



Committee on Valuing Engaged Scholarship

Purpose

The *NJCC Committee on Valuing Engaged Scholarship* will work to increase statewide understanding of the importance and legitimacy of engaged scholarship and also to build a regional social network of engaged scholars through training, virtual tools, and recognition.

Institutional Representation on the Committee

The goal of shared benefit will focus the selection of representation on the committee. **Liaisons to NJCC are asked to select key question(s) put forward below as a workplan for the committee.** The Executive Director will have final say on representation and committee members will complete a *Commitment to Serve* contract with NJCC for a period of one-year, renewable for up to three years. A Chairperson, to be nominated by the Board of Directors, will participate in an ex-officio capacity at board meetings and will make recommendations on behalf of the committee. A minimum of three people per question below must self-identify in order to proceed. In the case of fewer than three people self-identifying, the executive director will request that certain people shift focus to allow for group work to proceed.

Timeline for Phase I: September 2014 to May 2015

- Meet with the NJCC executive director in October '14 to review committee expectations and work plan pertaining to engaged scholarship. During the meeting, the committee will create a timeline for a mutually agreed set on targets bound by a June 2015 completion date, necessarily including progress targets within two month increments.
- Meet with the NJCC executive director in December '14 to review progress on the first set of targets and made the necessary adaptations.
- Meet with the NJCC executive director in February '15 to review progress on the second set of targets and made the necessary adaptations.
- In April 2015, the Chairperson shall present the work plan and evidence of progress to date.
- In May/June 2015, the committee will present findings to all NJCC liaisons during a reception.
- Based on the opinions of the board in April, the findings of the committee may be incorporated into the agenda of the June 22nd 2015 Strategic Planning Retreat for NJ Campus Compact, which all committee members will be requested to attend, possibly leading to its inclusion in a small number of multi-year strategic priorities.
- Committee members will be provided overnight accommodation at the Seaview Resort Hotel on June 21st

Function and Procedures

The committee will both support existing initiatives and explore questions related to enhancing the legitimacy of the engaged scholarship movement in New Jersey as follows:

- 1. The committee shall assist with the development of agendas for faculty roundtables on engaged scholarship, and will help promote, attend, and write about impact of such events.**
 - a. Where connections exist between the foci of this committee and other events such as the 2015 ERCC preconference on promotion and tenure, or the 2015 Engagement Academy, these shall similarly be supported by the committee
 - b. Where gaps exist, the committee shall develop new events and initiatives on behalf of NJCC

Past roundtables on engaged scholarship took place at Stockton College and Drew University in Spring 2014. New events are currently scheduled, or interest has been expressed, at the following locations:

Caldwell University, TCNJ, Rutgers Camden and Newark

- 2. In what ways can NJCC develop, support, and otherwise be a useful resource to a New Jersey network of engaged scholars, including perhaps through the *Ambassadors of Engagement Project* proposed on the [NJCC website](#)?**

The committee shall outline a plan to develop, support, and otherwise be a useful resource to a New Jersey network of engaged scholars, beginning with a review of the proposed Ambassadors project that would utilize a database software support company called MyTaskHelper (used previously in CT with some success, and developed a user guide if required):

*“MyTaskHelper” - Resource Database Management. <http://mytaskhelper.com/>
Current Plan: “Professional” (Unlimited tables, 10,000 records, 10 users, 2GB storage)--\$29/month or \$249/year (with nonprofit discount).*

- 3. Beyond those provided in “[Issues of our Time](#)”, what clear references to community engaged scholarship can be found within faculty policies at New Jersey higher education institutions?**
 - a. References can be guided by the examples NJCC has amassed from existing faculty policies, broken down into the following:
 - i.** Definitions of community engaged scholarship
 - ii.** Evaluation criteria from research and guidelines
 - iii.** Examples of community engaged scholarship found in teaching, research, and service
 - b. What can be learned from promotion and tenure committees about the process and timeline of policy reform, and in what ways has the culture of the institution evolved since changes were made?

The committee will begin a review process of New Jersey's higher education institutions' faculty policies for promotion and tenure, and will use such tools and using search terms on electronic PDFs and webpages, such as:

Scholarship of engagement, engaged scholarship, nontraditional scholarship, Public scholarship, publicly engaged scholarship, service learning, community based learning, and professional service.

NOTE: the committee shall take care to separate terminology that goes beyond teaching and service to reference scholarship/knowledge creation and dissemination.

Model policies will be compiled and made public as a resource.

The committee will then choose certain institutions' promotion and tenure committees to be interviewed regarding the process and timeline of policy reform. A plan will be created for scaling up the number of institutions that formally recognize engaged scholarship in P+T guidelines.

Recap of Issue Area II. Valuing Engaged Scholarship

Aligning Faculty Pursuits and Institutional Mission

Many of our college campuses struggle with the same challenge. Our academic reward systems have not caught up with 21st century scholarship and teaching, including engaged scholarship and service-learning. Numerous studies of faculty involvement in community engagement show that academic reward systems that do not change to assess and recognize engaged scholarship stand as a formidable barrier to the careers of engaged scholars, recruitment of faculty for this critical work, and campuses truly institutionalizing the work at their core (O'Meara and Eatman, Eastern Region Campus Compact conference, 2013). Campus Compact is a proven consortium in developing strategies and initiatives that lead to a deeper understanding and advancing policy changes related to engaged scholarship across numerous campuses within our network.

New Jersey Campus Compact is focusing on three key issue areas:

A. Understanding Community Engaged Scholarship

The Eastern Region Campus Compact (ERCC) conference's annual Institute focused on recognizing and rewarding engaged scholarship has amassed numerous resources from research and existing faculty guidelines, developed and facilitated by Drs. KerryAnn O'Meara and Timothy Eatman. New Jersey Campus Compact's (NJCC) Executive Director, Dr. Saul Petersen, is a founding member of the ERCC consortium and co-director of the Institute on engaged scholarship. NJCC has extensive resources and runs numerous events around this issue. To facilitate a greater understanding of community engaged scholarship and to assist our colleagues in higher education to increase their understanding of engaged scholarship, NJCC has amassed the evidence and examples from existing faculty policies on the following areas:

- Definitions of community engaged scholarship
- Evaluation criteria from research and guidelines
- Examples of community engaged scholarship found in teaching, research, and service

B. Increasing Recognition and Legitimacy

New Jersey Campus Compact is directly involved in several initiatives, both in state and nationally, to increase recognition and the legitimacy of community engaged scholarship.

i) Eastern Region Campus Compact (ERCC) Institute on Promotion and Tenure

This 2-day Institute that has recurred annually since 2011 reflects the best practices in event design focused solely on institutional change. VPAA's delegate teams to attend on behalf of the institution. Using a combination of selected research and model faculty guidelines, teams of faculty spend concentrated time together developing strategies and propose policy changes, including to faculty guidelines, that will increase the recognition and legitimacy of community engaged scholarship.

ii) Faculty Roundtables on Community Engaged Scholarship

New Jersey Campus Compact is taking several key steps to raise the profile of engaged scholars located right here in Jersey. Faculty can attend any of a series of roundtables, scheduled to take

place in 2014 at Stockton College, Drew University, Rutgers Camden, and Caldwell College, on engaged scholarship, the objectives of which are:

- Faculty will develop greater clarity of the evolution of work as engaged scholarship
- Faculty will get connected to a statewide network of community engaged scholars
- New Jersey Campus Compact will develop a database of community engaged scholars with the view of building legitimacy and understanding of these community issue-oriented forms of scholarly artifacts

C. Ambassadors of Engagement Project

The *Ambassadors of Engagement Project* is designed to showcase high quality, impactful, engaged scholarship on a searchable public database. This project is a response to the wave of requests from the higher ed community across the nation to uncover the rapidly expanding number of faculty identifying themselves as engaged scholars and, importantly, to highlight the artifacts of their work, how they are contributing to a broader definition of 21st century knowledge-making in one or more disciplines and how their scholarship exemplifies partnership at ALL levels of its evolution.

The important niche we aim to fill is to locate the work of engaged scholars on a free, public, searchable database. This will encourage a more fluid ability for faculty to collaborate, for campuses to learn from one another, and for faculty to strengthen their hand when seeking a new position, a promotion, or tenure.