when we speak of scholarship, I see that as an umbrella that actually defines and portrays everything that happens under the umbrella of the institution." Her definition is broad and would encompass university service.

Another department head, Dr. Sullivan, said that the scholarship part would be "an attempt to look at a question and define that question, in a way that data could be collected and analyzed. Another way would be emerging out of experience, where people are identifying similarities between their experiences and using those as a basis for generalizing. A third way might be just an accumulation of wisdom that comes from experience." His comments are more congruent with the new scholarship paradigm.

Unlike the other department heads, Dr. Hines, stated that scholarship in engagement is not the goal in his department. He said, "nobody does that with that in mind. It's simply following the model. It's serving. Faculty feel that its part of their responsibility."

The provost seemed to articulate the definition closest to that offered by Glassick, et al. (1997) and by the Kellogg Commission. He described engagement scholarship as using community development practices as the source of scholarship. He said, "It is a term that has been widely used in various professions called the reflective practitioner, with the notion that as faculty, particularly people that deal in outreach, work with communities; and on the basis of our work, tend to rethink what needs to be done; re-think our scholarship; re-think our education."

When asked if he thought engagement could have a scholarship component, the Vice Provost Richards commented that, "with some of the most sophisticated research that we do at the university, there is an outreach component tied to it." He went on to say, "Outreach is part of the scholarly program of the university. I portray it in writing and in verbal exchanges as a part of the academic program of the university that is tied to

research and that is the way it is portrayed in the promotion and tenure document." I confirmed his statements with those found in many of the university's outreach and engagement documents. When describing engagement in broad terms, both faculty members and administrators stated that published usable research articles and grants were examples of engagement scholarship.

Promotion and Tenure Committee Members. Promotion and tenure committee members all believe that engagement can have a scholarship component, but they believe that it has to be done on a higher level than typical outreach work. Dr. Kennedy, a faculty member with a 50% teaching and 50% research appointment noted that, "it could be on a higher level like this (referring to the kind of research he conducts) or you could go out and do the same type of work on another level, but still bring out the same information. It is all in the way the person is going to present it." Another committee member agreed, but feels that there needs to be some procedure in place by which to properly assess engagement scholarship. He said,

> At this time engagement does not have the level it should. Engagement can be pursued as being one of those scholarly activities. I think it is possible to develop the procedure or mechanism by which we can say this is how we can assess the importance of engagement. This is how we can measure the objectives. I think it can be done, but there is not a clear-cut mechanism in place by which one can evaluate or assess. Engagement is important. It will allow me to be more recognized for my work. I think if you don't do that part, then what good will it do just to think that you are a scholar?

Dr. Lockhart, who has a 78%/22% appointment was not so sure how to define engagement scholarship. She explained,

> With research scholarship we tend to look at pages published. It's either the number of articles, the number of books, or the number of grant dollars. It is things that are more quantifiable. I would like to think that in engagement or outreach, although we quantify the numbers of participants in the educational process, I would hope that the scholarship would not be limited to educational

services that are paid for. For example, some of the short courses or some of the seminars that are done through continuing education, where professionals come in for a day or two and I see them (the workshops) advertised from water quality to timber to veterinary topics. All of those to me are examples of scholarship. Clearly there is a strong methodology that goes on in the teaching that goes into that and the types of learning that would come out of that and the benefit for the profession.

It appears that there is inconsistency among department heads, faculty members, promotion and tenure committee members, and upper level administrators relative to the definition of university-community engagement scholarship. Generally speaking engagement scholarship was not clearly understood or defined by the participants. Administrators tended to describe engagement as traditional research scholarship. Most P & T committee members did not have a clear consistent definition. It appears that they are not evaluating with a common understanding of the term. This is an interesting fact since committee members make recommendations concerning outreach and engagement in the promotion and tenure process.

Engagement was referred to in policy documents sometimes as outreach, Extension, and at other times as engagement. However outreach is not mentioned in the university mission statement. The university does state in one of its policy documents as early as 1995 that outreach was a critical form of scholarship in a land-grant university. However models were not found to illustrate how outreach scholarship looks or how it could be evaluated. These various definitions and concepts can cause confusion which can lead to anxiety and frustration to those trying to understand them.

It seems that all agreed that engagement can have a scholarship element, but that it must be performed at a higher level than typical outreach. It was evident based on a simple count of those who mentioned publications, grants, and/or contracts that these are important components to engagement scholarship.

In addition to definitions, I was interested in knowing the university's processes and procedures for evaluating engagement scholarship as perceived by faculty, administrators, and promotion and tenure committee members. Processes and procedures involved descriptions of the evaluation process.

## Processes and Procedures

Question two examined what the procedures and processes were for evaluating engagement scholarship. Southeastern University uses a typical promotion and tenure process for evaluating outreach and engagement. General criteria for outreach and engagement scholarship were presented in the university's promotion and tenure guidelines. The majority of the participants felt as if current evaluation mechanisms were not sufficient. Faculty felt that they needed models of engagement scholarship and guidelines by which to document it. Administrators felt that engagement scholarship was difficult to evaluate and that better evaluation techniques were needed. In general, administrators suggested that engagement scholarship should be evaluated similar to research scholarship.

Other procedures reported included expectations communicated among the groups, various kinds of support given to faculty, and suggested criteria that would be helpful in evaluating engagement scholarship. Indicators of quality engagement scholarship were also offered.

## The Communication of Departmental and University Expectations Regarding Engagement

I wanted to know the nature of the interaction between faculty members and department heads and department heads and deans with regards to engagement scholarship. I also asked the Provost and the Vice-Provost for Outreach to address this question relative to their responsibilities and communication efforts with others on the campus.

Faculty. There are efforts on the part of the university to support engagement through faculty development. The two newer faculty members reported that the tri-fold mission of teaching, research, and service was explained to them during faculty orientations, faculty meetings, consultations with department heads regarding the faculty activity report and promotion and tenure guidelines, and during monthly events that were sponsored by the Provost's office last year.

One untenured faculty member said that the role of outreach and engagement was communicated as a part of an ongoing process. She gave examples of her department head asking if her research could possibly use some extension support through grant funding. She also said that the dean has asked her to do talks. She remarked that, "doing one or two things (service) a year is fine, and that is more than some people do; because it (engagement) is not evaluated for P & T." However, faculty members also reported that they are not encouraged by department heads to do traditional research and engagement equally while untenured. The comments of Dr. Rosetti seem to best explain the feelings and perceptions about attempts by the university to communicate with new faculty members about engagement:

> My first year here there was a program for new faculty - faculty initiation. It was through the provost's office…and every month…the beginning of every month, there was a breakfast where we were invited to come. There would be either other faculty members and people from administration or anyone who would come and enlighten us about what the university is about, what tenure is about, what teaching is about, what research is about. In the beginning they also had a big meeting and we had an all day orientation for new faculty members and there the president came and we had experienced teachers and personnel come in and talk. It was wonderful. So it was through the university. I felt really well cared after…that the university was really taking care of me, and they were stressing outreach. Whereas, tenured faculty members here…senior faculty members were telling me that you know the number one thing is research. You know teaching, you are expected to be doing that, but you know, it's research and publications. That is what you are evaluated on. So one of us, [me or a colleague] brought that

up and we said, you know, that [doing outreach] is not the message that we are getting from our departments. And there was a discussion, but as I remember, this was like four years ago, there was no resolution. It was as if the administration would like us to do outreach, but there was still no resolution. What I understood was that if you do it that's wonderful and this is what you should be doing. But I don't think it was something, at least that is the feeling I get, for which I would have been demerited if I didn't do it. At the department level, they discouraged it. I mean the first year I started doing this outreach. I developed a program for teaching middle school kids nutrition and I sent my students to give lectures in nutrition. It was a lovely program. I developed lessons. The kids went in and engaged in this and then we gave them recipes, vegetarian recipes, so that they would be open to other cultures. And they did them and then we had a luncheon where the kids came and brought their dishes that they prepared at home…and this was successful. I did not receive any acknowledgement—nothing . I mean, I was satisfied doing it. And to tell you the truth, I didn't expect that much. It was really interesting that there was no encouragement. On the other hand, because I had done so much I was discouraged from doing it. So at the department level they were very concerned that I would spend so much time on outreach. I think it is in a good way, so the feeling I got was something that maybe...(thinking)…I'm not quite sure. I don't know how it would be evaluated if I do it after tenure. Maybe then they will pay attention, but I think they just didn't want to encourage me and give me a lot of hints so that I would indulge more. And they have succeeded by not recognizing what I have done. And they have succeeded in making me totally withdraw. At least for now.

Untenured faculty distanced themselves from engagement and engagement scholarship. They commented that they would perform engagement scholarship, but that they were discouraged from doing it. Faculty and administrators made several references to the fact that Extension Specialists perform outreach/engagement scholarship.

When asked what she thought was her responsibility toward students regarding engagement scholarship, one untenured faculty member indicated that if she felt she had students with the skills necessary, she would probably encourage them to do more engagement. Another faculty member has involved students in evaluations and consulting projects with the state department. Dr. Magi, a tenured professor, said,

> I think that they ought to serve. But I also try to show them how it can be a part of the research and teaching components of what they do. Because they are going to be young assistant professors somewhere and they are going to have to cooperate and graduate. So I try to show them yes, service is important. Outreach is an important part of your mission and here's how you do it in the context of research and teaching."

Dr. Rosetti shared an experience she had when trying to get students to understand the importance of engagement. She said:

> "I had one or two hard core scientists and it's been a tough process. The concept is immediate scientific reward. That's what they like. Anything that does not link to their success right now doesn't seem to be of value. And you know I have been harping on this again and again. At the beginning I used to get upset and angry and go in a fit. But now I am using the more humane and reasonable approach of showing by example just by bringing it up again and again and again gently and nicely. And I will give you an example. One of my Ph.D. students, when I figured out that he was a pure scientist… I said, okay what do you want to do with your life in the future? Do you want to be a teacher? Or do you want to work in the basement of MIT? In the basement of MIT you do pure research. Nobody bugs you, nobody bothers you they give you the project and you do it and you have minimal contact with people. He said I want to be a teacher. And I said, okay, if you what to be a teacher, then you listen to me. You follow my example, because there is more to a teacher than just what you do in that office. And I think the graphic example of the basement of MIT was harsh for me to depreciate research that way, but I felt that I could afford to use that example with him, because he is a true blue researcher and that will never be away from him. So I

need to pull it down a little bit without hurting him and to bring the other side...

And I think I am succeeding. I will never know until he is out into the wide

world. I think it is very, very important."

In general, faculty members felt that their responsibilities to students was to let students know that outreach was important. They said that they tried to demonstrate this importance by involving students in engagement activities or service projects.

Administrators. Perceived responsibilities of department heads relative to engagement scholarship can be grouped into four categories: (a) to make judgements and to identify what's important, (b) to make available resources, (c) to celebrate achievements, and (d) to disseminate information for opportunities for engagement. Dr. Gates said,

I believe that my role as an administrator is to insure that information that is of use to faculty does get disseminated to faculty. I should be able to take in a lot of data and then interpret it, synthesize it, and insure faculty members have a general sense of the goals of the university. Things that are going to be priorities and so forth, and then making sure that they understand where they can contribute in these areas. So basically I see myself as a cheerleader in many ways, moving out the obstacles for faculty, paving the way, and being supportive.

Dr. Parks believed that he should be supportive also. He said, "If I value engagement I ought to be able to try to catch people doing it. I use e-mail a lot in giving congratulations when I hear about things like that. I definitely want to support grant writing and I also want to support people doing outreach."

When asked about ways they attempt to communicate with faculty members regarding engagement, department heads felt that they communicated expectations and goals during consultations with faculty about their FARs or they said that they have Extension agents in the department who participated in service activities. Dr. Mayberry said that if outreach efforts can materialize into research publications or a grant, he

encourages faculty to do it. Dr. Mayberry focused his comments on how communication is done in his department.  He said that there are annual discussions with the faculty on outreach engagement.

> An Extension administrator sits in on all of our faculty development head meetings…and then we have another associate dean responsible for outreach.  At the administrative structure, we've got two people at the table who talks that talk, so it's always discussed.  When we have our budget meeting, it's discussed.  At the department level its discussed among the faculty members what their goals will be and what their performance was; but again…until I get a strong message communicated from the university promotion and tenure committee and the college promotion and tenure committee that outreach is at an equal level of publications, I will always ask it to be teaching.  You know I am not even sure that at (this university) its teaching first, research second.  I'd say teaching and research at the same level.  Then outreach is below that.

He again placed emphasis on the messages he receives from the promotion and tenure committee when he implied that faculty should know that their work is a function of balance.  However, he said,

> [Engagement] is not an equal third of the pie.  So if faculty said to me they are spending 13 hours of their work week doing outreach I would say at (this university) that's probably too much.  And again I am willing to relay a message to the people on my faculty that "hey it's okay."  But I need to hear that from higher ups and not just administrative people.  We need to hear that come from the tenure and promotion process.  Because that's what matters to faculty.  They need to know that if they invest that 13 hours in outreach that it will count.  Or somebody won't say, well, but they only have two publications. Because there is only a certain amount of time a faculty can work.

> When asked what, if any, responsibility he had toward students regarding

engagement scholarship, one department head gave examples of graduate students conducting research projects.  A potential partner will come to him with an operational problem.  "We can provide them a quality product; less expensive than the private sector [consulting firm], but unfortunately not as fast."

Dr. Gates, commented:

"I think because we are at a land-grant institution, it [engagement] is fundamental. I believe it is a very important message that we should carry that we are of service to the academic community. And I think we should take initiatives. If you see areas that your expertise can be of benefit to groups, I think it is our responsibility to make those contacts. I do that personally with my own work and I am looking for the news for faculty to engage in these levels too. We have an expectation that faculty are engaging in outreach. Its part of our annual performance and it was decided upon, basically generated by faculty. So I think it is a part of assessment, but it also has to be something that is rewarded and we do that through the reward system. As people come up through tenure reviews or promotion reviews, giving credence to contributions become very important.

The reported responsibilities of department heads to faculty contrasted what they actually told faculty relative to engagement and engagement scholarship. Department heads confirmed that they discouraged untenured faculty from doing a lot of service and engagement. The comments of Dr. Strauss sum up the sentiments of the majority of the department heads.

The rules are at [this university] good teaching is expected; but it is not going to get you tenured. Number two, what's going to get you tenured is going to be publications, and grants, and contracts. Number three, service is important, but for the first couple of years, we're going to give you some internal service and expect some outside service, but we can't spend a lot of time on that. The reason we can't spend a lot of time on that is because when we get down to the nitty-gritty and [the tenure packet] goes on over across the street for promotion and tenure, they're gonna look to see if you've got publications, grants, and contracts. I don't make the rules, but I do feel that I've got an ethical obligation to set down with a new faculty member and say these are the rules. Now, when we get you tenured, maybe you should be doing a little bit more service. What happens is that the person who does a lot of service and good teaching, they come along and

are denied tenure and they say, well, they are a good citizen.  They really are a

good citizen, but they didn't have the scholarly inquiry.  And so as a Research I

institution, and when you look at the ratings, they look at publications, grants, and

the number of Ph.D.s that you turn out.  If you just want to teach there are a lot of

great institutions in this state and other states that are basically just teaching.  Its

just that's what the rules are here.  And until they let me change them, which I

don't think they are going to do, you just will have to live with them.

His statements gave the impression that he believed that there was no research attached to

engagement.  When asked about his opinion of engagement scholarship he gave

examples of articles in non-peer reviewed journals that a faculty member in the

department published and talks on a subject with legislators and educator groups given by

faculty.


The dean expressed more support for engagement.  He reported that engagement

is considered strongly in the FARs.  He reports it in the list from the college as to the

impact that was made on policy at the local, state, and federal levels.  The dean also

speaks about engagement when he makes general addresses to the faculty at the fall and

spring meetings.  He speaks about some of the outstanding accomplishments in the area

of engagement as well as faculty research accomplishments.  He said,

It is my responsibility toward department heads and faculty in engagement

scholarship to be sure that a balance is maintained.  We can't stop doing research.

We can't stop doing teaching, just to do only engagement, but its very important

that we do engagement and that it be a part of and accompany our research and

our instruction.  So I think it is my position to make sure that there is a balance.

That we don't totally get oriented towards counting how many publications

somebody published and how many dollars they brought in; but that we keep a

balance and say, look at these contributions that this person made in K-12 schools

or in the medical field, by talking with physicians or talking with nurses.  We

have to look at that and make sure that there is a balance.  As far as to students, I

think my major responsibility there as an administrator, is making sure that there

are some engagement opportunities available to students, such as service learning

so that the students have an opportunity to experience engagement and prepare them for just being good citizens as well as good scholars upon graduation. I fear that a student who is here within the walls of the university and never really becomes involved in any way through service learning maybe doesn't have the right perspective on the world they should have when they come to graduate and look for a job.

The dean referred to the need to have a balanced approach among the university's missions of teaching, research, and service. She was very specific in her reasons for advocating a balanced approach unlike the provost.

The provost commented about the responsibilities of his office relative to engagement scholarship.

Well I think anyone in this position has to make certain that they appropriately emphasize what the values are with respect to engagement; and as chief academic officer that you have to be certain that your messages are sent very clearly as to what the university values and that the university does value outreach which this university does, then my responsibility is to make certain through a variety of means—through promotion and tenure decisions, through public speaking, through helping to find resources for people who are doing these kinds of things; all of that.

The provost also noted ways that the university communicates the importance of engagement by saying,

The university speaks to it in a variety of ways. Number one it speaks in terms of its stated promotion and tenure guidelines. The fact that outreach or engagement makes a statement about what the university values. I think the university makes a statement in terms of how it values it in terms of its administrative organization. The fact is that we have a Vice Provost for Outreach emphasizes the fact that we value that. I think we do it in a way, basically in terms of how we allocate resources. The magnitude of the resources that we send for outreach will send a signal that we are serious (and)…how you recognize faculty in terms of special

honors which we do for faculty that do a lot of outreach and engagement. All of this sends a signal saying this counts.

An interview with the Vice-Provost for Outreach revealed that he sees no reluctance on the part of our faculty and administration to engage in outreach. He believes that departments should have a substantial outreach program. "There is a commitment here. If the community has expectations of engagement, then faculty, department heads, associate deans and deans will find a way to do it." He said that he interacts with deans, associate deans and department heads, and some faculty. He also makes sure that outreach is described in university documents in a meaningful way. He noted a recent letter that was sent out by the president to Friends of the University. It was a status report, which included outreach and engagement.

Promotion and Tenure Committee Members

I asked the committee members who had input into how they judged or evaluated dossiers. Most responded that they were given the university P & T guidelines and referred to the faculty handbook and some policy memos. They commented that the guidelines were sketchy and that they were left to make decisions on their own, because so much was "unstandardized." They reported also that they listened to what others had to say in the promotion and tenure deliberations. The decision rule to include these comments in Table 5.1 was if one or more P & T committee members mentioned them and they were not contradicted by other respondents.

There are clearly hierarchical perceptions among faculty members, department heads, and promotion and tenure committee members at Southeastern University regarding engagement and engagement scholarship. Faculty members are getting mixed messages about the level of engagement in which they should be involved. From the top administration level, (the Dean, the Vice Provost for Outreach, and the Provost) faculty are told that they should participate in outreach and engagement and that it is important;

but at the department level they are told that as untenured faculty they should refrain from university-community engagement activities until after tenure.

Faculty and administrators indicated that they felt some responsibility for encouraging student involvement in engagement, such as consulting and research projects. It appears that judgements of department heads are based on indicators they receive from the promotion and tenure process. However, if the promotion and tenure committee members are not given any follow-up to the written guidelines and about how they can be used in the P & T process, changes in the guidelines seem ineffective and the problem of evaluating faculty engagement scholarship is still not addressed adequately. In addition, faculty members, promotion and tenure committee members, and department heads still seemed unclear about the kinds of criteria used by promotion and tenure committees for evaluating engagement scholarship.

The Establishment and Use of Criteria for Evaluating Engagement Scholarship

According to Glassick et al. (1997), all forms of scholarship have some common elements and, therefore, can be evaluated using some basic standards such as clear, realistic goals, adequate preparation, appropriate methodology, results, communication to colleagues and others beyond the campus, and reflective critique. Criteria should also be consistent with institutional policies (Diamond,1993). In addition, Boyer (1996) suggested that evaluation should include client evaluation, peer evaluation, and self-evaluation. All participants were asked to recommend criteria that would be helpful in evaluating engagement scholarship.

Faculty Concerns

Comments from faculty members were that departments heads do not state specifically what the faculty member had to do to get a salary increase or they would give hints or imply what should be done rather than put specific requirements in writing. For

tenure, faculty felt that they were given more specific guidelines by way of the university guidelines on promotion and tenure. One tenured faculty member said that there is no formal evaluation for engagement scholarship. She noted that by virtue of the artifacts that it uses, the university does not view outreach and scholarship as the same. "For the faculty activity report there is a listing, but it is without intent." For example, she said, "Staff development workshops are considered outreach, but the evaluations for these workshops are never expected to be included in materials for faculty activity reports or for promotion and tenure. You include it because you think it should count." However, the promotion and tenure guidelines have recently changed to allow faculty to report their publications under outreach.

When asked about criteria for judging engagement scholarship and indicators of quality engagement scholarship, faculty members said that there should be some written explanation or description of what was done and an explanation of the goals. Evaluation should also be attached. One faculty member who is quite involved in engagement activities said, "I think that we are afraid of evaluation. I think that evaluation is nothing to fear unless we've got something to hide. You should have artifacts that were generated from the collaboration, a description, something to really substantiate it." However, another faculty member, who does little engagement addressed the question by saying, "How do you judge whether that's more or less valuable than something else? It's kind of like pornography. You recognize it when you see it." He noted that "you can't look at it in isolation. It's part of the package. You've got to look at the whole thing." Dr. Harris, an untenured faculty member, said, "It makes me nervous to even think about this, for someone who is not in Extension, but I would absolutely hate that if I had to do evaluation, because that's tough."

Administrator Concerns

One department head said that using a specific set of criteria to evaluate engagement scholarship is difficult, but it can be done. She suggested viewing it just as other forms of scholarship and examining impact, benefit, service, and use for the targeted audience. She said that she wanted to see initiatives, faculty making use of

opportunities and seeking out opportunities for engagement.  One department head used Extension specialists for his example of the problems with evaluating engagement scholarship.  He said

> There always has been tension around how you evaluate Extension folks.  On one hand they are different animals because what they are expected to do doesn't clearly fit people's expectations of scholarship.  They are sort of one down sometimes in the tenure and promotion process, so in the end its crazy-making when they don't know what's expected.  So one of the things we need to be able to do is to explain…We should be supporting scholarship. Scholarship should take different forms. But you know, putting together a bunch of pamphlets is not cool.  That's not really necessarily the vision of scholarship.  So if you're going to ring a bell on what should be part of evaluation…it should be that there should be externally reviewed products.  Now the products might look a lot different.  There are some differences in our department as to is that enough.  People have developed these manuals as extension professionals. Is that enough? I think the answer to that is Extension specialists in tenure track positions are also supposed to write professional publications that come out in journals maybe not as many, but the idea is that they should be translating their extension and outreach work for professional audiences as well as lay audiences; then, how much is up for grabs.

A major barrier to reporting engagement scholarship at Southeastern was not having clear, effective ways to measure the quality of engagement scholarship that could be used by faculty and promotion and tenure committees. The provost gave an example of faculty working with communities, local organizations, or businesses and not knowing how good the work was in terms of whether it was "cutting edge or if it met the needs of the group."  He said

> If it is true engagement scholarship then the quality of the written work or the research that is coming out of that will be evaluated in normal ways in terms of your publications, and in some sense funding dollars associated with it; and recognition that the person has from their peers around the country for the kind of

work that they do. I think we do need to also have input from their groups, the communities, the firms, the organizations that people work with to give us a sense of how well they are doing in regard to that. So there are those kinds of qualitative and quantitative assessments.

The Vice Provost for Outreach said that the establishment of criteria is one of the things that the university is working toward. He noted the importance of informal evaluation, funding, and attendance.

There appeared to be a pattern of responses concerning the evaluation of engagement scholarship at Southeastern University. I highlighted all of the comments in the role ordered matrix from Table 5.1 pertaining to the evaluation of engagement scholarship; then collapsed them into a case dynamics matrix (Table 5.2) by roles. The comments of the respondents were summarized into the four categories shown. Using the matrix, I was able to detect that the current evaluation procedures were not effective for measuring the quality of engagement scholarship and that better models for the evaluation of engagement scholarship were needed.

Promotion and Tenure Committee Member Concerns

In the interviews conducted with promotion and tenure committee members, I asked them about criteria that would be helpful for evaluating outreach and engagement scholarship. The criteria mentioned most often were impact, dissemination of scholarship, publications, number of people reached, peer and externally reviewed products, and quality of the work. Even though some did not mention it as a specific criteria, externally reviewed publications and grants were suggested by the majority of the participants interviewed as having a strong impact on getting tenure.

The criteria recommended by the participants were grouped into the same categories as those defined by Glassick et al. (1997). Because only a few persons

Table 5.2

Number of Participants Who Indicated Selected Judgements Regarding the Current
Evaluation of Engagement Scholarship at Southeastern University

| Respondent | Judgement About Current Evaluation Process | | | | Respondent Comment |
|---|---|---|---|---|---|
| | Impossible to Evaluate | Better Evaluation Needed | Not clear; Difficult to evaluate | Evaluate the same as other scholarship | |
| Faculty | | 1 | 3 | | "Engagement is very nebulous." "Must view the whole picture" |
| Administrators | 1 | 2 | 2 | 4 | "Can't attach a value or price tag" "Evaluation procedures are loosely defined" "Impact requires subjective judgement" "A barrier is not having an effective way to measure quality" |
| P & T Committee Members | | 4 | 2 | 2 | "No clear-cut mechanism in place by which to evaluate or assess it" "It is not at the level it should be." "The university is struggling with procedures for evaluation." "Need better models of what it looks like" "Must be evaluated on a case by case basis" |

mentioned a particular criteria does not in any way diminish its importance. See Table 5.3 for a list of criteria for evaluating engagement scholarship offered by the participants interviewed.

There appears to be a unique dynamic that occurs during promotion and tenure committee deliberations. Committee members explained that they may go into a meeting with a decision in mind about a faculty member's dossier, but after a lot listening and sharing during the meetings, they realize that they might have overlooked some important aspect.  Therefore, all of the criteria suggested are relevant.  The table is displayed to highlight the kinds of criteria that could possibly be grouped under the categories as proposed by Glassick et al.  Some of the criteria could be categorized as indicators of quality engagement scholarship.  This grouping also is shown.

Criteria Used In The College Level Promotion and Tenure Decision

The college level promotion and tenure committee members and the Dean of the College of Education were asked to give their overall impressions of a fictional faculty member's dossier (Dr. Keenan).  Follow-up interviews were conducted to get verbal feedback about the dossier and to answer similar questions that were asked of other respondents.  The dean and one committee member were interviewed before they reviewed the dossier for convenience of their schedules.  The other committee members were interviewed after they had evaluated the dossier.  The purpose of the follow-up interview process was to examine the kinds of criteria used by committee members to evaluate faculty scholarship.  I was able to compare and note relationships between the verbal responses of the group and their written comments regarding how they judged the dossier.

Two committee members recommended tenure and promotion.  One of the committee members voiced strong disagreement to one of the reviewer's comments included in the dossier.  She said that, "I disagree with the reviewer who denigrated applied research. I personally think this is the best kind."  She also said that Dr. Keenan's grants and contracts seem to imply a good chance of receiving funding in the future,

Table 5.3

<u>Number of Participants Interviewed Who Recommended Criteria For Evaluating Engagement Scholarship</u>

| Suggested Criteria Categorized According To Glassick et al (1997) | Respondents | | |
|---|---|---|---|
| | Faculty | Administrators | P & T Committee Members |
| **Clear, Realistic Goals** | | | |
| Goals | 1 | | |
| | | | |
| **Adequate Preparation** | | | |
| Cost-effectiveness | 1 | | |
| Faculty making use of and seeking out opportunities | | 1 | |
| Time committed by faculty | | 1 | |
| Planning, development, thought and effort into the process | 1 | 1 | |
| | | | |
| **Appropriate Methodology** | | | |
| Collect Data & Interpret results for public use | | 2 | 1 |
| Scientific thinking, bring together theory, research, & application coherent expression of ideas | | | 1 |
| Identify Needs | 1 | 1 | 1 |
| Quality of the work | | 4 | 1 |
| | | | |
| **Effective Communication/ Dissemination** | | | |
| Peer and Externally reviewed products | | 3 | 4 |
| Dissemination of scholarship/ published work | | 5 | 4 |
| Refereed journals | | 1 | |
| | | | |
| **Significant Results/Impact** | | | |
| Impact/Benefit/Use | 2 | 4 | 5 |
| Number of people reached/ quantity | 1 | 5 | 2 |
| Accountability/Responsibility fulfilled | 1 | | |
| Level of satisfaction of clients /partners  (Client Evaluation) | 2 | 1 | |
| Number of activities | | | 1 |
| Student Evaluation | 1 | | |
| | | | |
| **Reflective Critique** | | | |
| Includes an evaluation tool for reflection and looking forward | 2 | 1 | |
| View total program | 1 | | 1 |

Table 5.3 continued

Number of Participants Interviewed Who Recommended Criteria For Evaluating
Engagement Scholarship

| Suggested Criteria Categorized According To Glassick et al (1997) | Respondents | | |
|---|---|---|---|
| | Faculty | Administrators | P & T Committee Members |
| **Other** | | | |
| Importance to the Department | | | 1 |
| Grants/Funds generated | 1 | 2 | 1 |
| Publications | 1 | 3 | 4 |
| **Possible Indicators of Quality Engagement Scholarship:** | | | |
| Membership/Presidency of national organizations | | 1 | |
| Continuity/how often | 1 | | |
| Impact on federal and state policy | | 1 | |
| Work cited by others | | 1 | |
| Impact on the public debate | | 1 | |
| All parties learned | 1 | | |
| National recognition | | | 1 |
| Known for programmatic thrust | | | 1 |
| Awards received | | | 1 |

which is very important in Research I institutions. The other stated that Keenan seemed like a very good colleague.

Three members gave marginal support for tenure with a deny promotion recommendation.  Two of the three commented that they tended to put more weight on the department head and department committee recommendations, but noted that these two were different. One thought that the candidate played an important role in the department.  Another member recommended promotion and gave marginal support for tenure.  He commented that the candidate had strong teaching credentials, but should have "strong aspects from teaching, research, and outreach for a full recommendation of tenure and promotion."

Two committee members denied tenure and promotion based on what they felt were too few refereed publications and limited impact.  The dean also denied both tenure and promotion.  The dean reported that although he views outreach as a scholarly activity, he felt as if the candidate's outreach activity only had limited impact.  He said he would have voted positively if his outreach had shown broader impact.  He said that the research is not sufficient to make up for the deficiencies in outreach. He said, "Also I would never go with a promotion only vote." See Table 5.4 for specific criteria that promotion and tenure committee members used in making their decision about the fictional faculty member for promotion and tenure.

Two of the promotion and tenure committee members admitted that the committee was accustomed to seeing all research and scholarship under the "research section" of the dossier and that it was just easier to count everything if it was in one place.  One said that she was not aware until she checked the P & T guidelines that faculty could report publications under the outreach section.

The criteria most often cited by the reviewers for judging the dossier were:  (a) publication record, (b) grants and contracts, (c) support of external reviewers, (d) recommendations of the department head and department P & T committee, (e) outreach

Table 5.4

Reasons for Each Promotion and Tenure Committee Member Dossier Decision

| Decision | Promotion and Tenure Decision Options | | | |
| --- | --- | --- | --- | --- |
| | Tenure and Promotion | Tenure Only | Recommend Promotion | Neither Tenure or Promotion |
| Yes | Strong Credentials in all 3 areas <br> Very good teaching evaluations <br> Excellent outreach ranging from local to international <br> Good publication record <br> Good range of publications which demonstrates ability to unite larger work, refereed articles, and technical report. <br> Contracts seem to imply Good chance for funding in the future <br> Computer work seems promising <br> External review letters are favorable. <br> Has won leadership awards. <br> Seems like a very good colleague to me. | | Strong teaching credentials. | |
| Marginal | | More focus on the department head and department committee recommendation <br> External review letters were important <br> Candidates play an important role in the department <br> Research could be stronger <br> Journal quality unknown <br> Citations incomplete, inaccurate <br> Format of dossier does not follow guidelines headings mislabeled <br> Entries inconsistent <br> Needs more balance <br> Poor presentation <br> Letters recommend promotion, but nothing about tenure. <br> Good teaching and advising scores <br> Awards for international work | | Weak credentials <br> Has not accomplished the status of Associate Professor in terms of refereed articles and national reputation <br> Normally places more weight on the department committee recommendation, but it is unusual <br> No clear message from the candidate or letters. |

Table 5.4 continued

<u>Reasons for Each Promotion and Tenure Committee Member Dossier Decision</u>

| Decision | Promotion and Tenure Decision Options | | | |
| --- | --- | --- | --- | --- |
| | **Tenure and Promotion** | **Tenure Only** | **Deny Promotion** | **Neither Tenure or Promotion** |
| No | | | | Poor Presentation of accomplishments
Concerned about his publication record
Very few refereed publications.  No evidence of a research program, per se.
Personal statement did not integrate his philosophy or thoughts on the positions
The department head made a very weak case for the candidate
Anyone with interest could apply for
Reviewers were not too strong
Peer evaluations were superficial

Outreach results had limited impact
Needs to show more publications or activities as a result of the grants
Research record is strong in grants, but the dissemination is weak
The international work is largely an exchange
Good teaching record |

accomplishments, (f) presentation of the work, (g) strong credentials or record, (h) impact, (i) teaching and advising record, (j) international experience, and (k) awards. The criteria used by the committee members to evaluate the dossier were slightly different than those reported as important during the interviews. During the interviews, impact and benefit were mentioned most often. The dissemination of scholarship or published work tied with externally reviewed products. Grants and contracts were mentioned by only one committee member during the interviews.

Quality of work was encouraged in the written university promotion and tenure guidelines. It was also mentioned often by administrators. Quality was mentioned in reference to the "quality of journals" in which some of the candidate's articles appeared and overall quality of the work. Listed also in the guidelines is a statement that faculty members are to make their professional knowledge and skills broadly available to society. Only the Dean gave a specific criterion that related to the faculty member's contribution to the society. Promotion and tenure committee members, faculty members, and administrators alluded to it by referencing the benefit or usefulness of the engagement scholarship. Client evaluations were mentioned by faculty and administrators. These types of evaluations were recommended by Boyer (1996) because he felt that people closest to the activity could best evaluate it.

One important factor I noted was that even though they received the same promotion and tenure guidelines with the dossier packet that they used in the real promotion and tenure process only a few weeks earlier, the committee members did not use these university guidelines as outlined when judging the dossier. One committee member said, "The way we look at things makes it difficult to identify with that. The things that we do for outreach and engagement are multi-faceted and if you put it here, and you put it here, it kind of gets diluted." Several said they were used to having all of the publications in one area of the dossier and that looking in separate parts of the dossier was tedious. With other committee members there appeared to be lack of commitment to utilize the guidelines when evaluating engagement scholarship. This could be attributed perceptions out of tradition that "this is the way it is always done." It appears also that

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there is no consensus of views.  Therefore, there is no predictable outcomes regarding the evaluation of engagement scholarship.

Unclear and unspecified changes can cause much anxiety and frustration to those trying to implement them in the P & T process. It would be helpful if there was some type of follow up activity to ensure that the changes in the P & T guidelines were used appropriately. People expect clarity about what they should do differently in the evaluation process.  It is important that people understand why the change was needed in the new promotion and tenure guidelines and how it will be helpful. Based on comments of the Vice Provost for Outreach and from an examination of the documents, the Outreach Council, and the Commission on Outreach felt that the change was needed to raise the level of importance of engagement.

<center>The Value of Engagement Scholarship</center>

Another interview question addressed whether engagement scholarship is valued at Southeastern University. Since the interviews were semi-structured, participants not only answered the question specifically, but they gave their perceptions of why they thought engagement scholarship was or was not valued.  These responses often led to additional probes during successive rounds of data collection.  Common threads linked the data as comparisons and relationships were noted. There appeared to be a relationship between the nature of the interaction between respondents and their attitudes and perceptions about engagement. I was also interested in knowing if there was a relationship between perceived values of engagement scholarship and the involvement of faculty, administrators, and promotion and tenure members in engagement. These common threads were clustered by themes and collapsed by roles in a conceptually clustered matrix (See Table 5.5).  Responses were scaled in order of nature of the support, degree of perceived value, and the degree of involvement.  The decision rule was to take the modal response.  A medium value was attached if the strength of the response was other than high or low.  The tables can be read across the rows or down the columns. Based on the matrix the following observations were made.

Table 5.5

<u>Respondent Views of Support, Value, and Involvement in Engagement Scholarship</u>

| Respondents | Responses Regarding Support, Value, and Involvement in Engagement | | |
| --- | --- | --- | --- |
| | <u>Perceived Support for</u> **Participation in Engagement (encouraged/ discouraged)** | <u>Value of Engagement</u> **(low/medium/high)** | <u>Involvement in</u> **Engagement Scholarship (none/some)** |
| Faculty (tenured) | Somewhat encouraged by ULA/DH "Nice to do, but not a priority" | " Low value in its current form | Some – School community collaborations, journal articles |
| Faculty (untenured) | Encouraged by ULA Discouraged by DH | Low value in its current form | None |
| P & T Committee Members | Not encouraged "Defined by your appointment" "I do outreach for the sake of doing outreach" | Medium | Only one reported that he does engagement scholarship (50% Extension appointment). Others give occasional programs, seminars, some community, and university service |
| Administrators- Department Heads | Does not encourage untenured faculty, encourages tenured faculty, except one DH | Low | None-however there is community service, international programs |
| Administrators- Dean, VP-Outreach, & Provost | Encourages during faculty meetings or university documents | High | Some- Makes opportunities available for engagement scholarship |

DH -Department Head                    ULA-Upper Level Administrators

Tenured faculty members are somewhat encouraged by both upper level administrators and department heads in faculty meetings to participate in engagement, and they reported that they are involved in some engagement scholarship. They reported that they felt engagement scholarship should come up to the level of traditional scholarship.  Although untenured faculty members are encouraged by upper level administrators and discouraged by department heads to participate, these faculty members chose not to become involved in engagement scholarship.  Tenured and untenured faculty perceive a low value for engagement scholarship in its present form. Dr. Magi addressed the question of the value of engagement scholarship by saying:

> I think it is valued for public relations purposes or if it ends up accruing other economic benefits or other prestigious connections.  I think it flies well with the legislature. I think its an important part of the university.  Because the university does have the land-grant mission- serve the community.  I guess it comes down to really the attitude and why you are doing it and how you approach those to whom you are serving. You know its no secret that there have been activities where the university has, quote—tried to serve the community- and they basically created more animosity than good will, because of the attitude of how they approached the task.  I have been on promotion and tenure committees.  You know when you look at the priority for what counts, what is valued, you know, you've got research, you've got teaching and you look at the service and see it's nice what they've done for everybody.  I think that there is an implicit expectation that you will do more service after you are tenured.  And that is pretty much witnessed by the fact that usually what happens is all newly tenured folks get stuck on every committee…(laugh)…once they have gotten tenured.  I think that what also happens, and I think this is sort of a feature of professional life, is that that when you are going the tenured route, you are so intense on doing the scholarship and all that stuff and once you get tenured you have a chance to breathe.  I think for many of my colleagues, because, and we have good people, I think what they feel is, well, I need to step back and do something different for a while.  I think the value of the university is that you can go through different phases in your career

cycle. It's interesting how many folks, once they get tenure decide now I can spend time really refining my teaching and working on my teaching. That's usually the next thing. Then after that is when I find people, unless they have been working on grants that have required partnerships, who start talking about that's another place for me to contribute—is in the area of outreach. I do think that its part of sort of a career path. If people get into the scholarship first, their research first, then teaching…I see that and I think at that point in time people say that. But another aspect, I think of the expectation for service is, or at least sort of the implied expectation, is that people who become full professors ought to become leaders and stewards of their department, of their content area, and good representatives of the university out there. You know they are supposed to have a national reputation. They are supposed to have this visibility. While you want people to have that throughout their career, people do, I think, take more time, or feel they have the opportunity to take more time once they are full.

Dr. Christopher commented,

Well, I think it's valued. But it and teaching, are still poor step-sisters to research or publications. I would say that grants and refereed publications are the primo criteria considered or said differently, promotion and tenure can never be achieved on the basis of service and teaching alone. You must have the research publications. By contrast, if you have the research publications and are also engaged in the others, that's all the better. And it all agrees—the weights. But fundamentally, it's publications. It's not more service or outreach. Most teaching evaluations are all clumped together. You really, really, have to distinguish yourself to be denied tenure on the basis of teaching…or be denied on the basis of service. But come up short on publications, you are out of here. So valued, yeah, but it isn't the prime criteria.

Based on the comments of Magi and Christopher, it appears that tenured faculty are more likely to be more involved in engagement, but untenured faculty would be encouraged to concentrate on traditional research and publications.

Dr. Rosetti offered some insight as to why she thought that engagement is not highly valued at the department level.

I don't think it is appreciated on the department level, probably because the department level is entangled in the tenure process itself as it exists now. And maybe because they don't have a way of evaluating the engagement process. There is a demarcation between the pure scientists and the applied scientists. The applied (engagement) scientists are usually the Extension people, but there is a difference between Extension and outreach. Outreach is really for everybody. It's not a job, it's a commitment of everyone. I do not think that our department leadership is aware of that and I don't blame them, because they are scientists too. They haven't had that experience before. At least that's the feeling I get. I think there is a very wide educational component that is lacking. It (encouragement about engagement) needs to come from the administration.

Administrators

Department heads reported that they encouraged tenured faculty to be involved in engagement, but not untenured faculty. They perceived a low value for engagement scholarship. Only two administrators reported involvement in service—one in community service and the other in international service.

Dr. Parks answered the question of whether the university values engagement scholarship by saying,

What will get you merit pay, what will get you tenure, what will get you famous will involve both grants and writing for publication. It's more like a rounding out of your vita and your annual report to give a presentation at state and national conferences, or be a consultant for three different agencies. Now I don't know how it should be, but I just know that that plus fifty cents will get you a cup of coffee; probably not at StarBucks.

Dr. Strauss, another department head said,

Let me give you an example. When a lot of time untenured people come in here and we give them a contract…I do this before they get hired, because I …want a

kind of truth in lending…let the people know what they are getting.  I say look we have 15 university distinguished professors.  It's the highest honor that you have here at this university and none are distinguished more, and if you look at the hierarchy, the university distinguished professor, their job description says that they have to maintain their scholarly endeavor.  Okay, now I will give you the name of the 15.  Now, how many of those got to be distinguished professor because of good teaching and service? (Motions a zero by rounding his fingers.) Zero.  They got there because they were published, they got grants, and they did research.  Now the day that an outstanding teacher gets to be a university distinguished professor, then I will tell that person, that new professor, look, that is really valued over in central administration.

His value statement was rooted in his perception of how faculty are rewarded or recognized.  However, the Vice Provost for Outreach said that engagement is valued as evidenced by the recent revisions in the P & T guidelines, which suggest that it is to the advantage of faculty to be engaged with the community.  He noted two other points—that one of the University Distinguished Professors was named on the basis of his engagement scholarship accomplishments; and the fact that the position of Vice Provost for Outreach was established.  The Vice Provost also explained that state appropriation for outreach is relatively small.  He noted that engagement pays for itself with new money.  He said that all sorts of sources for outreach and engagement are found to generate income.

Another department head said that "value is always a relative thing…value relative to what and how much relative to what.  It's usually building that good foundation for instruction and scholarship that leads to good outreach, as opposed to the other way around.  It's really a function of what the organization's needs are and how those needs are met by the different activities that we are involved in. We need to be involved in teaching.  We need to be in scholarship.  We need to be involved in outreach.  So its all important.  What's happening more than anything is that there is a blending across those missions.  So it's not so easy to separate them as it once was and say well that's teaching and that's not; and that's scholarship and that's not.

Dr. Hines reported that engagement is valued more here than at the other two universities where he has worked.

It's valued appropriately from my perspective. First of all, we define ourselves as a research institution, so it (research) has to be number one. Secondly, the students are paying customers, and we owe them so much, so that (teaching) has to be two, and then naturally this (engagement) falls into three. But I still expect it from everybody though…The sad truth is that if a person wants to apply for a job at another institution, this is the least important item that that other place is interested in." The reasons given for the way outreach or engagement is valued in his perspective had to do with customers who expect traditional research to be priority and what he perceives other institutions are expecting.

The dean said that engagement is the builder of a political base. "When lawmakers sit in (the state capital) and they make decisions about allocations of resources to higher education, and to (this university) if they don't have some first hand experience with what (this university) has done for my constituents, the chances of getting some resources are not real good. So for political reasons I will say that outreach is valued."

In summary, department heads felt that outreach was ranked third at Southeastern University, after research and teaching. Engagement scholarship that results in grants, publications, and contracts is much more valued by department heads. Faculty felt that department heads devalue engagement, but upper level university administrators, like the Dean, the Vice Provost for Outreach, and the Provost, valued it more. Faculty and department heads said that better ways were needed to evaluate engagement scholarship. Faculty also felt that engagement scholarship was not valued in the promotion and tenure process, but that it had good public relations value.

Upper level administrators felt that engagement was valued and that people at the university were committed to it. Although the provost noted that there is a "blurred line between what people would call outreach and what people would call research. Given the culture of the university, you tend to count that (kind of scholarship) more as research

simply because research tends to be evaluated or given more weight perhaps than outreach."

Promotion and Tenure Committee Members

Promotion and tenure committee members reported that they assumed they are evaluated on their appointments, which were generally split between teaching and research.  They do participate in faculty meetings where discussions are held pertaining to the tri-fold mission of the university. Promotion and tenure committee members engaged in activities such as university service, talks, seminars to students on campus, and web-based design programs.  Only one committee member who had a 50% teaching, 50% Extension appointment said he actually participates in engagement scholarship.  One committee member shared that, "I think faculty feel a little bit of a catch on knowing what the expectation is for outreach and engagement.  We have people in our department who have Extension appointments, so it's clear for them.  It is still not clear when you get into the university college committee to really understand what some of those departments are."

When promotion and tenure committee members were asked if engagement scholarship was valued at the university, the answers varied.  Three believed that the university did not value it.  Three believed that it was valued well in the department and the college.  Dr. Kennedy said that in every department, it is one of the prides of the university.  One promotion and tenure committee member mentioned that she was unsure of engagement's fit with the university goal of being ranked among the top 30 research universities.  Another said that it was not uniformly valued at the university.  All noted that they thought it was placed third after traditional research and teaching. There appeared to be other important factors that affected the way in which engagement scholarship is valued and evaluated at this university.

Underlying Issues That Are Potential Threats to University-Community Engagement

Three major issues surfaced that for some seemed to be potential threats to university-community engagement.  First, economic impact through entrepreneurial

efforts is being stressed by the university.  As a result, the university focus is on bringing in more money, which may or may not reflect the goals of university-community engagement.  The Dean offered an interesting perspective regarding these issues.

> I do fear that I am seeing something happen here within the past year or so of, once again, and I say once again, because I sort of feel like there is a pendulum swinging here, getting awfully focused on research and entrepreneurship and that worries me a little bit; because we have to do it at the expense of something.  It's not like people are sitting around wondering what else they can do to fill their day.  So I worry a little bit that as we see this increased emphasis on research, entrepreneurship, and scholarly dissemination, that something is going to be at the expense of something.  And I am concerned that it is going to be at the expense of outreach or (what) you are calling university-community engagement.

The second issue is that in the latter part of the year 2000, the university President announced that a major goal was to make Southeastern University among the top 30 research universities in the nation.  Some faculty members and promotion and tenure committee members expressed concern as to whether this goal will cause engagement to become more devalued as research becomes more emphasized. Faculty members who are already integrating research into their engagement work seemed to have fewer concerns.

Participants in every category mentioned the goal of ranking among the top 30 research institutions in the nation. According to the U. S. News and World Reports, rankings are important because students use them as a method to select and compare schools.  Rankings can also be an indication of quality and value (Morse & Flanigan, 2001).

When asked about possible influences that impact the way dossiers are evaluated, Dr. Lockhart, a promotion and tenure committee member mentioned the issue of institutional ranking:

> We start with criteria established by the university. Now clearly there is lots of room for interpretation within those guidelines, but that is where we ultimately

have to start.  Then I think from over time, there are different messages that the university sends out. Now we are talking about being a top 30 institution. Everybody seems to be assuming that research then is becoming more of an issue of evaluation.  Whenever we heard a lot about distance learning—well that's probably something.  So I think there are some hot buttons, if you will.  There are some topics that seem to be appropriate or are being pushed at the time.  And I think there is probably an indirect agenda to look at some of those relative to evaluation.  Now is there a direct agenda to do that?  No, there is not.  But there is probably some indirect inferences, if you will, to start to look at that.

The emphasis on the goal of being in the top 30 is important because candidates will be evaluated based on the perceived importance of this "hot button" issue.

Third, participants from all levels interviewed perceived that engagement scholarship was difficult to evaluate.  Dr. Hines said that, "it's not like teaching, and its not like assessing research activity."  He felt that it was difficult to attach a value or price to engagement activity.  One faculty member suggested that there might have to be "some mutually agreed upon criteria or that partners would come up with an evaluation tool to document success or failure."  In general, they felt as if better models were needed.

An event network (Figure 5.1) was helpful in depicting the flow of events in the promotion and tenure process and the flow of major communication that affects the promotion and tenure process at Southeastern University.  Variables listed in boxes are not an official part of the promotion and tenure process, but are those that appear to significantly impact the process indirectly.  Variables listed in circles are an official part of the promotion and tenure process flow.  The broken arrows represent the impact of communication and the solid arrows represent the flow of the promotion and tenure process.
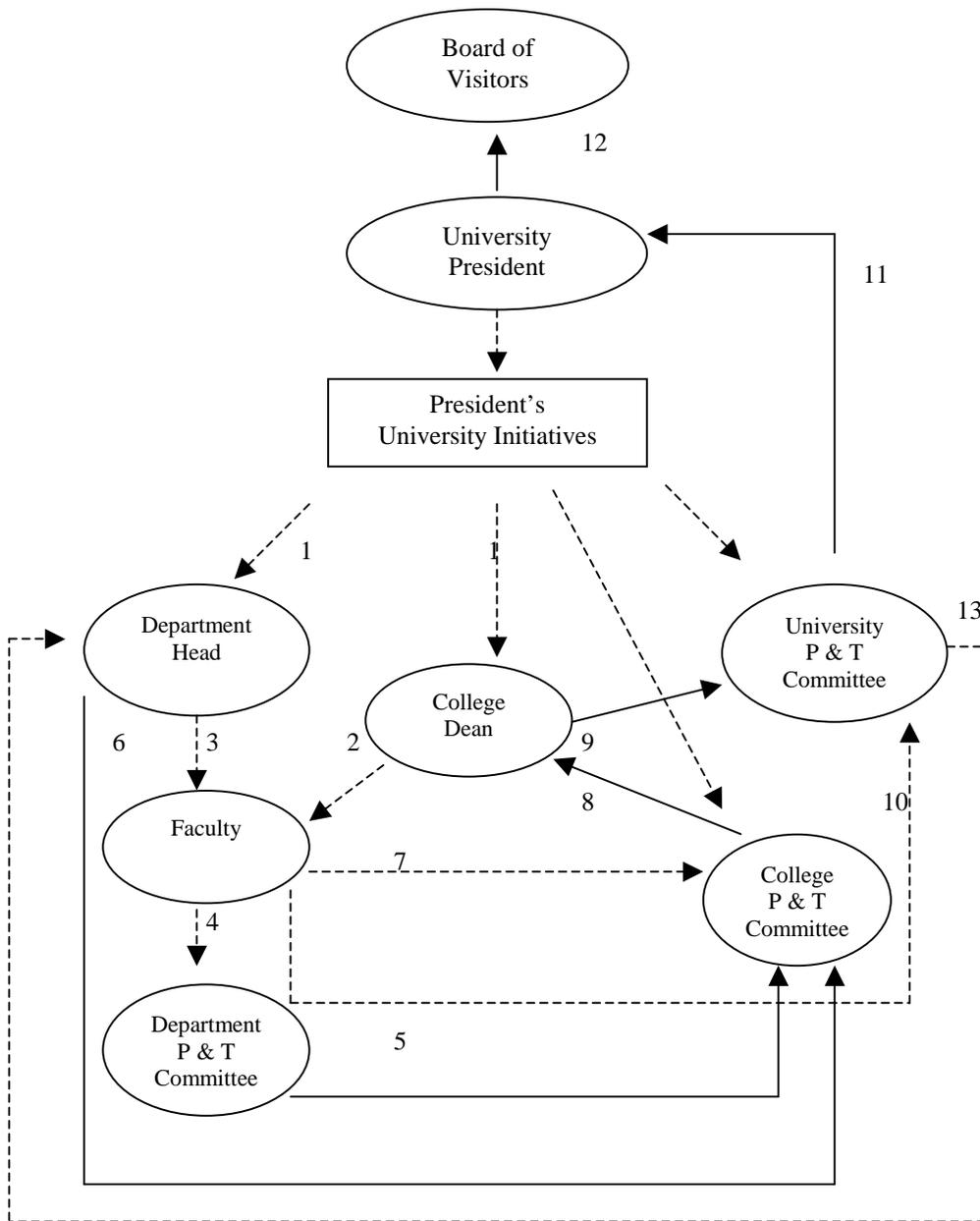
Figure 5.1. Network depicting the promotion and tenure process flow and the impact of major university initiatives at Southeastern University.

The network can be used to analyze actions and events in more detail. The box at the top of the figure (1) represents goals or initiatives set by the university President. An example of this goal is the university will rank among the top 30 research institutions in the nation. This goal is disseminated throughout the university via presidential speeches, press releases, etc. The Dean is affected by the presidential initiative, but supports a balance of the university missions of teaching, research, and service and communicates this balanced approach to faculty during their spring and fall meetings (2). Even though the dean may communicate to department heads how that initiative should be perceived in the context of the College, the initiative is valued and is translated by department heads as being important to faculty work. Department heads also communicate their values regarding the initiative to faculty relative to the preparation of faculty activity reports and dossiers (3). Faculty members prepare dossiers based on what they are told is most valued by the department. Tenured faculty members represent the pool from which department promotion and tenure committee members are selected. These faculty members carry departmental values into the P & T process that affect the way they evaluate dossiers (4). Department P & T committees send a recommendation to the college level P & T committee (5). The department head sends a separate recommendation to the college level P & T committee (6). The college committee is composed of tenured faculty members from the departments (7). These members are voted upon by their peers to serve on the college level P & T committee. Even though the committee is convened by the dean, the committee reported that they "did their own thing." Departmental values may be carried into the college level process by faculty members as they evaluate faculty dossiers. The college level committee recommendation goes to the university P & T committee by way of the dean (8). The college dean also sends a recommendation to the university P & T committee (9). The university committee is made up of representatives elected from the faculty. Departmental values may be carried with faculty into the university P & T committee that affect the way they evaluate dossiers (10). The formal recommendations of the university P & T committee go to the President (11). The President's recommendation goes to the Board of Visitors for approval (12).

The recommendations from the university P & T committee are highly respected. Their recommendations are usually accepted at higher levels. Messages are sent from the university promotion and tenure committee to department heads and faculty regarding what it values based on its tenure and promotion decisions (13).  This cycle then repeats. This committee can also approve changes in the university P & T guidelines, as was done recently.  However, because there was no follow up on how P & T committee members should use the guidelines or how faculty could document their engagement scholarship, committees proceeded with business as usual.  They overlooked the changes affecting engagement scholarship in the P & T guidelines, which had the effect of maintaining the status quo.

The network shows two significant factors.  First, major university initiatives, which are not directly part of the promotion and tenure process, do have a significant impact on the process.  An example of this is the president's goal that the university will rank among the top 30 research universities in the nation.  Even though the institution is a land-grant university with a three-part mission of teaching, research, and service, the new goal creates a perception that there is a hierarchy among its missions, where research scholarship is most important.  Because members in the department are socialized toward a strong research culture, these initiatives are perceived as priority among evaluators and affect the decisions made during the evaluation process.

Second the network illustrates how the perceptions of individuals at the department level are sustained. Departments have their own attitudes and beliefs that influence their actions and behaviors (Judson, 1991). These departmental values can influence the P & T process all of the way up to the university level. Departmental values affect how faculty dossiers are evaluated in the P & T process.

The case revealed that a change in the promotion and tenure guidelines was recently made as an attempt to recognize the outreach and engagement contributions of faculty.  I found that this change was not implemented consistently during the recent promotion and tenure cycle within the College of Education at Southeastern University.

Using constructs from Fullen and Stiegelbauer's (1991) organizational change theory, I detected some of the reasons why the change was not implemented. The major phases in the change process are initiation, implementation, continuation, and outcome (Fullan & Stiegelbauer, 1991). A factor in successful initiation is readiness. Readiness involves the institution's "capacity to initiate, develop, or adopt a given innovation" (Fullan & Stiegelbauer, 1991, p. 63). Factors that affect the individual's readiness are the history and culture of the institution and the preparedness resulting from past successes and failures, important events, and critical decisions that still influence behavior (Nadler, 1998). I found that the College of Education has a strong research culture that is reinforced at the departmental level. The departments do not view engagement as scholarship because they have not been exposed to models that they believe fit their idea of traditional research.

In addition there was no follow up activity to ensure that the changed P & T guidelines were used appropriately. Having an effective mechanism in place to attend to the development of the change also is important to the adoption of the idea. There were no guidelines in place to assist faculty in effectively documenting their engagement scholarship.

## Summary

The research questions in this study can be answered. Question one addressed how engagement is defined. Engagement is not well-defined or uniformly accepted within the College of Education. In general, outreach concepts were better understood by the participants. Generally speaking engagement scholarship was not clearly understood or defined by the participants.

Untenured faculty distanced themselves from engagement. They commented that they would perform engagement scholarship, but that they were discouraged from doing it. Administrators tended to describe engagement as traditional research scholarship. Most P & T committee members did not have a clear consistent definition.

Although the university states in one of its policy documents as early as 1995 that outreach was a critical form of scholarship in a land-grant university, models were not found to illustrate how outreach scholarship looks or how it could be evaluated.

Question two examined what the procedures and processes were for evaluating engagement scholarship. Southeastern University uses a typical promotion and tenure process for evaluating outreach and engagement. General criteria for outreach and engagement scholarship were presented in the university's promotion and tenure guidelines. The majority of the participants felt as if current evaluation mechanisms were not sufficient. Faculty felt that they needed models of engagement scholarship and guidelines by which to document it. Administrators felt that engagement scholarship was difficult to evaluate and that better evaluation techniques were needed. In general, administrators suggested that engagement scholarship should be evaluated similar to research scholarship. However, only two of nine administrators acknowledged that engagement scholarship cuts across the three missions and can fuse teaching, research, and service scholarships. During the interviews, administrators and faculty members noted that publications, grants, and contracts were important for engagement to be considered as scholarship. Promotion and tenure committee members who supported tenure and promotion for the fictional candidate noted the importance of grants and funding.

Promotion and tenure committee members felt that better evaluation was needed for engagement scholarship. However, these committee members rarely used the university written criteria for evaluating faculty engagement scholarship. Committee members did not acknowledge the attempts of various university task forces to raise the level of importance of engagement scholarship by allowing publications to be listed in the outreach service section of faculty dossiers.

Procedural issues emerged in the form of criteria for evaluating engagement scholarship. When listing actual criteria, committee members mentioned most often

impact, dissemination of scholarship, publications, number of people reached, peer and externally reviewed products, and quality of the work. Promotion and tenure committee members indicated that support of the department head and department level committee members were also important criteria.

There was a slight difference between the criteria that was identified as important by promotion and tenure committee members during interviews and the criteria they used to evaluate dossiers. Grants or contracts were mentioned more often on the comment form as a factor when judging the fictional dossier, but were not mentioned as often during their interviews.

Other procedures involved the communication and interactions between the participants. Department heads are not encouraging untenured faculty to participate in engagement. Higher level administrators are encouraging it as a more balanced approach. Department heads and P & T committee members are most important to conveying the message of the importance of engagement. Departmental values that research is priority seem to be so strongly rooted that even when upper level administration encourages engagement, faculty chose not to participate in it. Department heads and promotion and tenure committee members impact faculty behavior and attitude because they hold the power to recommend or to deny tenure and promotion.

Percentage of appointment in service appeared to determine the involvement of P & T committee members. For those tenured faculty who were not serving on the committee, involvement in engagement scholarship appeared to relate to the faculty members' interest and his or her ability to integrate teaching, research, and engagement. There was no indication of financial support offered to encourage faculty to participate in outreach and engagement. Outreach and engagement efforts tended to be self-supporting. However there was some indication from the documents that grants and contracts were received for conducting some outreach and international engagement.

On the question of the perceived value of engagement scholarship, faculty felt that department heads did not value engagement scholarship. Department heads perceived that engagement scholarship was not valued highly by the promotion and tenure committees and by upper level university administrators.  Their perceptions appeared to be accurate for promotion and tenure committee members, but not for upper level university administrators. College level Promotion and Tenure committee members value traditional research scholarship and communicate this through their evaluation decisions. Participants noted repeatedly the goal for the university to rank among the top 30 research institutions in the nation.

The next chapter will include the conclusions and recommendations from this study.  It will also offer some suggestions for future research.

# Chapter 6

# CONCLUSIONS

This chapter provides a brief summary of the findings of this study. Discussion and implications for future research also are offered.  The purpose of this study was to describe the evaluation of engagement scholarship through the promotion and tenure process at Southeastern University and to identify criteria useful for judging such scholarship.  This study also examined the value of faculty engagement as scholarship. The research questions in this study were:

1. How is university-community engagement defined by administrators, promotion and tenure committees, and faculty members in the College of Education at Southeastern University?

2. What processes are used by administrators, promotion and tenure committees, and faculty members for evaluating university-community engagement scholarship in the College of Education at Southeastern University?

3.  What criteria would be helpful in evaluating engagement scholarship?

4. What comparative value is placed upon engagement scholarship by administrators, promotion and tenure committees, and faculty members in the College of Education at Southeastern University?

I used a qualitative case study research method (Patton, 1980) to describe the promotion and tenure process by which engagement scholarship is evaluated in the College of Education at Southeastern University.  I interviewed faculty, department heads, other administrators, and college level promotion and tenure committee members to access their thoughts and feelings about the process of evaluating engagement scholarship at the university.  I developed role-clustered and conceptually clustered matrices, and an event network to depict the processes and perceptions of the participants in the study.

Findings

The following is a summary of the findings from this study:

1.  Southeastern University encourages engagement and engagement

scholarship at various levels and to varying degrees.  In the College of Education, this variation may be attributed to the fact that there was a lack of awareness on the part of most of the participants of the terms engagement and engagement scholarship. All participants acknowledged the service mission of the university, but for some it meant reaching out to help and not receiving any benefit.

2. Perceptions of administrators, faculty, and promotion and tenure committee members were rooted in traditional outreach and research modes. All believed that engagement scholarship is valued if it results in publications, grants, and contracts. In addition, promotion and tenure committee members indicated that support of external reviewers and recommendations of the department head and department level committee members were important. Their perceptions regarding engagement were mixed.  Some viewed engagement as important and valued.  Others reported that it was not.

3. A national reputation for research was perceived as important by participants for this institution.

4. Faculty members are getting mixed messages about the importance of engagement scholarship from department heads who discourage untenured faculty from engagement activity and from higher level administrators who are encouraging it as a more balanced approach. Departmental values that research is priority seem to be so strongly rooted that even when upper level administration encourages engagement, faculty do not participate in engagement. They do not feel that engagement efforts will be recognized or rewarded in the P & T process.

5. Department heads did not perceive that engagement scholarship was valued highly by the promotion and tenure committee and by upper level university administrators.  Their perceptions were accurate for promotion and tenure committee members, but not for upper level university administrators. College level Promotion and Tenure committee members value traditional research scholarship and communicate this through their evaluation decisions.

6. Engagement scholarship is not well evaluated. University written criteria established to evaluate faculty dossiers support engagement scholarship. However, promotion and tenure committee members rarely used the university written criteria for outreach and engagement. There was a slight difference also between the criteria that was

identified verbally as important by promotion and tenure committee members and the criteria they used to evaluate dossiers. Promotion and tenure committee members, faculty, and administrators believe that a more effective process by which to report and evaluate engagement scholarship is needed.

7. Percentage of appointment in service appeared to determine the involvement of promotion and tenure committee members in engagement. For tenured faculty not serving on the P & T committee, successful engagement appeared to relate to the faculty members' interest and his or her ability to integrate teaching, research, and engagement. These findings present challenges that encourage the development of university engagement theory.

The engagement models presented in this study can contribute towards the development of engagement theory. Figure 1 as shown in Chapter 1 is a model of engagement scholarship that depicts the integration or fusion of qualities of the university with those of the community that can result in engagement scholarship. Figure 2 as shown in Chapter 2 is a model depicting how engagement scholarship can be promoted at a university. For this study, I examined the evaluation of engagement scholarship in the promotion and tenure process. The case revealed that a recent change in the promotion and tenure guidelines to recognize the outreach and engagement contributions of faculty was not implemented consistently during the recent promotion and tenure cycle within the College of Education at Southeastern University.

Some of the reasons that the change was not being implemented were: (a) a lack of readiness that was affected by the strong research culture reinforced at the departmental level and (b) a lack of an effective mechanism in place to attend to the development and to the adoption of the idea. There was no follow-up on how the new guidelines were to be applied and there were no guidelines in place to assist faculty in effectively documenting their engagement scholarship.

This study supports the findings of two studies involving organizational change in university outreach programs. Darlington-Hope (1999) recommended cultural and

structural change among groups if engagement efforts are to be successful. Successful institutionalization of engagement within universities will require structural change such as changes in mission statements and other policy documents; but more importantly, change to support faculty, staff, and student capacity building. Larson (1997) asserted that some people within the organization may not view outreach as important as other institutional missions. An example of from the current study is that respondents thought that department heads did not value engagement as important for untenured faculty.

The study supports the findings of Bruns (1999), Chang (1998), and O'Meara (2000) who examined indicators of quality and important criteria for evaluating outreach and engagement programs. Bruns (1999) found that scholarly impact, community assessment, and academy assessment were strong indicators of quality. Respondents in the current study noted that impact and appropriate evaluation were important quality indicators. I suggested, as did Bruns (1999) that faculty be provided with resource support and other capacity building opportunities to impact successful engagement. Peer review and partner/client evaluation were noted as important in this study as well as in the study by Bruns (1999). Chang (1998) found that responsiveness to client needs was important in outreach and that clients were important to outreach evaluation. Faculty and administrators in the current study noted the importance of client involvement in evaluation. The Southeastern University study and the O'Meara (2000) study suggested that important criteria for evaluating service/engagement as scholarship were: (a) peer review, (b) evidence of impact, and (c) dissemination.

Knox (1998) concluded that there can be a discrepancy between the expectations of the university and the values of the promotion and tenure reviewers. The study also found that institutions should use the resources that are available to guide development programs regarding promotion and tenure. In the Southeastern University study, department head and promotion and tenure committee member expectations appeared to be different than upper level university administrators. If university leaders are aware of these differences, they can better plan strategies to gain support of engagement. One

method of support can be through the commitment of university resources to guide faculty development.

This study also supports findings of Antony (1998) who suggested that non-traditional scholarly work be recognized as important in the tenure decision process. The current study focused on engagement scholarship, which is nontraditional scholarship. Faculty in this study revealed that engagement scholarship is important for the purposes of public relations, economic and community development, and learning and testing new knowledge. Faculty seemed interested in participating in engagement scholarship but felt as if their efforts would not be recognized in the promotion and tenure process. Subsequently, untenured faculty did not perform engagement scholarship, and unless their job descriptions required it, tenured faculty performed engagement out of a sense of civic duty.

This study and the O'Meara (2000) study found that research culture, dissemination, and implementation problems hindered the successful implementation of policies to evaluate service as scholarship. In the case of Southeastern University, there were no guidelines, successful models, or follow-up to support faculty engagement scholarship. In addition there was insufficient follow-up with promotion and tenure committee members about how to use the new guidelines for evaluating outreach. Both studies suggest comprehensive plans to support engagement on the university campus.

Discussion

Effective assessment of engagement scholarship are offered based on the literature and findings from this study. Recommendations are also based on two models offered in this study. The first model is one depicting the promotion of engagement scholarship at a university. The second model is a network depicting the promotion and tenure process at Southeastern University and how it can be impacted by university initiatives.

If the institution really supports engagement in the form of university community collaborations university leaders should make sure that they are clearly articulating through appropriate communication channels the definition of engagement, that engagement is important and that it will be evaluated. They must first update the university mission to reflect that it is an engaged institution. Second, they must use the engagement definition in all of its policy documents. Third, leaders should build credibility through the use of public dialogue. Discussions need to filter down to department levels where attitudes and values are strongly held, as effective communication channels are important to help individuals form or change strongly held attitudes (Rogers, 1995). At this university the associate deans responsible for outreach and the department heads would be helpful in communicating this message.

Upper level administrators should discuss how engagement fits with other initiatives like the goal of the institution to become a top 30 Research I university. This mission should not overshadow the other two university missions. The integrative quality of engagement scholarship should be noted since it can link research, teaching, and service scholarships.

The university promotion and tenure committee, the Vice Provost for Outreach, the Outreach Council, and the Commission on Outreach should be consistent in their definitions of outreach and engagement. It would be helpful if that definition was included on the promotion and tenure guidelines and that all guidelines were discussed during P & T deliberations before a tenure and promotion recommendation is made.

Engagement scholarship can be assessed using the criteria identified by the participants in this study. These criteria along with the indicators of quality can serve as a guide by which evaluators and those being evaluated within the College of Education can evaluate engagement scholarship. Department level and individual level involvement should be encouraged when establishing indicators that will be used university-wide (Segren et al., 1993). Engagement scholarship should be held to the same basic standards as research scholarship, i.e., it should include goals, appropriate methodology, adequate

preparation, benefit to audiences/partners, impact, peer-review, and have an evaluation component. These are similar to the standards of assessment suggested by Glassick et al. (1997). However, there are two major differences between criteria for engagement scholarship and traditional scholarship. First engagement scholarship should allow for non-traditional peer review, as people closest to the activity will be most familiar with it. This might mean interdisciplinary and multi-disciplinary team approaches that include partners from various colleges on campus. Another form of peer review is through the National Review Board on Engagement Scholarship, which can review faculty dossiers according to consistent national standards.

Second, because of the collaborative nature of engagement, there may be longer periods of contact with external audiences. If a Research I institution, like the one studied, places high value on publications, grants, and contracts, it should develop some agreement up front as to the expectations of the dissemination of such scholarship.

It appears that the intent of the change in the criteria in the promotion and tenure guidelines was to raise the level of importance of outreach and engagement by having a separate section where publications and other scholarly works could be listed. Promotion and tenure committees should be instructed as to how to apply the new criteria. Direct communication noting the change might be helpful. The committees might also be shown models or examples of levels of engagement scholarship.

Promotion and tenure committees and the entire campus must be exposed to examples of successful engagement scholarship (Anderson & Cox, 1987). This can be presented during faculty meetings, faculty and staff development programs, or special forums.

To broaden support, the university might show how engagement affects the generation of new knowledge and funds. In addition, incentives in the form of financial support and or special contract agreements should be offered to faculty.

Finally, the university should discuss ways to dampen opposition to engagement scholarship (Anderson & Cox, 1987). There should be a shared sense of purpose concerning engagement within the departments. Before this can happen, people must be open to the importance of engagement. One place to begin is with the promotion of student involvement in engagement scholarship. Students can participate in classes and activities that are engagement-scholarship focused, including service learning programs and community-based research projects. Another method of encouraging engagement scholarship is to explain to new faculty opportunities that are available.

There must be a proper fit between the idea of engagement and the university's need for engagement (Anderson & Cox, 1987). Individuals must see that engagement scholarship can include all the functions of scholarship that were proposed by Boyer (1990) –teaching, discovery, integration, and application.

Implications for Future Research

There are several possible areas for future research in the area of engagement scholarship. First, a more comprehensive approach of several colleges within a university or several different institutions can be used as a case. This study was limited to one college in one university of one type. Many factors influence the outcomes of case studies from attitudes, values, experiences, and more. A more comprehensive study might reveal different results.

Research on graduate student opportunities in engagement will prove helpful for cultures that support engagement scholarship and for those that are seeking to expand their student involvement. Barriers to student involvement can also be examined.

University-community engagement by definition is not new, but the support for it to be seriously recognized as scholarship is of recent interest. There are opportunities to research successful models of engagement scholarship. The models offered in this study are based on the literature. There is a need to understand more about how engagement

and engagement scholarship relates to other kinds of scholarship.  Testing of the models will contribute to the advancement of engagement theory.

Summary

In some American institutions of higher education, scholarship means research leading to refereed publications.  Teaching and service have been disconnected from the traditional view of scholarship. National conversation relative to university-community collaborations in the form of engagement offers an opportunity for discussions within the university about definitions of scholarship and appropriate evaluation mechanisms and guidelines.

Institutions that wish to encourage university community engagement will allow scholars to work under a broader definition of scholarship. If the institution values university community engagement scholarship it will demonstrate these values through the decision-making process of promotion and tenure committees.  However, institutions may not have in place effective mechanisms by which to judge engagement scholarship. Institutions might benefit from having commonly agreed upon basic standards by which scholarship is judged. The integration of institutional scholarship would mean that all types of scholarship would be held to the same basic standards of excellence.

Promotion and tenure committees, department heads, and other administrators are responsible for evaluating and rewarding engagement scholarship.  How these individuals view criteria for evaluating faculty scholarship is important. However, the promotion and tenure process is only one component among many in the very complex social system of higher education.

If institutional leaders are serious about successfully involving their communities they must first have a larger sense of mission. University-community collaborations can effectively address the many issues that are relevant to families and communities. Successful engagement can begin with efforts of the university to cultivate climates in which university and community cultures can communicate "creatively and continuously

with each other" (Boyer, 1996b, p. 20).  Second, universities must demonstrate an appreciation for the diverse talents that professors bring to the institution that lead to scholarly engagement.

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U.S Department of Education (1991). Profiles of faculty in higher education institutions, 1988. Report No. NCES 91-389. Washington, DC: National Center for Education Statistics.

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# APPENDIXES

# Appendix  A

## Introduction Protocol for Participation

I am a doctoral student at Southeastern.  I am conducting research on university-community engagement scholarship.  I am interested in knowing your experiences relative to university-community engagement, how engagement is evaluated, and the value placed upon it by various groups at Southeastern.  I hope that this study will be useful to the University as they attempt to review the process of evaluating engagement.

You have been chosen because you have contributed to and or in some way are affected by the evaluation process.  There are no risks to you as a participant in this study.  However, there may be benefits in that recommendations made may influence the way university-community engagement is evaluated.  Your name will not be used in the study.

I am requesting no more than a 30 minutes interview. After reviewing my data I would like to contact you to make sure that my analysis of what you have told me is accurate.  I would also like to use a tape recorder to assist me in capturing your remarks during the interview.

**(For the promotion and tenure committee members the following paragraph will be substituted for the last paragraph above.)**

I am asking that you review a fictional faculty member's dossier and make a judgement relative to tenure. Then explain briefly what factors you weighed to arrive at your decision.  I would like a brief follow-up interview after you have written your comments. I would like to use a tape recorder to assist me in capturing your remarks during the interview.

## Appendix B

### Interview Questions

The first question in the interview guide is to try to answer the first research question in the study.  Questions 2-6 address research question 2 in the study, and Questions 7-8 address research question 3 in the study.

1. How do you define university-community engagement?
2. How do you define university-community engagement scholarship?
3. What attempts do you make to communicate with others within the university about engagement scholarship?
4. Describe the current procedures for evaluating university-community engagement scholarship at Southeastern.
5. What criteria do you think should be used to evaluate engagement scholarship?
6.  What should be included in faculty dossiers to indicate quality engagement scholarship?
7. To what extent is engagement scholarship valued at Southeastern and describe how that value is demonstrated?
8. What do you think is your responsibility toward faculty and students regarding engagement scholarship?

Interview Guide for College Level Promotion and Tenure Committees

1. How do you define university-community engagement?
2. How do you define university-community engagement scholarship?
3. Who has input about how you evaluate dossiers in the promotion and tenure process?
4. What is the nature of your interaction with faculty and administrators relative to the evaluation process for university-community engagement scholarship?
5. Describe the current procedures for evaluating university-community engagement scholarship at Southeastern?
6. What criteria do you think should be used to evaluate engagement scholarship?
7. What should be included in faculty dossiers to indicate quality engagement scholarship?
8. To what extent is engagement scholarship valued at Southeastern and describe how that value is demonstrated.

Interview Guide for Tenured and Un-Tenured Faculty

1. How do you define university-community engagement?

2. How do you define university-community engagement scholarship?

3. How have you learned about engagement?

4. What is the nature of your interaction with department heads and other administrators relative to engagement?

5. Describe the current procedures for evaluating engagement scholarship?

6. What criteria do you think should be used to evaluate engagement scholarship?

7. What should be included in faculty dossiers to indicate quality engagement scholarship?

8. To what extent is university-community engagement scholarship valued at Southeastern and describe how that value is demonstrated?

9. What do you think is your responsibility towards graduate students regarding engagement scholarship?

# Appendix C

<p style="text-align:center;"><strong>Letter Accompanying Dossier</strong></p>

February 5, 2000

Dr. John Daniels

130 Sykes Hall

Southeastern University

Worthington, PA 16501

Dear Dr Daniels:

This letter is a follow-up to our conversation about the research project that I am conducting about university engagement. Enclosed is the fictional dossier that I promised to send to you along with the current university promotion and tenure guidelines. Assume that Southeastern University has the same guidelines as those listed.

After studying the dossier, please indicate on the Comment Form provided whether you would award, give marginal support for, or deny tenure. You also have the option of awarding promotion. Next, please explain in the space provided on the form, how you reached your decision. You may return the packet to me at the time of our interview. If you have any questions, please feel free to call me at (803) 435-8429 or e-mail me at dbaker@clemson.edu.

Your comments will be helpful to those of us interested in university engagement and to those who shape the guidelines for evaluating it. Thank you for your time and support in this effort.

Sincerely,

Della A. Baker

Graduate Student

**Comment Form**

Directions: Assume that you are a member of the Promotion and Tenure Committee for a College named the College of Education at your university. You are asked to make a judgement on Line A of (1) recommend tenure, (2) marginal support for tenure, or (3) deny tenure on the enclosed fictional faculty member's dossier. On Line B you have the option of awarding Promotion in addition to your tenure choice. Place a check mark (✓) on the line next to your choices. Then explain briefly below what factors you weighed to arrive at your decision. Please be as specific as possible on the criteria you applied and the judgments you made regarding your recommendations.

**Line A:** __ **Recommend Tenure** ___ **Marginal Support for Tenure** ___**Deny Tenure**
**Line B:** __ **Recommend Promotion** ___**Marginal Support for Promotion** ___**Deny Promotion**

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(If more space is needed, you may continue your comments on the back of this sheet.)

Guidelines for Promotion and Tenure

Revised 5/03/00

The university promotion and tenure committee is appointed and chaired by the senior vice president and provost. The committee reviews the qualifications of the candidates recommended for promotion or tenure by each academic dean. It also reviews those cases in which the dean has not concurred in the college committee's positive recommendation. The purpose of the reviews is to verify that the recommendations are consistent with university objectives, programmatic plans, and budgetary constraints. (Section 2.8.4.3 of the Faculty Handbook.)

Tenure is an institution developed for the protection of the academic freedom of the teaching faculty in institutions of higher education.

Eligibility for tenure consideration is limited to full-time faculty members holding regular faculty appointments in academic departments. Tenure will not be granted to faculty members with temporary appointments, to faculty members in part-time positions, or to administrative and professional faculty. Individuals holding tenure in academic departments who are appointed to administrative positions, however, will continue to hold tenure in those departments. Full-time administrators who also hold appointments in academic departments and engage in teaching, research, and outreach may be recommended for tenure in such departments.

Promotion to a higher rank and appointment with tenure may be granted to faculty members on a regular faculty appointment who have demonstrated outstanding accomplishments in an appropriate combination of instructional, research, outreach (including extension), and other professional activities.

In order to make its reviews as effective as possible, the university promotion and tenure committee requests that all candidates' dossiers be submitted to the committee according to the following guidelines.

Cover Page: The provost will provide a standard cover page to the deans; they will distribute the cover page to the appropriate department heads.

Document Format: The dossier should be single-spaced, double-spaced between paragraphs, type point 10, margins 1.25" left and
right, 1.0" top and bottom.

Table of Contents: should include the following, and must indicate page numbers. All pages of the dossier should be numbered consecutively in the upper right-hand corner. (Please see Sample Table of Contents.)

I. Résumé
II. Recommendation Statements
III. Candidate's Statement
IV. Teaching and Advising Effectiveness
V. Research, Scholarly, and Creative Achievements
VI. Outreach Professional Accomplishments
VII. Professional and University Services
VIII. Other Pertinent Activities

I. Résumé

Please provide a succinct résumé, no more than three pages in length, in outline form.

II. Recommendation Statements

A. Statement from the dean. (If the dean prefers to make a verbal recommendation to the university committee, a statement of that intent should be included in the dossier.)

B. Statement from the college committee.

C. Statement by the department head, chair, or division director. Candidates should not be expected to make their own cases.     This statement should be limited to 3-4 pages in length. The statement should include:

A summary of the candidate's professional assignment at Southeastern. An evaluation of the academic performance and effectiveness of the candidate in each of the areas of faculty responsibility-teaching and academic advising; research, scholarly, and/or creative achievement, and outreach, including indication of position responsibilities and AY or CY designation. A summary of important accomplishments and an interpretation of significant contributions. An explanation of the procedures by which the candidate was evaluated. The head's or director's recommendation.

D. Statement by the department or division promotion and tenure committee.

E. Statements from other units for faculty with joint appointments or other formal interaction.

F. For faculty who present significant interdisciplinary or multidisciplinary and collaborative teaching, research, outreach as part of the record, the dossier should include one evaluation letter from the director, coordinator, or leader of the interdisciplinary or multidisciplinary program. Do not include an excessive number of "congratulatory" letters.

G. Letters of evaluation submitted by outside reviewers. Preceding each letter of evaluation, provide a single page biographical sketch of the outside reviewer.

III. Candidate's Statement

The candidate's statement should be no more than three pages in length. Neither this statement, nor any part of it, should be repeated or further developed elsewhere in the dossier.

This statement should explain such matters as the character, coherence, direction, and purpose of the candidate's professional work throughout the candidate's career, including teaching, research, scholarship or creative activity, outreach, and professional and university service.

The statement should enable members of the university promotion and tenure committee to understand clearly the candidate's professional aims and achievements. The statement should explain but not evaluate the work. This statement should provide all reviewers with a clear understanding of the candidate's scholarship, teaching, and outreach achievements. Where possible, the candidate's statement should reference specific scholarly achievements documented in the remainder of the promotion and tenure dossier. The candidate should describe the focus of scholarly achievements and a personal mission in the role of a faculty member.

IV. Teaching and Advising Effectiveness

This section should be no more than fifteen pages in length.

Teaching and advising are multifaceted activities. In any assessment of a candidate for promotion and tenure, both the quality and the quantity of the individual's achievements in teaching and advising should be presented in the dossier. A number of measures to demonstrate the quality of teaching and advising are available: development of instructional material and of courses and curricula; student, peer, and alumni evaluations; contributions as an academic advisor; recognition and awards for teaching or advising effectiveness; the long term effect of a faculty member on the personal and professional success of students; and student achievements.

Those evaluating candidates for promotion or tenure should give special consideration to teaching effectiveness. The assessment of teaching and advising effectiveness rests on a comprehensive review of both qualitative and quantitative measures. To be evaluated favorably, an individual should contribute to the accomplishment of the mission of the university in several aspects of teaching.

For detailed explanations of a number of measures, consult the "Final Report of the University Ad Hoc Committee on the Evaluation of Teaching," February 1989. A copy of the report is currently available in the provost's office and on the Web at: http://www.provost.su.edu

The promotion and tenure dossier should provide the following information about teaching and advising:

A. A list of courses taught since the last promotion or the date of appointment to Southeastern. The list should include: a chronological listing of courses by term and year; credit hours; course enrollments, and the faculty member's role (if not solely responsible for the course).

B. Theses, dissertations, other graduate degree projects, major undergraduate research projects, and honors theses directed.

C. Current positions held by the candidate's masters and doctoral recipients.

D. Special achievements of former undergraduate and graduate students.

E. Academic advising responsibilities-graduate and undergraduate.

F. Course, curriculum, and program development.

The dossier should provide a persuasive evaluation of the faculty member's effectiveness as a teacher and an advisor. It should explain the point or meaning of any data, information, or examples included as evidence. Data from student evaluations, for example, are not necessarily self-explanatory; the numbers usually require interpretation and comparison. Where comparisons are warranted and would be helpful, they should be included. The quality of a candidate's achievements and ability as a teacher should be clearly demonstrated. Evidence such as the following may be included:

G. Student evaluations of instruction.

  1. Include the rating scale and college and/or department averages.
  2. Include data on all courses evaluated since the last promotion, enrollment in each course, number of students turning in evaluations, and numerical averages.

H. Peer evaluations.

I. Alumni evaluations.

J. Demonstrated efforts to improve one's teaching effectiveness.

K. Recognition and awards for teaching or advising effectiveness.

L. International recognitions and awards.

V. Research, Scholarly, and Creative Achievements

While both the quality and quantity of a candidate's achievements should be examined, quality should be the primary consideration. Quality should be defined largely in terms of the work's importance in the progress or redefinition of a field or discipline, the establishment of relationships among disciplines, the improvement of practitioner performance, or in terms of the creativity of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, and methods should be regarded more highly than work making minor variations in or repeating familiar themes in the literature or the candidate's previous work. Determination of excellence is difficult and requires informed professional judgment.

Quantity is often easier to measure than quality, since comparisons can be made more readily. However, because scholars and artists sometimes-and for good reasons-disseminate essentially the same information or exhibit the same work, it is important to note the relationships among various publications, exhibitions, and performances where redundancy or duplication appears to occur.

In addition, some disciplines more readily lend themselves to greater numbers of scholarly works. Thus, it is essential that quality be the primary, although not the only, criterion to evaluate a candidate's achievements.

Candidates should list only those publications, projects, or performances which have appeared or been accepted for publication or presentation. They should not include work currently submitted and being reviewed or "work in progress."

Papers, publications, or performances in collaboration with current or former students should include an asterisk at each student's name.

The dossier should provide a persuasive assessment of a candidate's research, scholarly, and creative achievement. Achievement and ability should be clearly demonstrated. It is important, for example, to identify refereed publications or juried exhibitions and the professional status of a press, journal, performance or exhibition. It is essential to clearly indicate the nature of all scholarly works (e.g., refereed journal publications, juried exhibitions, etc.) It is important to show the professional quality of a candidate's achievements through such means as qualified peer evaluations, published reviews, external evaluations, grants, awards, prizes, etc.

The promotion and tenure dossier should provide the following information about research, scholarship, and creative activity:

A. Research and scholarly publications-identified by type and presented in a standard appropriate bibliographic form. Cite page numbers.

      1. Books or monographs authored
      2. Book chapters
      3. Books edited
      4. Textbooks authored
      5. Textbooks edited
      6. Papers in refereed journals
      7. Papers in refereed conference proceedings
      8. Prefaces, introductions, catalogue statements, etc.
      9. Papers presented at professional meetings
      10. Other papers and reports
      11. Translations
      12. Abstracts
      13. Reviews
…….. 14. Sponsored research and other grant applications and awards. Explicitly cite the principal investigator(s)-all names that appear on the grant proposal, year, and duration of the award, percentage of candidate's participation, source (agency) of the award, and the amount.

B. Creative publications, performances, exhibitions, compositions

      1. Novels and books
      2. Poems, plays, essays, musical scores
      3. Performances, productions, films, videos, and exhibitions
      4. Competitions and commissions
      5. Grant applications and awards-indicate percentage of candidate's participation
      6. Awards, prizes, and recognition

C. Editorships, curatorships, etc.

      1. Journals or other learned publications.
      2. Editorial boards
      3. Exhibitions, performances, displays, etc.

D. Software and patents

E. Awards and recognition

F. International research collaborations

VI. Outreach Professional Accomplishments

Faculty members are expected by the university and the public to make their professional knowledge and skills broadly available to society. Outreach is one of the principal responsibilities of a land-grant university. It entails skillful, knowledgeable, professional applications and extensions of academic fields and specialties. Outreach must be grounded firmly in university programs. It is an umbrella under which falls activities in continuing education, community and economic development, cooperative extension and other programs which extend the knowledge and expertise of faculty for the direct benefit of society.

The quality and effectiveness of outreach activity should be documented. Simply enumerating activities, identifying committees and task forces, listing reports and studies is insufficient. It is important to show the professional quality of a candidate's achievements through such means as qualified peer review, client evaluations, reviews of published materials, conference and workshop assessments, and letters from committee chairs. Individuals who might assess the candidate's performance could include department or university colleagues, peers at other universities, and members or heads of the recipient publics or organizations. When providing assessments from peers at other universities, include a single page bio sketch of the outside reviewer(s).

The dossier should provide the following information:

   A. Outreach

        1. An account of the candidate's specific outreach responsibilities.
        2. Professional achievements in program development and implementation.
        3. Outreach publications, including numbered extension publications, trade
           journals, newsletters, other papers, web
           sites, refereed journals, multimedia items, etc.
…….4. Results of participant and/or peer evaluations concerning the
           significance and impact of programs.
        5. Recognitions and awards for outreach effectiveness.
        6. Other assigned outreach or extension activities.

   B. International Outreach Activities


VII. Professional and University Service:

Faculty have significant roles in the governance, development, and vitality of the university and academic profession. Service to the
university and academic professional organizations constitutes an important faculty responsibility.

A. Service as an officer of an academic or professional association.

B. Other service to one's profession or field (e.g., served on committees)

C. Meetings, panels, workshops, etc., led or organized.

D. Manuscripts and grant proposals reviewed for presses, journals, and funding agencies.

E. Department, college, and university service.

F. Service to students-involvement in co-curricular activities, advising student organizations, etc.


VIII. Other Pertinent Activity:

A. Work currently submitted and being reviewed or "work in progress."

Sample Table of Contents

The Table of Contents should include the following, with page numbers listed. If a section is not applicable to a candidate's dossier, please continue to include it in the Table of Contents; however, at the page number citing, indicate that the section is "Not Applicable" or "NA."

I.      Résumé

II. Recommendation Statements

A. Statement from the Dean

B. Statement from the College Committee

C. Statement from the department head, chair, or division director

D. Statement from the department or division promotion and tenure committee

E. Statements from other units for faculty with joint appointments or other formal interaction

F. Evaluation letter from the director, coordinator, or leader of the inter-disciplinary or multidisciplinary program

G. Letters of evaluation submitted by outside reviewers

III. Candidate's Statement

IV. Teaching and Advising Effectiveness

    A.  List of courses taught since the last promotion or the date of appointment at Southeastern University.

    B. Theses, dissertations, other graduate degree projects, major under-graduate research projects, and honors theses directed

    C. Current positions held by the candidate's masters and doctoral recipients

    D. Special achievements of former undergraduate and graduate students

    E. Academic advising responsibilities

    F. Course, curriculum, and program development

    G. Student evaluations of instruction

    H. Peer evaluations

    I. Alumni evaluations

    J. Demonstrated efforts to improve teaching effectiveness

    K. Recognition and awards for teaching or advising effectiveness

    L. International recognition and awards

V. Research, Scholarly, and Creative Achievements

    A. Research and scholarly publications

    B. Creative publications, performances, exhibitions, compositions

    C. Editorships, curatorships, etc

    D. Software and patents

    E. Awards and recognition

    F. International research collaborations

VI. Outreach Professional Accomplishments

    A. Outreach

    B. International Outreach Activities

 VII. Professional and University Service

 VIII. Other Pertinent Activities

Last Updated 12/12/00

**Tenure and Promotion Dossier**


**for**


**Dr. Robert Lewis Keenan**

**Assistant Professor**


**October 30, 2000**


**Department of Curriculum and Teaching**

**College of Education**

**Southeastern University, Worthington, PA**

Table of Contents

I. Resume′

II. Recommendation Statements

    a. Statement from the department head
    b. Statement from the department promotion and tenure committee
    c. Evaluation letter from the coordinator or leader of an interdisciplinary or multidisciplinary program
    d. Letters of evaluation submitted by outside reviewers

III. Candidate's Statement

IV. Teaching and Advising Effectiveness

    a. List of courses taught since the last promotion or the date of appointment to the university
    b. Theses, Dissertations, and other graduate degree projects
    c. Current positions held by the candidate's masters and doctoral recipients & Special Achievements of Former Students
    d. Academic advising responsibilities
    e. Course, curriculum, and program development
    f. Student evaluations of instruction
    g. Peer evaluations
    h. Alumni evaluations
    i. Demonstrated efforts to improve teaching effectiveness
    j. Recognition and awards for teaching or advising effectiveness
    k. International recognition and awards

V. Research, Scholarly, and Creative Achievements

    a. Research and scholarly publications
    b. Creative publications, performances, exhibitions, compositions
    c. Editorships, curatorships, etc.
    d. Software and patents
    e. Awards and recognition
    f. International research collaborations

VI. Outreach Professional Accomplishments
    a. Outreach
    b. International Outreach Activities

VII. Professional and University Service

VIII. Other Pertinent Activities

**I.     Resume**

**Robert Lewis Keenan**


**Residence:**                                              **Office:**
**309 Rodger's Fort Rd.**                       **College of Education**
**Worthington, PA  16501**                    **Dept. of Curriculum & Teaching**
**(814) 222-2333**                                 **Southeastern University**
**e-mail:rlk7@su.edu**                           **Worthington, PA  16501**
                                                              **(814) 263-5555**


Education Background:

Ph.D.   Columbia University, 1993.  Curriculum and Instruction.

M.Ed.   Southeastern University, 1985. Instructional Technology.

B.S.     University of Maryland, 1980.  Psychology.

Professional Experiences:

Assistant Professor, Southeastern University, Worthington, PA, August, 1995 to present. Taught the following courses: Computers in the Classroom, Social Foundations  in Education, Teaching Composition, Teaching in the Secondary School, and Problems in Education.  Supervise and guide independent studies, theses, and dissertations.  Lectured at the University of Ghana, the University of Otago, and Brisbane Institute of Technology.  Assisted with the development of policies for international faculty exchange programs.

Instructor/Training Coordinator, Distance & Continuing Education, Southeastern University, Worthington, PA, 1993-95.  Responsible for the coordination of the Alliance for People Committee and Organizational Excellence Conference.  Interviewed, selected, trained, supervised, and evaluated the performance of two (2) full-time employees, three (3) temporary employees and 2 student clerical assistants.

Assistant Director, Resident Life, University of Maryland, 1986-1988.
Provided primary management and supervision for co-ed residence life program. Responsible for staff recruitment and selection, evaluation, and payroll.  Facilitated in-service training programs.  Assisted with room assignment procedures and student handbook revisions.

Educational Consultant, The Kettering Foundation, 1983-1986.
Assisted in the development of educational material for educational institutions. Maintained a database of institutions that received funds from the Foundation. Established new contacts with institutions through public relations efforts.

Adjunct Instructor, Ohio State University, 1980-1983. Taught undergraduate level course in Foundations of Education.

Publications

Co-edited one book and one book chapter, published seven refereed journal articles, six non-refereed articles, five research reports, and contributed to one faculty development handbook.

Presentations

Delivered seven educational presentations at professional association meetings and conferences, including the American Association of Higher Education, the American Association of University Professors, Kappa Delta Pi, and Phi Beta Delta. Five other educational presentations were made to international audiences. 1997-Present.

Awards

Excellence in Teaching Award, National Teachers Association, 1998.

Kappa Delta Pi, Leadership in Higher Education Award, 1996.

Committees/Consultantships

Consultant for Worthington Community Relations Council, 1999.

Reviewer, National Review Board for the Scholarship of Engagement, 1997-98.

Consulting Editor.  Training Systems Designers, Carbondale, Illinois, 1996-1998.

II.  Recommendation

Statements

A.  Letter from the Department Head

November 12, 2000

Dr. Ted Brown
Dean, College of Education
Southeastern University
Worthington, PA  16501

Dear Dr. Brown:

On behalf of the Department of Curriculum and Teaching, I would like to recommend Dr. R. L. Keenan for tenure and promotion to Associate Professor.  As you can see from his dossier, Dr. Keenan has performed exemplary work since his appointment as Assistant Professor.  My recommendation is based on his teaching, research, and outreach/engagement work.

Teaching
Dr. Keenan wrote a proposal and received grant funding from the National Teachers Association for the development of a senior capstone course.  The course included the elements of design, planning, implementation, and evaluation of a classroom project.  Departmental and interdisciplinary department participation has increased since its initiation.

Dr. Keenan adapted an in-class course on Problems in Education to a distance delivered course as a result of knowledge gained from the Faculty Development Institute. This demonstrates one example of his willingness to keep abreast of new pedagogical approaches.

He has served as major professor of a number of graduate thesis and dissertation committees. Graduates from his classes have taken professional positions in other educational settings, such as universities and high schools.

Research
Approximately half of his publications have been peer-reviewed, the other half

represent non-peer-reviewed publications.  He has co-edited one book and one book chapter, and has a number of papers and presentations to his credit.

He has received funding for research proposals for projects on competency-based teacher education and the examination of flexible faculty work contracts and faculty outreach service performance.

Outreach and Engagement

Dr. Keenan is the coordinator for the Campus Alliances program.  The program is a collaboration between the community and the university.  Community issues are addressed using diverse resources, knowledge, and skills.  Representatives from the university and the community had input into the design of the course, which allows students to work in community settings.  Dr. Keenan has also coordinated the design of the website for the program.  The website tracks the program's impact.

Dr. Keenan has served as a consultant on many different projects.  He contributed to a faculty development handbook for a corporation.  He designed a study to determine the feasibility of a training center for teachers in the Worthington area and he contributed to the revision of a graduate curriculum on public policy for the University of Miami.

Dr. Keenan has participated in faculty exchange programs in Ghana, New Zealand, and in Australia.  After returning from Ghana, he initiated a faculty exchange program for teachers in New Zealand and Australia. He has published articles in refereed journals and non-refereed journals pertaining to his international and service experiences.

I feel that he has many skills that would benefit not only the Department of Curriculum and Teaching, but Southeastern University as a whole.  Please don't hesitate to contact me if you have any questions.

Sincerely,


Hazel Weatherford
Department Head, Curriculum and Teaching




B.  Promotion and Tenure Department Committee Letter of Recommendation



November 12, 2000

Dr. Hazel Weatherford
Department Head, Curriculum and Teaching
Southeastern University
Worthington, PA  16501

Dear Dr. Weatherford:

This letter is to recommend the promotion of Dr. R. L. Keenan to Associate Professor.  He received unanimous support for promotion from the committee members in this department. Although we agreed that his teaching and outreach/engagement contributions since his last promotion have been of high quality, we are not, however, recommending tenure at this time. Our concern is with his limited number of peer-reviewed publications.  We believe that faculty at Southeastern University should demonstrate a strong commitment to research and publication. Our constituents know our reputation as a leading Research I university and we want to maintain that reputation. The following is a brief explanation of why we are recommending promotion only.

Dr. Keenan has demonstrated a strong commitment to teaching. He has adapted one of his courses to a distance delivered format and has designed a senior capstone course that involved the coordination of various departments on campus.  He seems to interact well with his students.  They give him very good ratings for his ability to advise and follow-up. He has served as major professor of several graduate thesis and dissertation committees.

The majority of Dr. Keenan's publications have been non-peer-reviewed.  In the last six years, he has published five articles in refereed journals, two in well-read research journals.  He has co-edited one book and one book chapter and has a number of other papers and presentations to his credit. Dr. Keenan has succeeded in securing funds for research proposals for projects on competency-based teacher education and for the development of the senior capstone course.

Dr. Keenan has done an outstanding amount of outreach and engagement work. He is the coordinator for the Campus Alliances program.  He has been successful at creating partnerships and collaborations between the community and the university to address the needs of both cultures. He has served as a consultant on projects such as a study to determine the feasibility of a training center for teachers in the Worthington community  and  he has consulted with a private corporation to develop a faculty handbook. He has also served in various capacities in rendering professional and university service.

Dr. Keenan has participated in international outreach as well.  He participated in faculty exchange programs in Ghana, New Zealand, and in Australia and assisted in the development of policies for future faculty exchanges.

It is with great pleasure that we recommend him to you for promotion.


Sincerely,


J. Roberts
Chair Promotion & Tenure Comm.
Dept. of Curriculum and Teaching


C.      Letter of Support for Interdisciplinary Efforts


Dr. James Roberts, Chair

Department of Curriculum and Teaching
Southeastern University
Worthington, PA  16501

Dear Dr. Roberts:

It is with great pleasure that I send a letter of support for the promotion of Dr. R. L. Keenan.  Dr. Keenan was the one of the principal investigators for a proposal that was funded to develop community-based senior capstone courses in 1997.  He was also a part of the team of individuals who planned the courses.  These courses are designed as team experiences to address a significant community issue or need.  Faculty members from various departments within the university, students, and community partners work together to design, to implement, and to assess the capstone courses.

The evaluations from the first four pilot courses were very positive.  Dr. Keenan and others have worked diligently to develop additional courses that will be offered next Spring.  I think he is very deserving of the promotion.  If you have questions, please feel free to contact me.


Sincerely,



Harold Jones
Associate Dean
College of Education

D.      Excerpts from Letters of Evaluation from Outside Reviewers


Dr. James Roberts, Chair
Department of Curriculum and Teaching
Southeastern University
Worthington, PA  16501

Dear Dr. Roberts:

I have reviewed the packet submitted for Dr. R. L. Keenan and found it acceptable to support his promotion.  The journals in which several articles were published are respected among academics in higher education.  Other publications are of interest to less formal audiences.  My only reservation is the number of publications from the time he obtained his terminal degree.

Please contact me if you have further questions.

Sincerely,


T. L. Boman
Department of Instruction
North Carolina State University
********************************************************************************

Dear Dr. Roberts:

        I appreciate the opportunity to review the dossier of Dr. R. L. Keenan.  The works submitted contain clear and concise details.  His strength seems to be in interdisciplinary campus and outreach work.  His research details appropriate goals and methodology and demonstrates important impact.

        The amount of applied research seems to outweigh basic research, but all of the work has integrity.  His contributions to the profession in the area of research will prove invaluable over time.

Sincerely,


Michael Kratzer
College of Education
Portland State University

D. Letters of Evaluation from Outside Reviewers


Dear Dr. Roberts:


I am more than happy to respond to the questions raised in your letter about the professional performance of Dr. R. L. Keenan and his research and scholarly activities. My professional relationship with Dr. Keenan began in 1996 when I was serving as Educational Administration Review editor for Technical Publications, Inc.  I contacted Dr. Keenan to serve as a content/methodology specialist for the purpose of assisting me in the development of educational materials, such as books, study guides, and video supplements.

I selected Dr. Keenan because he demonstrated a commitment to the improvement of teaching techniques and educational materials in secondary education.  This commitment was displayed through the numerous articles and presentations he authored. A review of his original research in education and technology brought praise for originality and precision of thought.

Dr. Keenan and I continued working together until I left Technical Publications in May, 1998.  During that time we had an excellent working relationship. He had direct involvement in the development of educational materials.  Conservatively, I would say that his efforts – subsumed between the covers of books written by others – influenced approximately 50,000 students.

I have reviewed Dr. Keenan's work and it seems to have expanded over the years. His work spans across disciplinary lines into the community, the state, and a broader international region.  His course outlines and curriculum demonstrate innovation and creativity. He has become known among his peers as a person of professional integrity.

In closing, I would like to add that among the consultants with whom I have had the opportunity to work, Dr. Keenan ranks in the top 1%.


With Warm Regards,


Pauline Patterson, President
Wayne County Press

D. Letters of Evaluation from Outside Reviewers


November 9, 2000

Dr. James Roberts, Chair
Promotion and Tenure Committee
Department of Curriculum and Teaching
College of Education
Southeastern University
Worthington,  PA  16501

Dear Dr. Roberts:

  We have reviewed the packet of scholarly work submitted on behalf of Dr. R. L. Keenan.  Although we can not comment on his actual in-class teaching performance, we can address other aspects based on his record of teaching, research, and outreach service. We support the promotion of Dr. Keenan based on the following reasons:

1)  Dr. Keenan has demonstrated commitment to the improvement of teaching. His efforts, through distance courses, demonstrate his willingness to try innovative pedagogical approaches.  As evidenced through his course descriptions, Dr. Keenan uses creative techniques to reach students and to challenge and motivate learning.

2)  Although the volume of his scholarship is limited, his research is relevant and convincing.  The studies have impact for competencies that will be needed by educators and important capacity-building options for faculty for the future.

3)  A review of his outreach activities indicates that he is willing to work across disciplinary lines.  He has shown innovation through his efforts to include community representatives in the designing of courses.

  If you have further questions, please do not hesitate to contact us.


Sincerely,

Sandra Taylor
Chair of the Review Committee for the
National Clearinghouse on the Scholarship of Engagement

# III. Candidate's Statement

My dossier statement addresses my personal and professional character and summarizes 20 years of professional experience. I have organized my statement to cover the areas of (a) administration/teaching, (b) research, and (c) outreach service.

I have always wanted to work in higher education as a Psychology professor. My interest in psychology began in high school. After pursuing a degree in psychology at the University of Maryland and being exposed to other kinds of courses, my interest expanded. I found that computer technology for example offered me many options for teaching and research. I decided to pursue an advanced degree in instructional media from Southeastern, which had a reputation for being a leader in computer technology. There were many new developments in technology and in higher education as I completed my Masters level studies. My advisors at Southeastern encouraged me to continue work towards a doctoral degree.

I chose Columbia University for my doctoral studies. Its Curriculum and Instruction Program was one of the best. I was able to complete and publish my dissertation while at Columbia.

Throughout my experiences, my passion continued to be that of helping students learn. This passion is evident through my teaching, research, and service activities.

## Administration /Teaching

I have served as an administrator and as a college teacher during my professional career. Before being hired at Southeastern, I served as Assistant Director for Resident Life at the University of Maryland. I later served as Instructor/Trainer for Distance and Continuing Education at Southeastern. These assignments gave me experience in staff recruitment and selection, training, evaluation, and budgeting.

I later served in the position of Educational Consultant to the Kettering Foundation. This allowed me to develop contacts with representatives of educational institutions all across the U.S. While serving as consultant, I sharpened my skills with computer technology in order to develop educational material and to maintain a database and website. These skills would prove beneficial to my future career path.

As Assistant Professor at Southeastern, I taught a number of courses: Computers in the Classroom, Social Foundations in Education, Teaching Composition, Teaching in the Secondary School, and Problems in Education. I require students to write in my classes. They are assigned a brief paper that is e-mailed to me and to the other students in the class, weekly. In addition, they submit one major paper. I encourage students to think critically in their responses.

My students do very well in my classes because of my efforts to be clear and concise in my lectures and fair in my grading. My student evaluations meet or exceed the department's average.

One of the efforts of which I am most proud is the development of a senior capstone course in Education at Southeastern. Many faculty members, within the College of Education and professionals external to the university, collaborated to make the program successful. The idea has caught on and other faculty members are teaming up to offer similar courses.

I have taught both inside and outside of the United States. I initiated efforts for faculty exchange programs in Australia and in New Zealand. These experiences gave me insight into educational problems at an international level and offered new possibilities for research. Articles about teacher education in these countries and how the faculty exchange programs were established have been published in respected journals.

Research

I believe that it is important, especially at a research institution, that faculty contribute to the field of knowledge in some way. Much of my research has an applied focus. I have published in refereed and non-refereed journals. Through research I have been able to keep abreast of the issues surrounding the field of teaching. The focus of my published dissertation was *Student Satisfaction with Computer Technology in the Classroom*. I am now writing a guidebook on teacher competencies for the new millennium. The book will serve as a handy reference for new teachers who will face diverse issues and problems in the classroom.

I feel that it is important to identify funding sources for one's research interests. I have been successful in locating funding for my research through many national organizations.

Outreach Service/Engagement

I have a varied service background that ranges from consultantships to professional and university service. I served on the National Review Board for the Scholarship of Engagement to review the service scholarship packets of candidates from throughout the US. I served as a consultant to the Worthington Community Relations Council, the University of Miami School of Education, and for a private corporation.

My service scholarship has focused on the development of university-community partnerships. I have published articles explaining the many partnership opportunities that are available to teachers. I write from my experiences with the coordination of the Campus Alliance Program at Southeastern. Writing about the successes as well as the failures can assist teachers in their efforts to establish partnerships. I developed a web-site that explains the various projects and the impact that the projects have had.

I feel that it is important to give to one's profession. Service can build a stronger, more productive unit.  I have served as an officer of various university and professional association committees.   I have also served as advisor to student organizations.

I have received much support from my administrators, colleagues, and students throughout my career.  I see many opportunities for professional development here at Southeastern and look forward to a continued and productive relationship here.

# IV.  Teaching and Advising Effectiveness

**A.  List of Courses Taught Since the Last Date of Appointment to Southeastern Univ.**

| Course# | Course Name | Term | # of Students |
|---|---|---|---|
| EDCI  5614 | Computers in the Classroom | Fall 2000 | 25 |
| EDCI  5784 | Graduate Seminar in Education | | 20 |
| EDCI  5774 | Problems in Education (Distance Education) | Summer 2000 | 25 |
| EDCI  4414 | Teaching Composition: Methods and Materials | Spring 2000 | 20 |
| EDCI  4754 | Graduate Seminar in Education | | 15 |
| EDCI  3724 | Teaching in the Secondary School I | Fall 1999 | 25 |
| EDCI  5784 | Internship in Education | | 18 |
| EDCI  3024 | Social Foundations of Education | | 17 |
| EDCI  5774 | Problems in Education (Distance Education) | Summer 1999 | 20 |
| EDCI  4414 | Teaching Composition: Methods and Materials | Spring 1999 | 21 |
| EDCI  4754 | Graduate Seminar in Education | | 12 |
| EDCI  3724 | Teaching in the Secondary School I | Fall 1998 | 18 |
| EDCI  5784 | Internship in Education | | 12 |
| EDCI  3024 | Social Foundations of Education | | 22 |
| EDCI  4414 | Teaching Composition: Methods and Materials | Spring 1998 | 17 |
| EDCI  4754 | Internship in Education | | 11 |
| | | Fall 1997 | |
| EDCI  3724 | Teaching in the Secondary School I | | 18 |
| EDCI  5774 | Problems in Education | | 15 |
| EDCI  5214 | Independent Study | Summer 1997 | 10 |
| EDCI  5144 | Human Relations in the Classroom | Spring 1997 | 15 |
| EDCI  5774 | Problems in Education | | 10 |

B.  Theses, dissertations, and other graduate degree projects

Ricketts, Melonie – Expected Fall 2000
Dissertation: Examining Pre-service Teachers' Perceptions of Classroom Cultural Diversity –Served as major professor of the committee.

Lewis, J. P. – Graduated 1999
Thesis:  Perceptions of Adult Learners to Distance Education Courses offered by a Community College. Served as major professor of the committee.

Barker, Chad – Graduated 1998
Thesis:  Defining and Achieving Student Success within a University: Faculty and Student Perceptions.  Served as major professor of the committee.

Jefferson, Deloris – Graduated 1997
Independent Study:  Student Services Needs of  Traditionally Underrepresented Students

C.  Current Positions Held & Achievements of Former Students

Ricketts, Melonie - Recently hired at Arizona State University in the College of Education – 2000.

Lewis, J. P. – Instructor at Worthington Community College - 1999.
Barker, Chad - Teacher at Pulaski High School - 1998.

Jefferson, Deloris – Private Sector

D.  Academic Advising Responsibilities

1996 – Member of three MS/MA & Ph.D. committees of students.  Two students graduated.

1994-95 - Member of one MA & one Ed.D committees of students enrolled prior to 1995. Both students graduated.

**Advising Rating**

(Evaluation is based on a 4-point scale, with 4.0 being excellent)

| Term | # of Students | Dept. Avg. | Availability | Usefulness | Caring |
|------|---------------|------------|--------------|------------|--------|
| 2000-01 | 30 | 3.6 | 3.6 | 4 | 3.8 |
| 1999-00 | 35 | 3.6 | 3.5 | 3.8 | 3.5 |
| 1998-99 | 35 | 3.6 | 3.5 | 3.9 | 3.6 |
| 1997-98 | 33 | 3.6 | 3.6 | 3.5 | 3.7 |
| 1996-97 | 25 | 3.6 | 3.8 | 3.5 | 3.5 |

E.  Course, Curriculum, and Program Development - (Please assume that necessary items are well-documented and are included in the supplementary information.)

In the spring of 1997, I wrote a proposal and received grant funding from the National Teachers Association for the development of a senior capstone course at Southeastern. I organized a planning team, which consisted of other faculty members within the College of Education and with educators and other professionals external to the university to determine the major strategies for the program. The course, *Teaching in the Secondary School*, was pilot-tested in fall of 1997.  The course included elements of theory and methods, design, planning, implementation, and evaluation of a classroom project.  An evaluation of the course was conducted at the end of the pilot and appropriate changes were made. The course has been expanded and offered each fall. Each year, participation increases and much positive feedback is gained.

The Campus Alliances program is a spin-off of the capstone course.  A similar form of collaboration is utilized. Those external to the university felt that organized collaborative efforts would be beneficial to both the university and to the community. I began work on this project in the summer of 1998.  Planning teams from both groups identified needs, issues, and concerns.  These groups assisted in setting up community opportunities for the students with an emphasis on service-learning. The course links students with community agencies and other non-profit groups to address community issues. The program was initially offered in the fall of 1998. Students from a number of disciplines were involved. Key features of the program are resource and skill-sharing.

I designed a web-site for the Campus Alliance program.  The web-site lists past and present projects in which the University is partnering and lists impact data.

In the summer of 1999, I offered a redesigned course, *EDCI Problems in Education*, as an on-line experience for students. Students interact through a series of threaded discussions addressing real-life work situations and ethical issues involving education.

My course curriculum and other materials are posted on the Internet.

F.  Student Evaluation of Instruction - (The following EDCI classes were evaluated based on a 4-point scale, with 4.0 being excellent)

| Course# | Knowledge Of Subject | Success Communicating | Subject Stimulating | Concern/ Respect | Grading Fairness | Class Admin. | Overall Rating | Text Adeq. | Value |
|---------|------|------|------|------|------|------|------|------|------|
| **Fall 2000** | | | | | | | | | |
| 5614 | 4 | 3.7 | 3.7 | 3.5 | 3.6 | 3.8 | 3.8 | 3.9 | 3.9 |
| 5784 | 4 | 3.9 | 3.8 | 3.6 | 3.6 | 3.5 | 3.8 | 3.7 | 4 |
| **Summer 2000** | | | | | | | | | |
| 5774 | 3.9 | 3.6 | 3.5 | 3.7 | 3.6 | 3.7 | 3.7 | 3.5 | 3.9 |
| **Spring 2000** | | | | | | | | | |
| 4414 | 3.9 | 3.8 | 3.8 | 3.6 | 3.7 | 3.8 | 3.8 | 3.9 | 4 |
| 4754 | 4 | 3.7 | 4 | 3.8 | 3.8 | 3.7 | 3.9 | 3.7 | 4 |
| **Fall 1999** | | | | | | | | | |
| 3724 | 3.9 | 3.9 | 3.9 | 3.8 | 3.7 | 3.9 | 3.9 | 3.9 | 4 |
| 5784 | 3.7 | 3.5 | 3.6 | 3.5 | 3.3 | 3.5 | 3.6 | 3.7 | 3.7 |
| 3024 | 3.8 | 3.4 | 3.5 | 3.5 | 3.5 | 3.4 | 3.6 | 3.7 | 3.7 |
| **Summer 1999** | | | | | | | | | |
| 5774 | 3.8 | 3.5 | 3.5 | 3.6 | 3.5 | 3.6 | 3.6 | 3.5 | 3.8 |
| **Spring 1999** | | | | | | | | | |
| 4414 | 3.8 | 3.7 | 3.7 | 3.6 | 3.7 | 3.7 | 3.7 | 3.8 | 3.8 |
| 4754 | 3.7 | 3.6 | 3.8 | 3.7 | 3.7 | 3.6 | 3.8 | 3.6 | 3.9 |
| **Fall 1998** | | | | | | | | | |
| 3724 | 3.8 | 3.8 | 3.8 | 3.7 | 3.6 | 3.8 | 3.8 | 3.8 | 3.8 |
| 5784 | 3.6 | 3.5 | 3.5 | 3.5 | 3.4 | 3.5 | 3.5 | 3.6 | 3.7 |
| 3024 | 3.7 | 3.5 | 3.5 | 3.6 | 3.5 | 3.5 | 3.6 | 3.6 | 3.6 |
| **Spring 1998** | | | | | | | | | |
| 4414 | 3.7 | 3.6 | 3.7 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 | 3.8 |
| 4754 | 3.8 | 3.6 | 3.7 | 3.5 | 3.7 | 3.8 | 3.7 | 3.7 | 3.8 |
| **Fall 1997** | | | | | | | | | |
| 3724 | 3.7 | 3.8 | 3.8 | 3.6 | 3.6 | 3.7 | 3.7 | 3.7 | 3.7 |
| 5774 | 3.8 | 3.5 | 3.5 | 3.5 | 3.5 | 3.6 | 3.5 | 3.5 | 3.8 |
| **Summer 1997** | | | | | | | | | |
| 5214 | 3.8 | 3.7 | 3.7 | 3.7 | 3.8 | 3.8 | 3.7 | 3.7 | 3.8 |
| **Spring 1997** | | | | | | | | | |
| 5774 | 3.8 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 3.6 | 3.7 |
| 5144 | 3.8 | 3.7 | 3.7 | 3.6 | 3.6 | 3.6 | 3.6 | 3.6 | 3.8 |

F.  Student Evaluation

Selected Comments from Students

The following comments are taken from the written responses section of the computer form.  They are the student's responses to the question "What is your overall opinion of the instructor?"

Excellent.  Knows material well and was able to present it clearly and concisely, Fall, 2000.

One of the best instructors I have had this year.  Fall 2000.

He was well organized and sincerely interested in his work, Summer 2000.

He is very knowledgeable and enthusiastic about the material he is teaching, Spring 2000.

He is a very informative person (easy to learn from and sensitive to his students' thoughts and ideas), Spring 2000.

Extremely well prepared and seems to enjoy his field.  Made the course well worth taking, Fall 1999.

Very knowledgeable about the subject, Fall 1999.

Well organized, efficient, and highly motivated individual, Summer 1999.

The instructor was very good.  He seemed to believe strongly in what he was teaching, Spring 1999.

Very organized, Fall, 1998.

Student oriented.  Makes himself available to students, Spring, 1998.

Taught the course in an interesting way, Fall, 1997.

Enjoyed his approach to teaching, Summer 1997.

Dr. Keenan has a professional attitude, Spring, 1997 .

He treats each student with respect, Spring, 1997.

G.  Peer Evaluation

Each year, I encourage my colleagues to observe my work and offer feedback. So far only one has done so.


Dr. J. Roberts
Southeastern University
Worthington, PA  16501

Dear Dr. Roberts,

I have been asked by R. L. Keenan to comment on his teaching effectiveness in consideration for promotion and tenure.  I've known Bob for more than five years and believe my observations are valid.

As a new faculty member in 1997, I was pleased to be welcomed by Bob and to receive his offer of assistance.  He willingly shared various course outlines and related resource materials and visuals.  I was impressed to discover the level of detail that he follows in preparing instructional materials.  Bob is a meticulous planner and organizer. The quality of his instructional materials are more akin to final manuscript copy than to teaching materials.  As a matter of fact, he has co-edited and written book chapters.

I have observed Bob in an action in the class on Problems in Education. I found him to be self confident, friendly, and knowledgeable.  He has a good sense of humor, which is reflected in his classroom teaching. He seems to be truly interested in the performance of his students.  He has encouraged the use of student portfolios that students can build upon which will be valuable as students seek professional careers.

I have worked with Bob on a number of graduate committees and found him to be cooperative and conscientious.  In my opinion, he surpasses all the stated criteria for promotion in rank.  I am proud to have Bob as my friend and colleague.  I recommend him for promotion without any reservation.

Sincerely,


James Hartman
Associate Professor
Teaching and Learning

H.  Alumni Evaluation

Dear Dr. Roberts:

I am writing this letter to support the promotion of Dr. R. L. Keenan.  I am an alumnus of Southeastern University and am currently the President of the Southeastern Alumni Association.  Dr. Keenan was supportive in helping us set up the first Alumni sponsored Information Day for undergraduates.

Students and staff rated the event positively.  Dr. Keenan assisted us with recruiting people to set up information booths.  Over 30 representatives from Southeastern University participated.  Our goal was to inform students of the support available for continuing their education in graduate school.  Dr. Keenan is highly motivated and interested in the welfare of students.   I have found him to be very cooperative and conscientious.

I support the promotion of Dr. Keenan.  If you have questions, please feel free to contact me.

Sincerely,


Larry Freeman
President, Southeastern University Alumni Association

H.  Alumni Evaluation




Dear Dr. Roberts:

  This letter is in support of the promotion of Dr. R. L. Keenan.  I was fortunate to have participated in a Campus Alliance Project under the guidance of Dr. Keenan in 1999.  My service project with the Worthington Community Relations Council gave me insight into program development and decision-making among diverse groups.

  I am now employed with the Worthington Consortium as a research assistant.  I can say that my service learning experiences gave me a more wholistic view of the functions of organizations.  This has contributed much to my skills as a researcher.

  Dr. Keenan is a person who shows concern for his students as he challenges them to get a well-rounded education.  If you need additional information, please feel free to contact me.

Sincerely,


Jacqueline Jones
Assistant Researcher
Worthington Consortium

I.  Demonstrated Efforts to Improve Teaching Effectiveness

I participated in the Faculty Development Institute. Fall 1998.   As a result, I offered a course by distance during the summer of 1999, using CourseInfo.  I encourage students to use on-line course evaluations.  Student feedback was used to improve the course.  The number of students taking the course increased from 10 to 25.

I keep abreast of current issues related to teaching and learning by reading journals in the field and attending annual professional association conferences.

I served on a team that planned community-based service learning projects that addressed significant community issues in 1998. Faculty, students, and community partners worked together to design, implement, and assess the courses. Participation is increasing each year.


J.  Recognition and Awards for Teaching or Advising

Excellence in Teaching Award, National Teachers Association.  1997.

Received the University Office of International Programs-Center for Excellence in Teaching mini-grant for Teaching.  1996.


K.  International Recognition and Awards

Phi Beta Delta Award – for International Projects in New Zealand and Australia.  Taught a course on the Social Foundations of Education in 1997-98.   Set up an exchange program for teachers in 1998-99.

# V. Research and Scholarly Achievements

A.  Research and Scholarly Publications - (Assume that the impacts of all research projects are substantiated in the information submitted under separate cover from this dossier.)

1. <u>Book</u>  N/A

2. <u>Chapter in A Book</u>

 Brown, K. W. (1999).  Competencies needed by 21st century teachers.  In R. L Keenan & K. Peters (Eds). <u>Teacher Education for the 21st Century.</u> (pp. 68-79) Carbondale: Training Systems Designers.

3.  <u>Books Edited</u>

 Faculty Development Handbook (1997).  In L. A. Hussana, & Keenan, R. L. (Eds.), Carbondale, IL:  Training Systems Designers.

4.  <u>Textbooks Authored</u>        N/A

5.  <u>Textbooks Edited</u>          N/A

6. <u>Articles in Refereed Journals</u>

Keenan, R. L. (1999).  The development of a community-based senior capstone course. <u>Research in Higher Education, 11,</u> 17-22.

Keenan, R. L. (1998). Establishing University-Community Partnerships: Guidelines for Teachers. Kappa Delta Pi, <u>Record, 10</u>, 1-3.

Keenan, R. L. (1993).  The new teacher educator.  <u>Change, 20,</u> 23-27.

Keenan, R. L. (1991). Student Satisfaction With Computer Technology in the Classroom. <u>Journal of Educational Research</u>, 15, 47-51.

7.  Papers in refereed conference proceedings

Keenan, R. L. (February, 2000).  Teacher Portfolios.  Workshop Presentation at the Kappa Delta Pi Annual Conference, Cincinnati, Ohio.

Keenan, R. L. (March, 1999). The development of a community-based senior capstone course.  Paper presented at the Annual Conference of the American Association of University Professors.

Keenan, R. L. (March, 1998). Competencies needed by 21$^{st}$ century teachers.  Paper presented at the Annual Conference of the American Association of Higher Education, Chicago, IL.

8.  Prefaces, Introductions, Catalogue Statements

University of Miami graduate catalogue (Issue no. 25),  January 2000.

9.  Papers presented at Professional Meetings

Keenan, R. L. (December 1997). Teacher Education in New Zealand and Australia. Speech presented at the Annual Awards Meeting of Phi Beta Delta, Southeastern University.

Annual Conference of the American Association of Higher Education, March, 1998.

10.  Other Papers and Reports

Articles in Non-Refereed Journals:

Keenan, R. L. (1997).  Teacher competencies for the 21$^{st}$ century.  Southeastern Issues and Answers, 6 (2), 11-15.

Keenan, R. L. (1996). Facilitating student learning with computers. Southeastern Issues and Answers, 5 (1), 7-10.

Other Reports:

Keenan, R. L. (April, 1997).  Technology and Teaching. Workshop presented at the Regional Teachers Conference at the University of Ghana.

11.  Translations        N/A

12.  Abstracts        N/A

13.  Reviews        N/A

14. Funded Research

| Principal Investigator | Project Title and Purpose | Funding Agency | Funding |
|---|---|---|---|
| Keenan/Rosan | Development of Community-based Senior Capstone Courses. 1997 | National Teachers Association | 10,000 |
| Keenan | Competency-Based Teacher Education Project. 1999 | The Kettering Foundation | 30,000 |
| Keenan | An Examination of Flexible Faculty Work Contracts and Faculty Outreach Service Performance. 2000 | Kellogg Commission | 40,000 |

B. Creative publications, performances, exhibitions, compositions N/A

C. Editorships, Curatorships N/A

D. Software and Patents     N/A

E. Awards and Recognition  N/A

F. International research collaborations N/A

# VI. Outreach Professional Accomplishments

A. Outreach
1. Responsibilities are to attempt to publish and generate funds through scholarly efforts. Currently I have a full- time teaching appointment.
2. Program Development and Implementation:

Project Coordinator for "Campus Alliances" (1998). A program that unites business leaders, city officials, schools, neighborhood residents, students, staff, and faculty members in an effort to improve the quality of life in the university area. Quarterly meetings are held with the Campus Alliance Committee to determine needs. Where available, students are placed in areas to assist with needs assessments, program planning, and program implementation.

Developed a Campus Alliance website so that the university and extended communities can have access the project's mission and to the kinds of projects initiated and their impacts.

Consultantships:

   a. Consulting Editor. Training Systems Designers, Carbondale, Illinois. Purpose: To consult on the content of a faculty development handbook, 1996-1998.

   b. Consultant for Worthington Community Relations Council. Purpose: Designed a study to determine the feasibility of a training center for teachers in the Worthington area, 1999.

3. Publications: <u>Articles in Refereed Journals</u>

Doogen, M. C., & Keenan, R. L. (1999). University-Community Partnerships. <u>National community education review, 17,</u> 11-14.

Keenan, R. L. (1997). Community-based courses: Implications for faculty. <u>Journal of public service and outreach, 4,</u> 22-27.

Keenan, R. L. (1996). Faculty Exchange Opportunities. <u>Phi Delta Kappan, 11,</u> 5-8.

Articles in Non-refereed Journals

Keenan, R. L. (1998). Successful Community Collaborations. <u>Southeastern Education Forum, 10,</u> 5-7.

Keenan, R. L. (1997). Establishing global links. <u>Global Network News, 6,</u> 7-8.

Keenan, R. L. (1996). Teaching in Australia. <u>Global Network News, 5,</u> 3-4.

Keenan, R. L. (1995). The Ghana connection. <u>Global Network News, 11,</u>2.

4.  Participant and/or peer evaluations concerning program significance and impact. (See letters at the back of the dossier.)

5.  Recognitions and awards for outreach

    Outstanding Community Service Recognition by Senator J. P. Clark, 1998.

B.  International Outreach Activity

1.  Presentations/Papers

Keenan, R. L. (1999). Establishing An International Teacher Exchange Program. Presentation at the Annual Awards Meeting of the Phi Beta Delta, Southeastern University.

Participated in a 1995 Faculty Study Tour at the University of Ghana. Coordinated committee to structure guidelines and policies for Faculty Exchange Program.

Taught Summer 1997 Foundations in Education at the University of Otago inNew Zealand.

Taught Summer 1996 Foundations in Education Course at the Brisbane Institute of Technology in Australia.

2.  Recognition and Awards for International Outreach

Phi Beta Delta Award – for International work in New Zealand and Australia. Taught a course on the Social Foundations of Education in 1997-98. Set up an exchange program for teachers in 1998-99.

# VII.  Professional and University Service

Professional Service

A.  Service in Professional Organizations:

1.  American Association of Higher Education - Chair, International Activities sub-Committee, 1998.
2.  Southeastern Teachers Association, Treasurer, 1997-1998.

B.  Service to Profession or Field

1.  National Community Education Association, Editorial Board, 1998.
2.  Kappa Delta Pi, Program Planning Committee, 1996.
3.  National League of Teachers, By-laws Committee, 1995.
4.  American Association of University Professors, 1994.

C.  Meetings, Panels, & Workshops, Led or Organized

Presentations led at state and local meetings
1.  Phi Beta Delta Annual Awards Meeting, Southeastern University, October, 1999. Annual Meeting of the American Association of University Professors, March, 1999.
2.  Annual Awards Meeting of Phi Beta Delta, Southeastern Univ., December 1997.

Presentations led at national conferences:
3.  Kappa Delta Pi Annual Conference, February, 2000.

D.  Manuscripts, Grant Proposals Reviewed
Reviewer, National Clearinghouse on the Scholarship of Engagement, 1997-1998.

E.  Department, college, and university service.

1.  Interdisciplinary Committee for Community based Service Learning, 1999-00.
2.  Chair, Graduate Affairs and Retention Committee, 1999.
3.  Delivered Commencement Address at Springfield College, 1999.
4.  Member, Graduate Affairs and Retention Committee, 1998.
5.  Coordinator, Faculty Development Seminar, "Implementing a Faculty Promotion System," 1998.
6.  Member, Dean's Search Committee, 1997.
7.  Member, Global Focus Committee, 1997.
8.  Member, Faculty Senate, 1997.

F.     Service to students
       Advisor to the Kappa Delta Pi, Xi Zeta Chapter, 1995-1999.

# VIII.  Other Pertinent Activity

A.  Work in Progress

1.  Monograph
Keenan, R. L., & Stevenson, B. T. (in progress).  What's in a curriculum?  In T. Taylor (ed.).  <u>Higher education curriculum in the next decade.</u> Philadelphia, PA: Technical Systems International.

2.  Software

Computerized Lesson Plans for Beginner High School Teachers

Letters of Evaluation

Pertaining to Service

October 15, 2000


Dr. James Roberts, Chair
Department of Teaching and Learning Promotion and Tenure Committee
College of Education
Southeastern University
Worthington, PA  16501

Dear Dr. Roberts:

The following information is presented in support of Dr. R. L. Keenan's promotion to Associate Professor.  For approximately two years, 1997-98, Dr. Keenan has served as a member of the National Clearinghouse on the Scholarship of Engagement.  During this time he has been an active and contributing member of the panel.

He serves the group and its constituencies well by being an articulate and strong proponent of institutional outreach and engagement and by providing "leadership through example" via his own professional endeavors.  Active membership on the Review Panel takes time, energy and commitment.  Dr. Keenan has willingly given of each in supporting the goals of the Panel and extending the bounds of scholarly engagement.


Thank you for the opportunity to support Dr. Keenan's nomination for tenure and promotion.



Respectfully yours,


Howard Hawkins
Director, National Review Board for the
Scholarship of Engagement

November 11, 2000


Dear Dr. Roberts:

I am pleased to comply with the request to write a letter for the purpose of evaluating Dr. Keenan's outreach service contributions. I do not believe many faculty in the Department, College, or University are more seriously dedicated than Dr. Keenan to providing and maintaining a strong professional image of the University and its many programs.

This dedication and conscientious effort is reflected in a variety of service activities. At the international level he has been responsible for on-going efforts to establish faculty and student exchanges and continuing education with African countries since 1995. In addition, he has consulted with the African Virtual University in Ghana regarding the preparation of educational professionals. He has also been involved with projects in New Zealand and Australia.

Dr. Keenan has provided assistance to secondary, post-secondary, and community groups throughout the Southeast in such areas as directing workshops, curriculum design, community surveys, feasibility studies, and educational program development. During the spring and summer semesters of 1998, Dr. Keenan provided a most valuable service to the Department by working with the faculty to develop and standardize course outcomes and improve course offerings in general.

Dr. Keenan has consistently been involved in a variety of University, College, and Departmental committee activities. In every instance, he has approached his responsibilities energetically and enthusiastically.

Consultantships and contacts with individuals in various national and state agencies have resulted in a sharing of ideas with faculty and students via the Curriculum and Teaching Summer Seminar series. These have included publishers, agency directors, and persons of high repute in many facets of Curriculum and Teaching.

I believe Dr. Keenan's service contributions have been valuable to many people directly and indirectly associated with education. I wish him success in his request for promotion and tenure.

Sincerely,

James Foster
Chair, Department of Curriculum and Teaching

Excerpts from letter from committee chairs

(Proof of Positive Impact of conferences & workshops led or organized are substantiated in the information submitted under separate cover from this dossier. Bios of outside reviewers are also included.)

Dr. R. L. Keenan
Department of Curriculum and Teaching
Southeastern University
Worthington, PA 16501

Dear Dr. Keenan,

I want to thank you for your participation in the graduation program at Springfield College. From all reports, your commencement address was a resounding success.

As we discussed when you first joined us, a faculty member's job takes you down many roads. The keynote speaker assignment was just one of these. Congratulations on your success.

Respectfully yours,

Ted Brown, Dean
College of Education

Letter of Support from Community Partner

November 17, 2000

Dr. R. L. Keeman
Curriculum and Teaching
Southeastern University
Worthington, PA  16501

Dear Dr. Keenan:

This letter is to thank you for the time and effort that you have put into the development of the Campus Alliance Program. The program has provided the community with an important link to the University.

Working together has brought about many innovative ideas that would not have resulted from any one individual effort.  We here at the Center for Technology appreciate the professional manner in which the program has been implemented.  We look forward to this continued collaboration.

Sincerely,


Patricia Worthington
Director, Center for Technology

# Appendix D

## Timeline of Major Outreach Events

1966    A university wide service program called the Extension Division was created. This Division was headed by the Dean of the Extension Division/Director of Virginia Cooperative Extension Service. His position was later elevated to the Vice Provost of Extension.

1989-    A major reorganization of the Extension Division occurred due to statewide budget cuts. The Division was separated into the Cooperative Extension Service and Public Service. The Extension Service was placed in the College of Agriculture and Life Sciences (CALS). The Director of Extension reported to the Dean of the CALS. A new position, Vice Provost for Public Service, was in charge of Public Service. Two committees were appointed, an Ad Hoc Committee on the Evaluation of Teaching and a committee on the Evaluation of Faculty Effort in Extension and Service to recommend better evaluation measures for teaching and outreach, respectively.

Early-   The service program was again fused and expanded to include the total university.
1990s   To simplify the budget process for state funding, extension and research were merged. The Extension Division became the Cooperative Extension and Agricultural Experiment Station Division. The terminology of service changed from public service to university outreach. The position of Vice Provost for Outreach and International Programs (OIP) replaced the Vice Provost for Public Service.

1995-   The Task Force on University Outreach published a report, "Outreach at Southeastern University: Toward the Model Land-Grant University of the 21st Century that among other things defined outreach and options for faculty rewards. An Outreach Implementation Task Force (OITF) was appointed to review the recommendations of the Task Force on University Outreach and design a workable plan for implementing a formal outreach effort at the university.

1996-   The (OITF) published its final report called, "Fusing Outreach to the Fabric of Southeastern's Culture." Refers to outreach as engagement.

1998-   There is a person with outreach responsibilities in every college within the university. Other units within University Outreach include the Division of Continuing Education, the Center for Organizational and Technological Advancement, Office of International Research Development, Public Service Programs, Marketing Research, and University Relations. Changes appeared in P & T guidelines.

1999-Published Gateways to Opportunity-Academic Agenda Accomplishments and Revised Implementation Plan. Outreach scholarship noted.

1999-Outreach was integrated into P & T guidelines for the first time. Public Service category of the P & T Guidelines changed to Outreach Professional Service. A Portrait of an Engaged Institution, Vision Statement & Strategic Action Steps was published.

2001 -Updating The University Strategic Plan 2001

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**VITA**

**DELLA A. BAKER**

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**Education Background:**

**Doctor of Philosophy,** Expected May 2001, Virginia Polytechnic Institute
and State University.  Major:  Higher Education and Student Affairs.
**Master of Education,** University of South Carolina.  December 1984.  Major:
Instructional Media.

**Bachelor of Science,** Winthrop College.  May 1978.  Major: Home Economics
Education.

**Research Interests:**

University Outreach and Engagement
Adult Learners and Distance Education
Higher Education Centers – Implications for Low Socio-Economic Status Learners

**Administrative/Teaching Interests:**

Higher Education
Continuing Education
Outreach/Public Service
Undergraduate and Graduate Courses

**Recent Presentations/Seminars Conducted:**

Baker, D. (2001, February). <u>The engaged institution.</u> Poster sessions presented at
the annual meeting of the South Carolina Association of Family and Consumer
Sciences, Charleston, SC.

Baker, D. (2000, October). <u>The entrepreneurial institution as an engaged
institution.</u>  Presentation for the Virginia Tech Commission on Outreach
Meeting), Virginia Polytechnic Institute and State University, Blacksburg, VA.

**Recent Presentations/Seminars: (cont'd.)**

Baker, D. (2000, September). <u>Senegambia connections.</u> Presentation (about the African Virtual University at Cheikh Anta Diop University, Dakar, Senegal) conducted for the Family and Community Leadership Retreat, Manning, SC.

Baker, D. (1999, March). <u>Focus on China</u>. (Outreach lesson to assist teachers with World History requirement for Virginia Standards of Learning). Riner Elementary School program, Blacksburg, VA, 1999.

Baker, D. (1999, April). <u>Focus on greater China</u>. Poster session presented at the annual meeting of the Association for General and Liberal Studies Conference, Richmond, VA.

**Publications:**

Baker, D. (2001). <u>The evaluation of university-community engagement in the promotion and tenure process at a land-grant university.</u> Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Baker, D. (1999). Students take China into local school. <u>Global Network, 4</u> (2), 1.

Baker, D. (1999). <u>Perceived administrative skills needed by extended campus administrators in higher education</u>. Unpublished manuscript, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Baker, D. (1999). <u>Assessing student's perceptions of on-line course effectiveness</u>. Unpublished manuscript, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Baker, D. (1998). <u>Differences in perception of college experiences of traditional and nontraditional age students</u>. Unpublished manuscript, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Baker, D. (1996). Legislators Meet With Extension Leaders, <u>Extension Answers, 3</u> 8.

Baker, D. (1996). Marketing SCEAFCS, <u>The Reporter,</u> Summer, 5.

**Special Training/Experience:**

Participated in a tour to Dakar, Senegal and Banjul, Gambia (West Africa) during the summer of 2000 to study the African Virtual University.

CourseInfo Training, Faculty Development Institute, Virginia Tech, 1999.

Certified in the Master Solid Waste Educator Program.

Certified in SERVSAFE through the Educational Foundation National Restaurant Association.

Trained as a Therapeutic Parental Service Provider through the SC Health and Human Services Finance Division.

Certified Instructor for TWYKAA (Talking With Your Kids About Alcohol).