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### UNH FACULTY SENATE MOTION # XXV-M20 to Approve the 2021 Engaged Scholarship Report and endorse its six recommendations

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UNH FACULTY SENATE  
MOTION # XXV-M20  
to Approve the 2021 Engaged Scholarship Report  
and endorse its six recommendations

1. **Motion presenter:** Ivaylo Nedyalkov, on behalf of the Research and Public Service Committee
2. **Dates of Faculty Senate Discussion:** 04/12/21, 05/03/21
3. **Rationale:** Based on the 2021 Faculty Senate Report on Engaged Scholarship, it is important to define engaged scholarship in the context of UNH and encourage (but not require) faculty to be involved in engaged scholarship activities.
4. **Motion:** The Faculty Senate approves the 2021 Report on Engaged Scholarship [see appendix] written by the Research and Public Service Committee and endorses the six (6) recommendations presented in it.

- i. **UNH adopt, and disseminate, a clear definition of engaged scholarship. The following definition is proposed: “Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning.”**
- ii. **UNH Promotion & Tenure guidelines, instructions, and criteria statements be modified to explicitly include engaged scholarship.**

**The document titled "Instructions for Preparing the Promotion and Tenure Statement" for Tenure-track (and equally for Research, Clinical, and Extension) faculty for example, be modified to include engaged scholarship explicitly under pertinent sections. For Tenure-track, this includes section V. Description of Scholarly Activities, number 7, “Professional Organizations in which the Candidate is Particularly Active,” and number 8, “Additional Areas of Scholarship and Work with Persons in Other Departments, in Centers, or with Groups Off Campus.” Modifications to include engaged scholarship should also be made to Section VI. Evaluation of Scholarship.**

**For the document titled, "Procedures and Criteria for Promotion and/or Tenure: Guidelines for Deans, Department Chairpersons and Faculty Members of School and College Promotion and Tenure Committees" the description of scholarship on page 3 should make reference to engaged scholarship such as adding it as a manifestation: e.g. "Manifestations of scholarship vary widely in form from one discipline to another, from publications that report original discoveries in a field of knowledge, to artistic performances or products, to engaged scholarship resulting in policy or practice change within outside organizations and programs, to new applications of knowledge. Indeed, there are many examples of significant variations among specialized areas within an academic department."**

- iii. **College P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, expectations, and methods of evaluating engaged scholarship. It is understood that methods of evaluating the quality, quantity, and impact of engaged scholarship will vary across colleges and departments. Note that engaged scholarship is not a required activity but is highly valued.**
- iv. **Department P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, and expectations for engaged scholarship.**
- v. **Faculty Activity Reports for all faculty (including non-Tenure-track faculty) be modified to encourage faculty to report their engaged scholarship activities (if any). Such activities will not be required but will be considered as a formal component of the evaluation for those who choose to include it.**
- vi. **UNH establish an annual Presidential Award for Engaged Scholarship.**

5. **Senate Action:** The motion was put to a vote on April 19. The motion passed with 58 in favor, none opposed, and 2 abstentions.



6. **Senate chair's signature:** \_\_\_\_\_  
Erin Hiley Sharp

Forwarded to the following on August 24, 2021:

- President James Dean
- Wayne Jones, Provost
- Kate Ziemer, Senior Vice Provost for Academic Affairs
- Marian McCord, Senior Vice Provost for Research, Economic Engagement and Outreach
- Ken La Valley, Vice Provost of Outreach and Engagement
- All deans and associate deans
- All department chairs

**- See Appendix on Next Page -**

## APPENDIX to Motion # XXV-M20

### UNH Faculty Senate Research and Public Service Committee (RPSC) Report on Engaged Scholarship February 22, 2021

*Prepared by:*

Ivaylo Nedyalkov, Chair (*Mechanical Engineering, CEPS*)

Vanessa Druskat (*Management, PAUL*)

Robin Hackett (*English, COLA*)

John McClain (*Mathematics & Statistics, CEPS*)

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Igor Tsukrov (*Mechanical Engineering, CEPS*)

#### **Introduction**

In Fall of 2020, the Research and Public Service Committee (RSPC) of Faculty Senate was charged to build upon the work initiated by prior members of this committee from the 2018-2019 Senate Session to formulate a precise and practical definition of Engaged Scholarship in the context of the diverse and varied faculty contributions to engaged scholarship at UNH. Towards this important goal, the RSPC has researched concepts, definitions, and opinions regarding engaged scholarship, its definition, role, and valuation at universities throughout the US (including UNH) and developed recommendations for how this type of faculty activity should be viewed, approached, and addressed in Promotion and Tenure documents at the university, college, and departmental levels. Review of the 2019 RSPC Faculty Survey on Engaged Scholarship (see Appendix II) was central to tailoring recommendations that are inclusive and aligned with UNH faculty experience and perspectives on the topic.

#### **Relevant Background Information**

Historically, as a Land, Sea, and Space Grant public research university, UNH produces, conveys, and applies knowledge to address challenges of global scale and consequence alongside New Hampshire citizens, businesses, institutions, and organizations as important constituencies. UNH has a long history of placing high value on the engaged scholarship activity of its faculty. Julie Williams and Eleanor Abrams initiated the Engaged Scholars Academy at UNH in 2004, which evolved into the Research and Engagement Academy which is still actively training faculty today. In 2008, UNH was recognized as a community engaged university by the Carnegie Foundation for the Advancement of Teaching. A UNH advisory board affirmed UNH's commitment to engaged scholarship in 2009. In the university's strategic plan from 2010, an intention was set to become "*a national leader in the emerging effort to create a genuinely seamless understanding of scholarship, one that affirms the essential interconnectedness of teaching, research and engagement*" (UNH in 2020). A report on the importance of engaged scholarship was developed

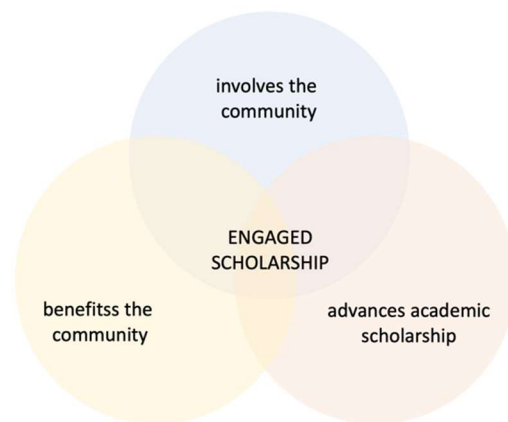
by the Faculty Senate in 2014. UNH’s 2020 Vision Strategic Plan includes as one of six vision and value statements, the goal to achieve “*a broadened definition of scholarship.*” One of its five core strategic academic initiatives is “*Partner for Life: Expanding and Deepening UNH’s Strategic Partnerships.*” Understanding that our continued vitality depends on the good will and support of the people of NH and their elected officials, UNH aims to strengthen existing outreach initiatives including the engaged scholarship of its faculty.

However, despite the value that has been placed on engaged scholarship over the last 20 years at UNH, the subject remains a considerable concern among the tenure track, clinical, research and extension faculty because of a lack of clear definition and inconsistent perceptions on whether such activities are considered within the realm of their service obligations, scholarship activities, or some combination of the two. Additional questions have also been raised regarding the ways in which departments and colleges view and evaluate engaged scholarship in annual reviews and promotion cases which may have potentially discouraged faculty to participate in this type of scholarship.

### Overview of Aims, Assumptions, and Data Sources

This objective of this report is to propose a common definition of engaged scholarship and to attempt to clarify its role (i.e., contribution, value, perception) in promotion and tenure decisions. Data sources used by the committee members included a review of relevant UNH reports and documents, external literature related to engaged scholarship, and definitions and methods of evaluating engaged scholarship employed by other research universities, including documentation for reclassification of universities as “*engaged universities*” by the Carnegie Foundation. Appendices I-IV contain relevant quotes, data, tables, and examples curated from these sources. Summaries of and links to specific documents are provided in Appendix V.

Herein, we attempt to define engaged scholarship based on the following four assumptions: 1) engaged scholarship is an ongoing value of the university; 2) faculty participation in engaged scholarship can vary individually and over time; 3) engaged scholarship may include pedagogical, practical, applied, or public-facing scholarship; and 4) formal recognition of engaged scholarship has equity implications. The basis, implications, and resulting recommendations that stem from these assumptions follows below.



*Adapted from Howard (2007).*

## Definitions at UNH and Beyond

Before recommendations can be developed, we must first provide context for the proposed definition of engaged scholarship at UNH. The Carnegie Foundation defines community engagement as the *“collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity,”* and the same body explains the purpose of community engagement is *“to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good”* (Carnegie Foundation). Former president of the Carnegie Academy for the Advancement of Teaching and Learning, Ernest Boyer, promoted the ‘scholarship of engagement’ as a means of broadening the definition of scholarship (Boyer 1990, Boyer 1996). The Hanover Research report on Publicly Engaged Scholarship Frameworks reviews several universities’ and organizations’ attempts at and processes for defining publicly engaged scholarship. The authors find that while there is no universally accepted definition, there are three traits common to many definitions. *“First, the publicly engaged scholarship generally includes activities in all three traditional land-grant university missions (instruction, research, and service); second, it is both informed by and generative of scholarship; and third, it is for the public good.”*

Examples of engaged scholarship might include carrying out original research in collaboration with community partners and applying disciplinary-specific knowledge to address research needs in the local, regional, national or international community [Appendix IV]. Barker (2004) articulated that scholarly engagement consists of *“research, teaching, integration, and application scholarship that incorporate reciprocal practices of civic engagement into the production of knowledge. It tends to be used inclusively to describe a host of practices cutting across disciplinary boundaries and teaching, research, and outreach functions in which scholars communicate to and work both for and with communities”* (Barker 2004, p. 124).

A 2002 UNH NEASC self-study defined engaged scholarship at UNH as *“a mutually beneficial collaboration between the University of New Hampshire (New Hampshire’s land, sea and space grant institution) and community partners for the purpose of generating and applying relevant knowledge to directly benefit the public”* (NEASC 2002). Specifically, engaged scholarship is scholarship that *“breaks new ground in the discipline and has direct application to broader issues, answers significant questions in the discipline which have relevance to public or community issues [and] is reviewed and validated by qualified peers in the discipline and by members of the community”* (Sandman 2010).

While we are aware that different units within the university will need to develop discipline-specific ways to understand and evaluate engaged scholarship, this committee recommends that UNH explicitly adopt the following broad and useful definition endorsed by the Engagement and Outreach Scholarship Advisory Board Statement on May 1, 2009):

Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning.

- Collaborative efforts with those within an organization resulting in the design and implementation of modified or new practices or policies;
- Providing consultation, education and technical support within an organization to assist in the translation of knowledge to practice within the faculty's area of expertise;
- Collaborative research activities that result in the generation of knowledge that is of benefit to the faculty and organization; or
- Collaborative efforts to create and disseminate knowledge and practices through various forms of media, publications, and professional presentations.

In an opinion piece in *Inside Higher Ed*, McNeill (2020) articulates an interesting counter perspective, suggesting that to understand engaged scholarship in its truest form, one must first understand what it isn't. He writes "*Engagement is not synonymous with simple volunteerism. It is not using a community to recruit participants for a pre-existing research study or imposing an academic agenda onto a group. And, although public dissemination of research is important, engagement is not a one-way transfer of information. In fact, engaged scholarship actively counters each of these oversimplifications.*" Similarly, scholars from Michigan State University detail bulleted lists of activities that *are not* engaged scholarship to efficiently increase clarity of what *is* [see Appendix IV].

### **Equity and Justice Implications**

Among the benefits of recognizing engaged scholarship institutionally is an opportunity to enhance equity and justice initiatives on campus. Kabria Baumgartner, Faculty Fellow for Equity and Inclusion in COLA, notes that faculty of color tend to conduct research that is both scholarly and public-facing, a testament to their versatility and interdisciplinary training. Valuing engaged scholarship can then motivate faculty of color by facilitating the integration of public-facing work with research identities, thus strengthening recruitment and retention. Moreover, recognizing and supporting engaged scholarship will help connect faculty of color to local communities, bring attention to public-facing work, and perhaps improve town-gown relations. Finally, increased recognition of public-facing work may enhance recognition of knowledge created outside of the university. Scholars well-trained in conducting public-facing work are uniquely positioned to recognize these knowledge systems.

### **Valuation vs. Evaluation**

There is no question that engaged scholarship is valued at UNH. From the Engaged Scholars Academy in 2004 to the Research and Engagement Academy that continues today, acknowledgement of the importance and value of engaged scholarship is prevalent and echoed by UNH's leadership, exemplified by the two examples below:



Senior Vice Provost for Research, Economic Engagement, and Outreach Marian McCord writes: *“Engaged scholarship is a hallmark of a public land-grant institution, and a means by which we build a deeper connection with our constituents and work collaboratively to generate societal impact. Recognition of faculty excellence and effort in this critical aspect of our mission will promote and reward this essential activity.”*

Vice Provost of Outreach and Engagement Kenneth La Valley adds: *“In my role as Vice Provost of Outreach and Engagement, I believe that providing incentives for faculty to participate in engaged scholarship will be necessary to strengthen the culture of engagement at UNH. One barrier has been the value placed on engaged scholarship as part of promotion and tenure. By embracing UNH’s responsibility as a land-grant university to teaching, research, service, and extension, we acknowledge the importance of interdisciplinary collaboration between the university and our stakeholders. If engaged scholarship is a valued, but not required, contribution to a faculty members scholarly works, there may be more opportunities for pre- and post-tenured faculty to participate. In so doing, we as a university community will increase our relationships with external partners, the societal impact of our basic and applied research, and reinforce our role as a partner in solving societal issues and contributor of new knowledge.”*

Yet there remains a disparity between valuing *and* evaluating engaged scholarship. Even with the above-referenced evidence of broad institutional support, encouraging engaged scholarship at UNH will require departments and colleges develop a clear and consistent rubric to evaluate such work for retention, appointment, promotion, and tenure. A common concern noted by faculty regarding the evaluation of engaged scholarship is that it less often results in high-impact peer reviewed publications than comparable efforts in basic and applied research in their respective fields (see Survey Results Summary). Additionally, not all departments or university units have an abundance of faculty who are experienced in the practice, or evaluation, of engaged scholarship. The Hanover Research Report notes that it is important to build an understanding between administrators and faculty regarding the definition of engaged scholarship and outline a process for evaluations. They also discuss mechanisms for supporting publicly engaged scholarship, including financial and non-financial awards and the incorporation of relevant language and processes in tenure and promotion criteria. They point to publicly available resources for definitions and evaluation rubrics to assist in the development of such processes. The report includes a table of “Eight Key Characteristics of Quality Community-Engaged Scholarship” from the University of South Florida’s toolkit, which provides these key characteristics of engaged scholarship along with example activities and work products that act as evidence of these characteristics [Appendix III].

## **Conclusions and Recommendations**

As a Land, Sea, and Space Grant public research university, UNH produces, conveys and applies knowledge to address challenges of global scale and consequence, with New Hampshire citizens, businesses, institutions and organizations and UNH has a long history of placing high value on the engaged scholarship activity of its faculty. As noted earlier, one of its five core strategic academic initiatives is “Partner for Life: Expanding and Deepening UNH’s Strategic Partnerships.” UNH aims to strengthen existing outreach initiatives including the engaged scholarship of its faculty.

Despite the high value placed on engaged scholarship, it remains evident that steps remain to be taken to increase understanding, recognition, and consistent evaluation of engaged scholarship at UNH. The RSPC views this as an opportunity, and not a burden, for UNH Leadership to develop transparent policies and/or guidelines to acknowledge, evaluate, and value the contribution our faculty make through innovative, engaged scholarship initiatives tightly linked to their research and expertise. Therefore, the Committee offers the following recommendations to the Faculty Senate for discussion and consideration:

1. UNH adopt, and disseminate, a clear definition of engaged scholarship. The following definition is proposed: *“Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning.”*
2. UNH Promotion & Tenure guidelines, instructions, and criteria statements be modified to explicitly include engaged scholarship. The document titled "Instructions for Preparing the Promotion and Tenure Statement" for Tenure-track (and equally for Research, Clinical, and Extension) faculty for example, be modified to include engaged scholarship explicitly under pertinent sections. For Tenure-track, this includes section V. Description of Scholarly Activities, number 7, “Professional Organizations in which the Candidate is Particularly Active,” and number 8, “Additional Areas of Scholarship and Work with Persons in Other Departments, in Centers, or with Groups Off Campus.” Modifications to include engaged scholarship should also be made to Section VI. Evaluation of Scholarship. For the document titled, "Procedures and Criteria for Promotion and/or Tenure: Guidelines for Deans, Department Chairpersons and Faculty Members of School and College Promotion and Tenure Committees" the description of scholarship on page 3 should make reference to engaged scholarship such as adding it as a manifestation: e.g. "Manifestations of scholarship vary widely in form from one discipline to another, from publications that report original discoveries in a field of knowledge, to artistic performances or products, to engaged scholarship resulting in policy or practice change within outside organizations and programs, to new applications of knowledge. Indeed, there are many examples of significant variations among specialized areas within an academic department.
3. College P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, expectations, and methods of evaluating engaged scholarship. It is understood that methods of evaluating the quality, quantity, and impact of engaged scholarship will vary across colleges and departments. Note that engaged scholarship is not a required activity but is highly valued.
4. Department P&T Documents be modified to include in their guidelines for promotion and tenure a definition of engaged scholarship, and expectations for engaged scholarship.
5. Faculty Activity Reports for all faculty (including non-Tenure-track faculty) be modified to encourage faculty to report their engaged scholarship activities (if any). Such activities

will not be required but will be considered as a formal component of the evaluation for those who choose to include it.

6. UNH establish an annual Presidential Award for Engaged Scholarship.

### **Appendix I. Engagement and Outreach Scholarship Advisory Board Statement, May 2009**

In his seminal work, Ernest Boyer (1996) set the national context for the critical role higher education must play in society when he stated: "...the academy must become a more vigorous partner in the search for answers to our most pressing societal, civic, economic, and moral problems and must reaffirm its historic commitment to what I call the scholarship of engagement."<sup>1</sup>

In 2008, the University of New Hampshire (UNH) was designated as a community engaged university by the Carnegie Foundation for the Advancement of Teaching in recognition of its excellence and commitment to the scholarship of engagement. Engaged scholarship is the mutually beneficial collaboration between UNH and external partners (local, state, regional, national, global) for the purpose of creating and applying knowledge to address societal problems, and to enrich student learning.

The University of New Hampshire's engaged scholarship and outreach includes the work of faculty collaborating with external partners, Cooperative Extension programs and student engagement and learning opportunities. Engaged scholarship at UNH enhances the quality of life for citizens across New Hampshire, the nation, and throughout the world. These initiatives and the value that UNH places on engagement align specifically with results from the recent national survey by the Higher Education Research Institute's national survey of faculty<sup>2</sup>. This survey, based on the responses of 22,562 full time faculty at 372 institutions, reveals that the majority of faculty believe it is "very important" or "critical" to instill in students a commitment to community engagement/service. The value that UNH places on engagement is also well aligned with national initiatives to undertake the largest investment in innovation and scientific research in American history to solve societal problems.

[While UNH is not currently designated as an engaged university by the Carnegie foundation, it is committed to regaining the designation in the next cycle. Having a university-wide definition of engaged scholarship and encouraging such activities will be essential in meeting the criteria the university needs to meet.]

### **References**

- <sup>1</sup> Boyer E. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1 (1), 11-20.
- <sup>2</sup> DeAngelo, L., Hurtado, S., Pryor, J.H., Kelly, K.R., & Santos, J.L. (2009). *The American college teacher: National norms for the 2007-2008 HERI faculty survey*. Los Angeles: Higher Education Research Institute, UCLA.
- <sup>3</sup> Obama, Barack (2009). *Remarks By the President At the National Academy of Sciences Annual Meeting*. Washington DC: National Academy of Sciences.

We, the undersigned members of the University of New Hampshire’s Advisory Board for Engagement and Outreach Scholarship, strongly endorse a continued emphasis on and commitment to community engagement, community engaged scholarship and academic outreach as a central focus of the University of New Hampshire’s strategic plan and fund-raising priorities.

## **Appendix II. Summary of Results of the RPSC 2019 Faculty Survey on Engaged Scholarship**

The UNH Faculty Senate RPSC Committee administered a survey about engaged scholarship to the UNH faculty in November 2019. Below is a summary of the quantitative and qualitative responses received from the 125 faculty who responded.

### Survey Prompt

“As the UNH Faculty Senate RPSC Committee ...we are conducting a survey to solicit information from UNH departments regarding definitions, prevalence, and value regarding engaged scholarship.

To prompt deeper thinking in this area, we provide a recent definition of engaged scholarship based on a review of two decades of publications that were characterized as “engaged scholarship” (Beaulieu, Breton, & Brouselle, 2018), but do not seek to restrict our solicitation to these parameters. We are also not necessarily endorsing Beaulieu et al.’s view. It is open to critique, praise, appropriation, etc.

Beaulieu et al. (2018)<sup>[1]</sup> define engaged scholarship to include two core values (social justice; citizenship) and five principles (high-quality scholarship; reciprocity; identified community needs; boundary-crossing; and democratization of knowledge) (pp. 5-6).”

### Responses to Quantitative Questions

N = 125

Q2: Has your department or College had a formal conversation about "engaged scholarship"?

- No = 85.6%
- Yes = 14.4%

Q4: Is "engaged scholarship" specifically accounted for in your department or College P&T policies?

- No = 88.5%
- Yes = 11.5%

Q6: Whether or not a part of your department or College’s P&T policy, is “engaged scholarship” formally or informally evaluated in any other way in your department or College?

- No = 64.2%
- Yes = 35.8%

Responses to Quantitative Questions about the relevance at UNH of the values and principles emphasized in Beaulieu's conceptualization of engaged scholarship

N = 125

Value 1: Social justice – Scholarship that develops “complementary relationships between scholarly achievement and the public good and to study public issues”

- 76.5% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Value 2: Citizenship – Scholarship that “integrates [researcher] role as expert with their role as citizen”

- 70.2% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Principle 1: High-quality scholarship – Scholarship that “ensure[s] the value and relevance of research on both the social and academic levels”

- 86.3% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Principle 2: Reciprocity -- Scholarship characterized by partnership and collaboration “between the academy and civil society during not only the production of knowledge, but also its dissemination”

- 71.8% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Principle 3: Identified community needs -- Scholarship that “address[es] important civic issues or real societal problems”

- 81.5% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Principle 4: Boundary crossing -- Scholarship that “fundamentally involves a multi-inter-transdisciplinary approach... [also] integrating teaching, research, and service”

- 76.5% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

Principle 5: Democratization of knowledge -- Scholarship that exemplifies “the democratization of scientific knowledge and its accessibility for all... also questions the assumption that the academy holds a monopoly over knowledge production”

- 72.4% of respondents rated this as either “somewhat relevant” or “highly relevant” for UNH

## Thematic Analysis of the Qualitative Comments of Respondents

N = 125

Four prominent themes emerged from faculty comments in the survey. Themes are listed below with representative comments under each.

1. The need to clarify how UNH defines “engaged scholarship” and how much UNH values it
  - a. I would suggest first, having an articulate conversation defining "engaged scholarship". How does this get interpreted through different activities, priorities, and values, and what are various ways that engaged scholarship looks like.
  - b. Engaged scholarship is still a vague concept so I cannot say it aligns with any principles or values
  - c. While I appreciate the difficulty in distilling 'engaged scholarship' across multiple disciplines is difficult, there doesn't seem to be much discussion about what is meant by "community"
  - d. I would say that 75% of the faculty in my college would have no idea what the words mean and would need to Google them
  - e. I don't think there is formal or structural support or even respect for "engaged scholarship". My feeling is that all research and publication that is valued at UNH revolves around traditional sources of highly esteemed editorials and/or journals.
  - f. My concern is that in some cases the scholarly element of work claiming to be "engaged scholarship" is minimal... The word "engaged" also implies that scholarship that doesn't do this kind of work is "disengaged" - that's an assumption that might be strongly interrogated.
2. The desirability and evaluation of engaged scholarship varies between and within colleges, departments, and disciplines.
  - a. We are in an applied field. Without support for engaged scholarship, it is challenging to complete engaged scholarship while fulfilling other research requirements for P&T. As we move further away from engaged scholarship, the practitioners and researchers are feeling disconnected. It would be helpful for faculty members' engaged scholarship and contributions to community development be recognized.
  - b. It is difficult to keep it [engaged scholarship] in such broad terms when a specific discipline becomes involved
  - c. [These ill-defined terms perhaps] make sense to someone in the sociology department but are not generally used in all sciences...you would do far better to

consider how what you are asking is relevant to different scientific and scholarly disciplines.

d. The values and principles here do align with my priorities, but it's not necessarily how they are valued in my field.

e. [Engaged Scholarship has been] Openly discussed at a faculty meeting and added to our Dept. P and T Policies.

f. [Engaged scholarship] has been discussed in our faculty meetings although not for a few years

g. The blend between scholarship and service in my particular work, as a professional musician, (singer) is virtually constant.

h. Our P&T committee views this as important and considers a faculty member's engaged scholarship both as part of formal P&T deliberations, and in our regular pre- and post-tenure reviews. This is mentioned in our evaluation letters and documents. It also frequently gets mentioned by outside reviewers commenting on a promotion case.

i. Unless we get a peer-reviewed publication out of it in some way, it counts as service.

j. Engaged scholarship seems to be viewed favorably in both my department and college... Yet, when it comes to actually rewarding these activities in promotion and tenure processes, the same [old power] structures continue to rule the roost.

k. Engaged scholarship is looked upon favorably within our department as it creates connections with practitioners in our field, thereby serving various needs such as securing advisory board members, providing internships, etc. It is also considered good in terms of "gestalt" of the P&T case.

l. [Engaged Scholarship] is recognized at some level by the college, but not really appreciated.

3. Respondents' desire to separate engaged scholarship from service or general outreach

a. Discussions of "engaged scholarship" should focus first and foremost on quality of scholarship....that is of high quality (sound methodology, interesting theoretical propositions, well written, etc.) gets published in top journals..."Engaged scholarship" is \*fundamentally\* different from "engagement as outreach" or "engaged teaching".

b. I consider outreach a very important part of our mission as faculty. I also feel we must maintain standards for true scholarship.

- c. "Engaged scholarship" can be a "slippery slope". We consider scholarship to result in refereed publications in a respected journal. Otherwise, we consider it service- certainly valued as such in the P&T process.
  - d. If peer reviewed, it is scholarship/research. If not, it is considered service.
  - e. [We evaluate engaged scholarship] as a type of service
  - f. Scholarship entails scholarly publication; engaged scholarship requires both engagement and scholarship.
  - g. If there isn't high quality peer-reviewed (or reviewable) research behind the outreach, then it isn't engaged scholarship.
  - h. The department of communication certainly supports engaged scholarship (e.g. the critical discourse lab), but output from these initiatives would be unlikely to be considered as a form of scholarly output unless it took a traditional scholarly form (e.g. conference presentation or peer-reviewed journal article).
4. Respondents' desire for increased acknowledgement of the value and time-commitment involved in engaged scholarship
- a. I would encourage this committee to include in their discussions the relationship between engaged scholarship and the strategic pillar of embracing NH. Local and statewide work should be prioritized so long as this is a pillar.
  - b. ...acknowledgement of the time and effort involved in bringing them to fruition in more than a tokenistic way. Even laying the groundwork for mutually productive partnerships can take considerable time. Plus what counts as useful and high quality work in an academic context may not correspond at all with the on-the-ground work of "engagement" before, during, or after some kind of collaboration.
  - c. Engaged scholarship - from my understanding - is more relevant to the engaged the party with whom the scholar is working than to the academic community. It may not pass muster in top tier journals but it is research nonetheless.
  - d. In particular, we have not discussed scholarship built on these foundations, the time commitment it takes, and particularly how much it bleeds into what may appear to be the much less valued "service" dimension of our academic profile (or, in some cases, teaching).

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<sup>[1]</sup> Beaulieu, M., Breton, M., & Brousselle, A. (2018). Conceptualizing 20 years of engaged scholarship: A scoping review. *PLoS ONE*, 13(2): e0193201. <https://doi.org/10.1371/journal.pone.019320>



**Appendix III. Eight Key Characteristics of Quality Community-Engaged Scholarship**  
(Original Source: The University of South Florida)

CHARACTERISTIC	SAMPLE EVIDENCE (RESEARCH-RELATED)
Clear Academic and Community Change Goals	<ul style="list-style-type: none"> <li>▪ Clearly stating the basic purpose of the work and its value for public good</li> <li>▪ Defining goals and objectives that are realistic and achievable</li> <li>▪ Identifying intellectual and significant questions in the discipline/community</li> <li>▪ Articulating one’s program of research and objectives</li> </ul>
Adequate Preparation in Content Area Grounding in the Community	<ul style="list-style-type: none"> <li>▪ Investing time and effort in developing community partnerships</li> <li>▪ Participating in training and professional development that builds skills and competencies in engaged scholarship</li> <li>▪ Demonstrating an understanding of relevant existing scholarship</li> </ul>
Appropriate Methods: Rigor and Community Engagement	<ul style="list-style-type: none"> <li>▪ Refining a research question through co-generation with community partner</li> <li>▪ Involving the community to improve accountability, study design, collection of data, and/or enhance plans for recruitment and retention of study participants</li> <li>▪ Developing policy recommendations and application or intervention ideas based on study’s findings through brainstorming with community partners</li> <li>▪ Disseminating findings more broadly through community partnerships</li> <li>▪ Improving ethical credibility by addressing specific concerns with the community</li> </ul>
Significant Results: Impact on the Field and the Community	<ul style="list-style-type: none"> <li>▪ The community contributing to as well as benefiting from the research</li> <li>▪ Making progress toward social equality</li> <li>▪ Securing increased funding for community partners</li> <li>▪ Increasing the capacity of the community to advocate for themselves</li> <li>▪ Utilizing the work to add consequentially to the discipline and the community</li> </ul>
Effective Presentation/ Dissemination to Academic and Community Audiences	<ul style="list-style-type: none"> <li>▪ Publishing research results in peer-reviews, practitioner, or professional journals</li> <li>▪ Disseminating information through media used/read by community members</li> <li>▪ Producing documents directed towards service providers, policymakers, or legislators</li> </ul>
Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement	<ul style="list-style-type: none"> <li>▪ Conducting debriefing sessions with community members</li> <li>▪ Seeking evaluations from community members</li> <li>▪ Changing project design based on feedback and lessons learned</li> <li>▪ Engaging in personal reflection concerning, for example, issues of privilege or racism</li> </ul>
Leadership and Personal Contribution	<ul style="list-style-type: none"> <li>▪ Receiving invitations to present to professional society meetings, conferences, to present to community audiences, to testify before legislative bodies, to appear in the media, or to serve on advisory or policymaking committees</li> <li>▪ Mentoring students, junior faculty, and community partners</li> </ul>
Consistently Ethical Behavior: Socially Responsible Conduct of Research and Teaching	<ul style="list-style-type: none"> <li>▪ Cultivating the conduct of “good science,” sound research techniques, and appropriate engaged pedagogies that make meaningful contributions to communities</li> <li>▪ Engaging communities in a respectful manner</li> <li>▪ Appropriately involving and acknowledging community partners</li> </ul>

## Appendix IV. Examples of What Is (and Is Not) Engaged Scholarship

Common Types of Engaged Scholarship (from [Michigan State University](#))

- Community Engaged Research
  - Community-based, participatory research
  - Applied research
  - Contractual research (funded by government, non-governmental organizations, or businesses)
  - Demonstration projects
  - Needs and assets assessments
  - Program evaluations
- Community Engaged Creative Activity
  - Collaboratively created, produced, or performed
  - Film
  - Theater
  - Music
  - Performance
  - Sculpture
  - Writing
  - Spoken words
  - Multi-media
  - Exhibitions

Engaged Scholarship is Not (from [Michigan State University](#))

- Serving on a departmental committee
- Serving on a university-wide committee
- Serving on a disciplinary committee
- Volunteering not related to your discipline or not associated with community partnerships in your academic field
- Conducting outside work for pay, with no connection or benefit to your departmental/unit missions

### Selected Examples of Engaged Scholarship Projects at UNH

- NH Violence Against Women (& Men) Project
  - The purpose of the partnership is to assess the prevalence of violence against women and men in New Hampshire. The results are intended to inform public health practice by state and local health departments, and the network of related non-profit service organizations linked by the NH Coalition Against Domestic and Sexual Violence.
  - The violence against women survey results have been presented at the state and national levels, and several manuscripts are in development. The team continues to work together on analyzing the more recent violence against men survey.

- Recycled Materials Resource Center
  - The RMRC works to promote the appropriate use of recycled materials in the highway environment. This is done by engaging all of the different stakeholders and bringing them together so that trust and partnerships are developed between the different stakeholders, allowing the collective group to move forward.
  - The RMRC has brought three full time research faculty to UNH who have contributed significantly to the educational mission of the University. The Center has funded approximately 15 graduate students, both Masters and Ph.D., who have received graduate degrees from UNH. The center has purchased infrastructure and instrumentation that have provided research capabilities and led to advancement of the research enterprise at UNH.
- Northeast Consortium
  - The Northeast Consortium encourages and funds cooperative research and monitoring projects in the Gulf of Maine and Georges Bank that have effective, equal partnerships among fishermen, scientists, educators, and marine resource managers.
  - Opportunity for researchers and faculty to conduct fisheries and oceanographic research partnering with commercial fishermen and fisheries managers.
- Project 54
  - Project54 at the University of New Hampshire, in partnership with the New Hampshire Department of Safety, is a nationally recognized law enforcement technology program. Ongoing research is focused on improving the safety, effectiveness and efficiency of officers in the field through improvements in human computer interfaces and data
  - Many students have received MSEE degrees supported by Research Assistantships funded by Project54 and involving MS thesis research support from Project54. The project has produced 35 publications and 79 technical reports (most involving a combination of faculty and student authors).

### Selected Examples Engaged Scholarship Projects Outside UNH

- The Research University Civic Engagement Network (TRUCEN) keeps a list of exemplars of Engaged Scholarship at <https://compact.org/trucen/research-university-engaged-scholarship-toolkit/section-a-what-is-engaged-scholarship/exemplars-of-engaged-scholarship/>
- 'Publishing and the Publicly-Engaged Humanities: Articles and book chapters selected by the National Humanities Alliance in partnership with Routledge,' Taylor & Francis <https://think.taylorandfrancis.com/publicly-engaged/>

## Appendix V. Relevant Documents and Summaries

Public Humanities and Publication; Publishing and the Public Humanities Working Group

[https://hcommons.org/?get\\_group\\_doc=1003800/1611561373-PublicHumanitiesandPublication\\_workingpaper2021.pdf](https://hcommons.org/?get_group_doc=1003800/1611561373-PublicHumanitiesandPublication_workingpaper2021.pdf)

This essay is rich with examples of the importance and variety of engaged scholarship. It notes, as well, the relationship between publicly engaged scholarship and public humanities. The importance of the essay for our purposes is that it clarifies that there is no one way to publish, evaluate, or credit faculty for engaged scholarship. Rather, it is essential for P and T committees at every level to learn how to recognize and value engaged scholarship in their disciplines, and to bring that knowledge to bear in their work on individual P and T cases.

The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification Re-classification Documentation Framework

<https://www.okhighered.org/okcampuscompact/pdf/2019tmce-carnegie-reclass-framework.pdf>

Includes the documentation for re-classification of the university as an engaged university by the Carnegie Foundation. These metrics/requirements may change when we apply. We will be submitting as a new first-time application for the 2024 cycle. The cycle was delayed due to COVID but UNH intends to submit an application.

Publicly Engaged Scholarship Frameworks

<https://www.unco.edu/academic-community-engagement/pdf/publicly-engaged-scholarship-frameworks.pdf>

The Hanover Research report on “Publicly Engaged Scholarship Frameworks” reviews several universities’ and organizations’ attempts at and processes for defining publicly engaged scholarship. The authors find that while there is no universally accepted definition, there are three traits common to many definitions. “First, the publicly engaged scholarship generally includes activities in all three traditional land-grant university missions (instruction, research, and service); Second, it is both informed by and generative of scholarship; and Third, it is for the public good.” They also find that it is important to build an understanding between administrators and faculty regarding the definition and outline a process for doing so. Finally, they discuss mechanisms for supporting publicly engaged scholarship, including financial and non-financial awards and the incorporation of relevant language and processes in tenure and promotion criteria. They point to publicly available resources for definitions and evaluation rubrics to assist in the development of such processes.

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