Using a Faculty Learning Community to Advance Public Scholarship in Promotion & Tenure Guidelines

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Campus P&T Context

- Indiana University system for Promotion & Tenure
- Campus Guidelines for P & T
  - Executive Vice Chancellor Kathy Johnson
  - Faculty Advancements & Awards – (e.g., consults, workshops)
  - Transparency and strong faculty culture

- Decentralized – School and Departmental guidelines

- Faculty dossier must declare “Excellence” in either T, R, or S
  - Balanced case is an option
Recent Feedback as Catalyst for Change

- Carnegie Classification for Community Engagement, 2006 and 2014
  - Many campus systems in place to track CE
  - Self-study approach to portfolio narrative identified gap in P&T
  - “IUPUI campus mission includes civic engagement yet not well-aligned with campus guidelines for P & T”

- IUPUI Strategic Plan, 2014
  - Deepen campus culture for community engagement (e.g., faculty, CBL,CER)
  - Improve campus guidelines for P & T
  - Attract, retain, and develop faculty
Community-Based Teaching
(e.g. experiential, clinical, internships)

Community-Based Research
(e.g. research site)

Community Engaged Teaching
(e.g. service learning, international service learning)

Community Engaged Research
(e.g. participatory action research, translational research)

Professional Service
Community Outreach
(e.g. boards, clinics, Pro Bono service)
Joint Initiative
Academic Affairs & Center for Service and Learning

- Academic Affairs
  - Improve campus guidelines
  - Challenging cases related to “public scholarship” emerged
  - The words “public scholarship” were added to campus guidelines in 2014

- Center for Service and Learning
  - Inspired by work of *Imagining America – cultural organizing*
  - Deepen campus *culture* for community engagement
  - Prior success in using Faculty Learning Communities
    - Boyer Scholars, International Service Learning
Faculty Learning Communities – facilitating leaders and change

- Supports in-depth inquiry on specific topic through common readings
- Generates shared understanding through dialogue and debate
- Values shared governance and collective action
- Supports dissemination through scholarship
- Builds community and networks
- Leads to policy and curricular change
- Common pool of funds ($5,000) for FLC to determine use (e.g. travel, guest speakers, resources)
- See Miami of Ohio Center for Teaching
Kolb’s Experiential Learning Cycle

Concrete Experience (Practice) → Reflective Observation (Reflective Practitioner)
Active Experimentation (New Action) → Abstract Conceptualization (Theory)
FLC’s Experiential Learning Cycle

Concrete Experience
(FLC Meetings/Activities)

Reflective Observation
(Coffee/Dialogue)

Active Experimentation
(New Action; Change campus policy)

Abstract Conceptualization
(Readings/Research/Debate)
What is a FLC?
A Faculty Learning Community (FLC) adapts collaborative learning strategies to enhance faculty development, deepen scholarship and research, and promote improved student learning. FLCs are comprised of eight faculty from various disciplines who share a common interest. FLCs can establish and develop interdisciplinary faculty support networks and serve as knowledge incubators. FLCs are asked to develop scholarly projects and identify best practices around a particular question or issue. From an institutional perspective, FLCs also serve as a valuable means to cultivate faculty leadership and promote organizational learning and improvement. In terms of process, the CSL will facilitate a membership selection process. FLCs are co-led by two faculty members and supported by CSL staff. FLC members agree to meet on a regular (at least monthly) basis over the span of an academic year. A scope of work is identified and agreed upon along with a collective commitment of members to reach these goals. Each FLC will have $5,000 per year to support collective goals.

Goals of the FLC on Public Scholarship:
In collaboration with the Senior Associate Vice-Chancellor for Academic Affairs, the following goals of this FLC over the next 3 years include:
• Read current scholarship and resources on public scholarship
• Define public scholarship within the context of IUPUI based on input across disciplines
• Identify criteria of excellence in public scholarship, including creating a campus rubric for evaluation
• Make recommendations on campus policies and P&T guidelines relevant to public scholarship
• Identify and share resources to support faculty in documenting public scholarship
• Explore digital scholarship as a means to document authentic forms of public scholarship
• Make scholarly presentations on the process and products generated by the FLC

What is Public Scholarship?
Engaged scholarship (e.g., public scholarship, scholarship of engagement, community-engaged scholarship) consists of (1) research, teaching, integration and application of scholarship that (2) explicitly democratic methods that encourage the participation of non-academics in ways that enhance and broaden engagement and deliberation within and beyond the university, (3) collaboration between academics and individuals outside the academy, both knowledge professionals and the lay public (local, regional/state, national, global), and (4) a mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

It seeks to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good with and not merely for the public. 


See reference list for additional pieces on defining public scholarship.

- Define public scholarship
- Identify criteria
- Recommendations for campus P & T guidelines
- Gather & share resources
- Explore digital scholarship
- Make scholarly presentations

“enjoy coming to the meetings”
How we utilized Design Thinking Process within the FLC

People centered approach

A shared process for collective actions

Communication products as a tool for policy change
How we utilized Design Thinking Process within the FLC > People centered approach

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Elee Wood, director and associate professor of the Museum Studies Program in the School of Liberal Arts

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Sarah Goss, Graduate Assistant, Center for Service & Learning

Jason Kelly Director of IUPUI Arts and Humanities Institute and Associate Professor of History

David Craig Chair for Department of Religious and Professor of Religious Studi

Kristi Palmer, Associate Dean for Digital Scholarship at IUPUI University Library
How we utilized Design Thinking Process within the FLC > A shared process for collective actions

Symplex Model used in Herron Graduate Program
What are problems or challenging areas related to “Public Scholarship”? Why does it matter to you?
What actions can you take or what actions do you want to take? What is our priority? What are our criteria?

Faculty Learning Community for Public Scholarship, Year 1: Action Plan Working Draft / August 17, 2015

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<thead>
<tr>
<th>Fri. Sept. 11th 1:00 - 2:30</th>
<th>Fri. Oct 9th 1:00-2:30</th>
<th>Fri. Nov 13th 1:00 - 2:30</th>
<th>Fri. Dec 11th 1:00-2:30</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td><strong>EXPECTED OUTPUTS</strong></td>
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<tr>
<td>Definition of Public Scholarship (PS)</td>
<td>Suggested criteria for PS (e.g., peer, quality, ext. evaluators)</td>
<td>Research/lit review on individual criteria and rubric row from Unsatisfact.-Excellent</td>
<td>Draft of synthesized Suggested Standards on Evaluating PS for P&amp;T Event(s)</td>
<td>IA Director(s).</td>
<td>Final report and rubric to P&amp;T committee(s)</td>
<td>Define next step;</td>
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**ACTIONS**

**CSL**
- Identify 6 examples of definitions
  - MP - Readings Glassick, Boyer, Sandmann, and campus rubrics for T/R/S
  - MP/JH - Meet with Imagining America (IA)
- Identify suggested criteria/standards to evaluate PS
- JH - Send letters to Deans and get publicity of FLC
- MP - Host team to attend IA conf.
- JH will invite Melissa Lavitt to attend these discussions.
- MP update on IA conf. poll for monthly meetings in spring
- Decide on approach for identifying new/continuing members and FLC chairs.

**FLC**
- Decide Definition of feedback from stakeholders
- KP/IK Create Word Press for open peer review
- Decide and synthesize a set of matrix
  - Divide small groups by standards/criteria
  - Talk with colleagues
- Do research and present your research and recommendations for “row” of rubric
  - Identify 1 reading for the group discussion
  - Synthesize / refine as a whole group
- Refine / synthesize based on feedback from stakeholders including IA
- Forum or presentation(s)?

This action plan involves FLC, CSL and Stakeholders through a continuous feedback loop. Stakeholders are: Melissa Lavitt, Amy Warner, Deans/Chairs, Kathy Johnson, P&T at University, and P&T at each unit level. CLS will responsible for communicating with stakeholders.
PUBLIC SCHOLARSHIP
at Indiana University-Purdue University Indianapolis

Drafted by 2015-2016 Faculty Learning Community on Public Scholarship

I. Introduction:

Community engagement is a defining attribute of the campus, and the current Strategic Plan identifies a number of strategic actions to "deepen our Commitment to Community Engagement." In May 2015, the Faculty Learning Community on Public Scholarship was established in May 2015 to address the campus strategic goals to "recognize and reward contributions to community engagement," and "define community engagement work." In Faculty Annual Report and promotion and tenure guidelines. At IUPUI, scholarly work occurs in research and creative activity, teaching, and/or service. In terms of promotion and tenure, faculty members must acquire an area of excellence in one of these three domains.

The FLC on Public Scholarship is a 3-year initiative co-sponsored by Academic Affairs and the Center for Service and Learning (CSL). Seven faculty members from across campus were selected to be part of the 2015-2016 FLC, and two co-chairs worked closely with CSL staff to plan and facilitate the ongoing work. The FLC is charged with defining public scholarship, identifying criteria to evaluate this type of scholarship, assist faculty in documenting their community-engaged work, and working with department Chairs and Deans in adopting criteria into promotion and tenure materials. The intended audiences for this work includes faculty, community-engaged scholars, public scholars, promotion and tenure committees, external reviewers, and department Chairs and Deans. The following provides background to the campus context and a brief summary of work to date, including definition and proposed criteria to evaluate public scholarship.
Deliverables Year 1 – Goals for Year 2

• **Public Scholarship at Indiana University Purdue University Indianapolis** ([http://hdl.handle.net/1805/9713](http://hdl.handle.net/1805/9713))

• Definition of public scholarship (*see above*) and changes in campus guidelines approved by Faculty Council (*see handout*)

• Host campus visits by *Imagining America* co-directors

• *IUPUI workshop series on Public Scholarship* jointly sponsored by AA & CSL (*see handout*)

• Acclimate 2 new members and Co-Chairs to the FLC

• Create “Suggested Standards to Evaluate PS”

• Guidance on timelines and external letters of review
Creative tensions within an FLC approach

• Values ground level work, but requires top down AA support
• Tensions between “committee” “task force” and “learning community” – importance of coffee/chats/bonding
• Tensions regarding FLC membership/selection/invitation
• Requires significant time for education, product development, and delivery
• Needs the continuity of CSL staff, yet faculty leadership is essential
• Is the FLC a “service responsibility” or a “professional development opportunity”