

Building a Career on Engagement: Mentors, Resources, and Challenges

Tina M. Kruger, PhD
Prepared for the Indiana Commission for Higher
Education 2019 Faculty Leadership Conference





Service-Learning



- A course or competency-based, credit-bearing educational experience in which students (a) participate in mutually identified service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- A form of experiential education in which student engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes.
- The hyphen in service-learning symbolizes reflection and depicts the symbiotic relationship between service and learning.

(Bringle & Clayton, 2012; Bringle & Hatcher, 1996)

(Jacoby, 1996, 2015)





Community engagement



- Community engagement describes 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.
- The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors 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 for the Advancement of Teaching, 2006)





- First generation college student
- Role of mentor
- Attended Engagement Scholarship Consortium
- Role of ICC





Lessons from My Story

- Taking risks can be a good thing
- Finding a support system is vital
- Collaborate, collaborate, collaborate
- Engage, present, publish (repeat)





Faculty Should Become Familiar with -

Campus Strategic Plan and Vision

 Departmental guidelines for P & T – metrics, portfolio guidelines

Culture of the department

What is valued?





Learn Perspectives of -

- Deans
- Department Heads
- Promotion and Tenure committees

Who are key people you should be winning over with your work?—What are their views and values?

P&T decisions often rest on values and judgments, not on measurements or clear expectations.





Find a Mentor –

 Who has done community-based learning and done it well (been rewarded)?

 Review portfolios/documents of like-minded faculty (they don't have to be from your department—OR campus!)





Presentation & Networking Venues

- ICC Summit Feb. 25-26, Marriott North Indianapolis
- Colloquium on High-Impact Community Engagement Practices - May 6-10, IUPUI, Indianapolis
- <u>SENCER Summer Institute</u> Aug. 1-4, Case Western Reserve University, Cleveland, OH
- ICC Fall Kick-Off Retreat Sept. 20, near Indianapolis
- Engagement Scholarship Consortium Oct. 6-7, Denver, CO
- <u>Imagining America</u> Oct. 18-20, Albuquerque, NM
- <u>IARSLCE</u> Oct. 23-25, Albuquerque, NM





Publication Venues

Chart courtesy
 of Diane
 Doberneck
 (MSU)

Community Engaged Scholarship

Community Engaged Research & Creative Activities

Community Engaged
Teaching &
Learning, including
Service-Learning

Community Engaged Service

Community Engaged Commercialized Activities

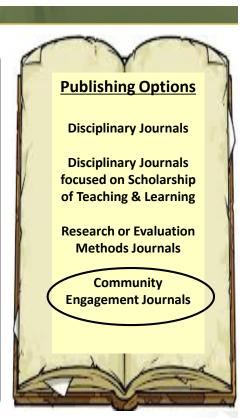
Publishing Topics

Conceptual Frameworks or Program Theory

Methods or Processes for Partnerships & Engagement

Results or Impacts on students, community partners, & faculty

Reflections, Critiques, & Lessons Learned







Go to Pen to Paper

Pen to Paper

A retreat focused on preparing scholars to publish their community engaged work.

This retreat was the single most valuable professional development experience that I've had as a faculty member.

Make plans to join the journal editors outside Indianapolis for Pen to Paper 2019

July 16 – 18, 2019 | Registration Opens March 2019



WWW.INDIANACAMPUSCOMPACT.ORG/PEN-TO-PAPER/



Publication Considerations

- 1. Who is the audience for the article?
 - Fellow academics or researchers
 - Higher education administrators
 - Senior leaders
 - SLCE professionals
 - Policy-makers, legislators
 - Community-based practitioners, professionals in the field
 - Community leaders
 - Community members, members of the general public
- → Publish in non-peer reviewed venues too
- Select the journal BEFORE you begin to write!





More Key Considerations

- 2. What is the purpose of the article?
 - Conceptual frameworks, program theory, models
 - Methods, processes, partnerships, engagement
 - Program descriptions, case studies
 - Findings, results or impacts on various groups
 - Critical reflections, lessons learned
- 3. What journal is most appropriate to achieve the purpose for the audience?
 - Disciplinary or Interdisciplinary?





Challenges and resources

- Getting others to recognize/value this work (P&T)
 - https://academicaffairs.iupui.edu/PromotionTenure/Dossi er-Samples.html; search for "public scholarship" and "community engagement"
- Measuring the impacts (go to afternoon sessions)





Challenges and resources

- Building a network of engaged scholars get involved with <u>Indiana Campus Compact</u>
- Check out Compact Nation Podcast, S1:E8, documenting and publishing engaged scholarship with Cathy Jordan and Andrew Furco - https://compact.org/podcast/season1-episode8/





Challenges and resources

- Grants through ICC:
 - Actualizing a Culture for Community Engagement
 - Senior Faculty Fellow
 - Faculty Fellows
 - High-Impact Community Engagement Practices
 - Strengthening Communities
 - Institutional Research and Student Success
 Learning Community





MORE 100 THAN 100 FACULTY FELLOWS SINCE 1996

Apply to join this year-long learning community experience!

2019 - 2020 FACULTY FELLOWS Program

Letters of Intent Due: March 22, 2019

Full Proposals Due: May 13, 2019

More information @ www.indianacampuscompact.org/funding/







- What challenges to you face in your department/at your institution?
- What resources are you aware of that you (and others) might draw on to address these challenges and facilitate engaged work?

