

Faculty Meeting with Provost Hanson:

Recommendations for Promoting Faculty Community Engaged Scholarship

In attendance:

- Heidi Barajas, Associate Professor (Postsecondary Teaching and Learning, College of Education and Human Development)
- Lyn Bearinger, Professor (School of Nursing, Medical School, and School of Public Health)
- Rob Blair, Professor (Fisheries, Wildlife, and Conservation Biology, College of Food, Agricultural, and Natural Resource Sciences)
- Kathleen Call, Professor (Health Policy and Management, School of Public Health)
- Nancy Cook, Clinical Professor (Law School)
- Pat Frazier, Professor (Psychology, College of Liberal Arts)
- Jayne Fulkerson, Associate Professor (School of Nursing)
- Andy Furco, Associate Vice President for Public Engagement and Associate Professor (Organizational Leadership, Policy, and Development, College of Education and Human Development)
- Craig Hassel, Associate Professor (Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences)
- Zenzele Isoke, Assistant Professor (Gender, Women, and Sexuality Studies, College of Liberal Arts)
- Sonja Kuftinec, Professor (Theatre Arts and Dance, College of Liberal Arts)
- Liz Lightfoot, Professor (School of Social Work, College of Education and Human Development)
- Scott Lipscomb, Associate Professor (Music Education and Music Therapy, School of Music, College of Liberal Arts)
- Kristine Miller, Professor (Landscape Architecture, College of Design)
- Kevin Murphy, Associate Professor (American Studies and History, College of Liberal Arts)
- Kristen Nelson, Professor (Forest Resources and Fisheries and Wildlife, College of Food, Agricultural, and Natural Resource Sciences)
- Michael Resnick, Professor (Pediatrics, Medical School, School of Public Health, School of Nursing)
- Ross Roholt, Associate Professor (School of Social Work, College of Education and Human Development)
- Renee Sieving, Associate Professor (School of Nursing, Medical School, School of Public Health)
- Andy Van de Ven, Professor (Strategic Management and Entrepreneurship, Carlson School of Management)
- David Weerts, Associate Professor (Organizational Leadership, Policy, and Development, College of Education and Human Development)

Issue #1: Promotion and Tenure

Even though in 2007 there were changes to the tenure code that were designed to give faculty the opportunity to base their work on community engaged, interdisciplinary, and international scholarship, faculty don't necessarily see this reflected in their departmental 7.12 statements. Collegiate and departmental leadership and promotion and tenure committee members don't necessarily have an understanding of community engaged scholarship.

Recommendation: Yearly orientations for promotion and tenure committees that include a discussion of the role of community engaged scholarship and how to evaluate the quality of that scholarship.

Issue #2: Hiring

Until we require competence in community engaged scholarship as a requirement in the hiring process, it will be viewed as an "add-on"

Recommendations:

- Work with departments who are hiring new faculty to help them integrate experience in CES into their job requirements.
- Consider "cluster hires" in which multiple faculty who do community engaged work can be hired at one time, to create a peer network.

Issue #3: Faculty Development

There is a need for opportunities for faculty to develop their skills for engaged research.

Recommendation: Leverage courses and training programs faculty have developed by expanding to different audiences and formats.

Issue #4: Graduate Student Development

Graduate students show a high level of interest in community engaged scholarship, but do not always have the support of faculty and departments. Because of high fringe rates, sometimes research centers cannot afford to hire graduate research assistants to work on community engaged projects.

Recommendations:

- Create graduate student awards for community engaged scholarship that raise the profile of engaged work on the graduate level, and highlight this work as a viable, scholarly path within graduate programs.

- Explore other kinds of benefits and incentives for graduate students to work on community engaged projects.

Issue #5: Support for staff enhancing engaged research and teaching opportunities

Community engaged scholarship requires additional time and resources for relationship development and project management. Staff who support this work have deep networks of community relationships and institutional memory—both vital resources. Yet their positions often lack stability (i.e., are year-to-year and grant-to-grant), and the current reclassification initiative may have a negative impact on these valuable staff members.

Recommendations:

- Support community engagement staff positions to work with faculty on CES projects, and explore creative models like multiple faculty “sharing” a project manager/community engagement staff person.
- Create web-based tools to help document on-going community engaged projects and outcomes of community engaged work.
- Examine potential impacts of reclassification on community engagement staff.
- Explore ways to retain long term community engagement staff.

Issue #6: Financial barriers to CES

Grants that support community engaged scholarship may not allow indirect cost recovery, or allow only low rates of ICR. In addition, RFPs often allow very little lead time. In order to respond, faculty must already have established community campus research partnerships. Many of the organizations with which faculty partner do not have large enough budgets to wait our 90 days before being paid for their work.

Recommendations:

- Create central fund that can be drawn upon to subsidize work with low IRC rate.
- Create additional planning grant programs to support partnership development and project planning to position community campus teams to respond to requests for proposals with short term around times.
- UMN bridge funding for transition from community-partnered research to community-led program: Following a period of federal grant funding, programs developed & tested with federal funding commonly enter a community demonstration phase. “Community demonstration” typically involves securing state & local foundation funding to help sustain ongoing programming. UMN bridge funding grants could be very helpful in jump-starting a community demonstration phase, covering faculty and professional staff time in securing foundation funds for ongoing community-partnered programming.

- Flag in our financial system partner organizations with small budgets so that their invoices will be paid immediately, rather than after 90 days.

Issue #7: Barriers to Community Engaged Teaching

Issues with tuition recovery are a barrier to interdisciplinary, community engaged teaching. When community partners co-teach or guest teach in a course, often faculty pay honoraria out of their own pockets. Adjunct faculty who do community engaged teaching do not receive any additional support for the extra time and effort that this takes.

Recommendations:

- Create central pool of funds that can be used for honoraria for community partners.

Issue #8: Communications Related to Engagement

Faculty lack the time, skills, and resources to produce lay dissemination products regarding engaged teaching and research that communities are interested in receiving. Internally, faculty note that there is a lack of responsive, timely communications support for community-engaged work. A larger issue of concern is that public engagement is being pigeon-holed at the U of M. Public engagement is not just about teaching or clinical or field works. Rather, public engagement is woven into all aspects of campus life and mission. Communications departments, including University Relations, need to have a clear understanding of public engagement.

Recommendations:

- Create opportunities for strategic, comprehensive communication strategies regarding engaged research and teaching.

Overarching Recommendations

- Endow chairs for community scholars in each collegiate unit. These scholars would bring knowledge from the community to the College and help effect culture change on campus. Scholars could hold these positions for a period of time, and then new community scholars could be invited.
- In the strategic planning initiative, use as a litmus test: How will this impact our relationships with our communities?
- Take one of the grand challenges and focus the work very differently in a way that leverages community engagement to shift the paradigm of academic work.