

Designing and Documenting Community Engagement for Tenure and Promotion

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Background & Benchmarking

- Perceived institutional barriers are one of the greatest deterrents to faculty use of service-learning (Abes, Jackson, & Jones, 2002; Hammond, 1994; Morton & Troppe, 1996; Ward, 1998).
- Faculty perceive institutional barriers at every stage of implementation of service-learning (Hou & Wilder, 2015).
- Many institutions recognize the need to support faculty in framing service-learning in the promotion and tenure application.



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Teaching

- Include service-learning in course objectives
- Share about community engagement informally and formally with colleagues
- Apply for and nominate students for awards
- Seek internal and external funding



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Research

- Investigate engaged methodologies, such as Participatory Action Research
- Publish scholarship of teaching and learning
- Co-author with other community engaged faculty
- Do research and evaluation *with* and *for* community partners



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Service

- Participate in direct service
- Offer professional skills / serve on boards
- Participate in on-campus / outreach events
- Mentor other service-learning faculty
- Solicit feedback from community partners



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"You're right. It's not much of a mission statement."

CHALLENGES







Thank You!

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