Suggestions for Early Career Community-Engaged Scholars

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Suggestions for Early Career Community-Engaged Scholars

Developing your identity statement, finding your mentors, and documenting your community-engaged scholarship

Prepared by Sylvia Gale, Patricia Herrera, Maia Linask, Nicole Maurantonio, Derek Miller, and Lynn E. Pelco

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Cover Photo: Sandy Williams, assistant professor of art, engages in the classroom. Photograph by Jamie Betts. Richmond, Virginia.

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Disclaimer

This document was created by faculty and administrators at the University of Richmond to provide support for community-engaged faculty work. Any suggestions provided in this document do not represent official university policy or practice. Faculty and administrators with questions about official university policies or practices should consult with leaders in their departments and schools and should read all related university policy documents.

Recommended Citation


Note: The authors of this work contributed equally and are therefore listed alphabetically.
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Introduction

Congratulations on beginning your career as a higher education faculty member! Entering the professoriate is exciting and daunting – with classes to prepare, research plans to implement, and academic policies and procedures to learn.

This document was written specifically, though not exclusively, for early career faculty members doing (or would like to be doing) faculty work in collaboration with off-campus community partners. The document may also be helpful to faculty members at other career stages who are beginning to undertake community-engaged work and administrators seeking to support their faculty. This is the information we wish we had had at the start of our careers. We, the five co-authors of this paper, are tenured community-engaged faculty members and seasoned higher education administrators specializing in civic and community-engaged academic practices. Based on our literature review and collective lived experiences, we have focused this paper on three topics we believe are critical for early career community-engaged faculty members to understand more deeply. These three topics include developing your identity statement, finding your mentors, and documenting your scholarship.

We hope that the suggestions provided in this document will help you strengthen your community-engaged faculty work and communicate this work to others. As we will reference throughout, this document is not meant to be prescriptive and not everything referenced will be helpful to every scholar. Each scholar’s journey is different, and it is incumbent on the scholar to understand the policies and expectations of their school, university, discipline, and department. In that vein, we encourage you to share, discuss, and critique this document with your colleagues, mentors, and others in your professional networks, and we welcome your feedback.

- Sylvia, Patricia, Maia, Nicole, Derek and Lynn
PART ONE:
Naming and Claiming: Creating Your Identity Statement
PART ONE: NAMING AND CLAIMING

Creating Your Identity Statement

“How many times have we heard, “You’d better wait until you get tenure before you do that”?”
Cantor and Lavine in Scholarship in Public, viii

“I would imagine colleagues saying not, ‘Oh, I think that’s a waste of time. I don’t think that’s valuable,’ but ‘I don’t suggest you spend a lot of time on that because it’s not going to count.’”
Christ in Scholarship in Public, 17

The advice to “wait until you have tenure,” while pragmatic, often does not serve the long-term interests of community-engaged scholars or their institutions. Why?

The motivations to connect with communities outside academia are often at the heart of what drew the scholar to their vocation in the first place. Ellison and Eatman (2008, p. 31) describe a “pressure in the pipeline,” as graduate students increasingly expect, and help to create projects, degree programs, and centers connecting academic study and community practice.

Often, these community-engaged graduate students arrive in graduate school with public commitments, program-building skills, and a vision for the ways that their education in graduate school might fit into a larger sense of momentum and purpose. In addition, the early career scholars advocating for such community-engaged practice frequently are those under-represented in the academic institution. Research has shown that women and faculty of color are more likely to engage in community-based scholarship and/or teaching (Antonio 2002; Antonio, Astin & Cress 2000; Baez 2000; Jayakumar, Howard, Allen, & Han 2009; Knowles & Harleston 1997; Miller et al. 2018; Stanley 2006; Vogelgesang, Denson, & Jayakumar 2010). In part, this relationship is explained by the motivations of female faculty and faculty of color to integrate community engagement into their academic agenda. Studies drawing upon large-scale surveys, interviews, and ethnographies have shown that women and faculty of color are more likely to enter academia to create social change for the public good (Farrell, 2002; Ibarra, 2001; Rhoten & Pfirman, 2007; Vogelgesang, Denson & Jayakumar, 2010).

The Bonner Center for Civic Engagement (CCE) is increasingly encountering early career scholars who arrive at the University with a commitment to social justice and/or to the mission of higher education as an institution whose social charter contributes to the public good (Kezar et al. 2015).
These scholars often have a clear sense of themselves and experience actively linking their teaching and/or scholarship with various publics in their prior institutions. They come to the CCE looking for support in activating those kinds of connections in their new community. Their questions are not about what to do as much as about how, where, and with whom. For others, the turn towards community engagement as a more central part of their professional identity may have happened while already in the professoriate, perhaps through teaching a community-based learning class. These scholars often turn to the CCE for support in broadening and in deepening their practice. They may want to try a more collaborative form of community-based learning, extend a project across classes, semesters, or even years, or incorporate community engagement into their scholarship. Whatever the case, a key task for the scholar, and a key place for the department to support the scholar, is to articulate how and why community engagement is a part of their professional trajectory. Whatever their point of departure, we encourage scholars to explore their motivations for community engagement and its multiple manifestations. This project of naming and claiming, of articulating what is at the center of the work and how that central commitment helps to link the multiple roles of an engaged scholar’s professional life, is what we refer to as cultivating the scholar’s identity. Affirming this identity, and returning to this iteratively and at key moments in their career, will serve the community-engaged scholar well when it is time to produce documents for tenure and promotion benchmarks, for internal or external funding, etc. Articulating an identity as a community-engaged scholar is different from, though related to, the project of articulating one’s teaching, research, or service narratives. A statement of identity speaks to the concerns, commitments, and methods that underlie multiple aspects of a scholar’s work.

Even in a departmental or larger institutional culture that is indifferent to, skeptical of, or hostile towards community-engaged faculty activity, a strong identity statement can be a powerful way for the scholar to exercise their own agency, naming and claiming what underlies and fuels the work, and to demonstrate what integration of their realms of professional practice looks like. Even if not shared with others as part of more traditional portfolio artifacts, an identity statement can be a touchstone for the scholar, grounding their self-understanding of how the parts and pieces fit together and helping them clarify their integrated identity. As Calleson, Kauper-Brown, and Seifer (2005) offer in their toolkit for community-engaged scholarship, “A clear understanding of your personal values, priorities, and goals for your work provides a foundation for staying the course in the face of inevitable obstacles or setbacks, as well as for assessing and deciding upon new opportunities” (p. 13).

In addition to the frameworks described below, we refer scholars wishing to explore the value and possibilities of their own public, engaged, and activist scholarship or creative practice to a workbook released by Imagining America as this resource was going to print: “The Public Scholar Imagination Guide” provides a variety of reflection and action tools for anyone trying to improve their own practice and for those interested in making the university a more hospitable, caring, and creative place to nurture public, engaged, and activist scholarship, artmaking, and design.” Contact Imagining America or the CCE for a copy of the guide.
PART ONE: NAMING AND CLAIMING: CREATING YOUR IDENTITY STATEMENT

SAMPLE IDENTITY STATEMENTS

“I am a social justice collaborator using the arts as a transformational force to ignite social change. Similarly, my scholarship strives to uncover historical erasures of indigenous, Black, Latinx, and LGBTQ+ communities, to remember and document these histories in partnership with community stakeholders, and to co-create knowledge that can spark social action.”

"[Name of Scholar] joined the Department of Theatre and Dance at the University of Richmond in [year]. She teaches contemporary dance, improvisation, and choreography. Her decolonizing and inclusive pedagogical approaches are rooted in her commitment to activate dance as a tool for social change and the premise that the body is a site of knowledge that informs how we act in the world.”

Naming and claiming an identity is not something a scholar does once, then enshrines. This is most usefully understood as an iterative, reflective process and perhaps even as a consistent practice, to be revisited and revised periodically. Below, we offer some tools and frameworks to consider as you explore what reflective practice(s) work best for you.
FRAMWORK 1 FOR WRITING YOUR IDENTITY STATEMENT

Bonner Center for Civic Engagement Executive Director Sylvia Gale offers the do-it-yourself “What are you for?” exercise shown below in full on pages 14-16.

This exercise asks participants to represent the many roles they inhabit physically— and the connections and disconnections between them. “Surviving—and thriving—as an engaged scholar is not, I have come to believe, a matter of accumulating the right skills or the right status. It is a matter of locating our multiple roles around our own central and driving commitment(s). Often these are the commitments that brought us into graduate school in the first place, and they are the commitments that lead us to maintain and initiate our connections with communities outside graduate school while we are there” (Gale, 2012, p. 320).

Gale’s exercise asks participants to identify, first, the central commitment or passion at the heart of their work (“the thing that you are for”) and then to depict the various roles they play in and out of relation to that commitment, producing a graphic image of the reasons so many of us feel overwhelmed. It gives us a visual language for the juggling act that makes up the engaged scholar’s weeks, months, and years, and dramatizes the ways that our roles may create friction and outright conflict with one another. But the real impact of this exercise comes in the later steps, where participants are asked to name the projects, programs, and activities with which they fulfill or have fulfilled the roles that are most important to them—and to pay special attention to the connections between them. The exploration truly begins when participants are asked to “think about the projects and activities that stretch between two or more roles and add these to the map.”

YOUR IDENTITY STATEMENT DRAFT
FRAMEWORK 2 FOR WRITING YOUR IDENTITY STATEMENT

These questions can be used independently as a reflection or in conjunction with the exercise described in Framework 1.

**Why it Matters?**
- Why does community engagement matter to you?
- What are the experiences that led you to identify as community-engaged?
- What do you imagine your community-engaged scholarship to be?
- How does your community-engaged work contribute to your discipline?
- Where do you feel like your community-engaged work makes the greatest impact?
- What brings you the most joy and excitement about your community-engaged work?
- What are your superpowers and how do they come through in your community-engaged work?

**Your Approach**
- What is your community-engaged methodology?
- How do you move from theory to practice?
- What new approaches or modes of understanding are you creating as you move forward with your community-engaged scholarship?
Describe your relationship to the community or communities with which you are engaging. What steps can you take to deepen your community-engaged practice?

- Identify mentors, offices, grants, or other resources that you can lean on for support or for information.

- Imagine an ideal environment for your community-engaged work and your best self to emerge.

- What would your community-engaged work look like in 5 years, 3 years, 1 year?
The following questions were adapted from an exercise on page 15 of The Community-Engaged Scholarship Toolkit by Calleson, Kauper-Brown, & Seifer (2005).

Instructions: We recommend that you take time to write down your answers to these questions annually and consider how they might be changing. You might also want to discuss your responses to these questions with a mentor.

1. WHAT ARE YOUR VALUES AND WHAT ARE THEIR SOURCES?

2. WHAT ARE YOU PASSIONATE ABOUT AS IT RELATES TO YOUR WORK WITH COMMUNITIES? AND WHY?

3. HOW DO THESE VALUES AND YOUR PassIONS SHAPE YOUR PRIORITIES AND THE POTENTIAL WAYS YOU MAY BECOME INVOLVED IN COMMUNITIES AS A FACULTY MEMBER?

4. HOW DO YOU RESPOND TO NEW ENVIRONMENTS, CHALLENGES, RISKS, FAILURE? HOW MIGHT YOUR ANSWER TO THESE QUESTIONS AFFECT HOW YOU WILL WORK WITHIN AN ACADEMIC ENVIRONMENT?

5. WHAT ARE YOUR GOALS FOR YOUR COMMUNITY-BASED WORK AS AN ACADEMIC?

6. HOW CAN THIS WORK BE CRAFTED INTO SCHOLARSHIP AND DOCUMENTED IN YOUR PORTFOLIO?
REFERENCES FOR PART ONE


Roles of Engagement: A Workshop Exercise

WHAT YOU NEED:

→ A BLANK PIECE OF PAPER, 8.5" X 11" OR LARGER
→ A PEN OR PENCIL
→ CRAYONS, HIGHLIGHTERS, AND/OR MARKERS
In the center of your piece of paper, write the thing that you are for. This is your central commitment. The exercise works best if you express this in the simplest, most general terms possible.

Around this central commitment, name the roles that you currently inhabit in relationship to this commitment. You can think in terms of category (teacher, researcher, writer, etc.) or be more specific. Arrange these like spokes on a wheel around the central commitment you have identified.

Now identify the roles you don’t yet inhabit with respect to this commitment, but want to; differentiate these in some way graphically (using a dotted line, a different color, etc.)

Add the roles that fill a significant part of your life but that do not feel connected to your central commitment. Differentiate these graphically as well.

Draw circles around the roles that are most important to you right now.

Inside these circles, add the current (and, if you’d like, past) projects, programs, and activities with which you fulfill or have fulfilled these roles. Be specific. Add the activities you want or intend to undertake within these roles but have not yet. You may also want to circle the roles you have not begun to inhabit yet and indicate what activities, projects, etc., you imagine and anticipate occurring there.

Think about the projects and activities that stretch between two or more roles and add these to the map. Differentiate these with shape and/or color so that they stand out.

Indicate, in whatever way you like, the pressures that pull you away from the roles that are most important to you. Likewise, indicate the supports that encourage you in these roles. Be specific.

Sit back, pause, reflect, add color, and study what you have created. What surprises you about what you produced? What information has emerged for you here?

“I am grateful to the students in Julie Ellison and Kristin Hass’s Fall 2010 Public Humanities Institute course, sponsored by the Rackham Graduate School at the University of Michigan, for being such willing and reflective participants in my pilot version of this workshop. This exercise is a work in progress. I welcome comments and suggestions from those who try it, adapt it, and inevitably improve upon it.” - Gale, S. (2012, p 322), used with permission from the author.
PART TWO: Finding your Mentors
Finding Your Mentors

Most faculty members in the early years of their careers are told that finding a mentor is a critical career goal. This advice is supported by findings that effective mentoring supports mentees’ professional growth (Chang, Longeman & Franco, 2014) and contributes to a sense of mentee belonging and empowerment (Holmes, Land, & Hinton-Hudson, 2007; Zajac, 2011). Accomplishing the mentoring goal is often challenging, however, especially for individuals who did not receive helpful mentoring relationships during their graduate degree programs.

Faculty members who use non-traditional teaching or research methodologies such as community engagement may find it especially difficult to tap into supportive and understanding mentor networks. This section briefly overviews mentoring definitions and structures and suggests new mentoring models that hold promise for successfully supporting community-engaged faculty members. The section concludes with discussion of several strategies and resources that early career faculty members can use to increase the likelihood of finding helpful mentors who will support their continued development as community-engaged scholars.
MENTORING IN HIGHER EDUCATION

The definition of ‘mentoring’ has evolved over time and is still being disputed in the literature (Irby, et al., 2020). Compounding this definition challenge are the wide variety of terms (e.g., role modeling, sponsoring, advising, coaching) being used interchangeably with the term ‘mentoring’.

Clutterbuck, et al. (2017) described the essential qualities of mentoring as “a developmental relationship grounded in and molded by philosophical, historical and sociological factors”.

Developmental relationships exist along continuums of depth, intensity and intent/focus, with mentoring generally thought of as being a more long-term and intense relationship compared with other developmental relationships such as coaching, advising and sponsoring. The functions of mentoring relationships also vary and often include career support, skills development and personal growth.

Table 1 differentiates this variety of developmental relationships in terms of their typical functions. For example, sponsorship differs from mentoring in that a sponsor’s main goal is to advance the career of a faculty member by promoting that faculty member to others. Because sponsors risk their own professional reputations by promoting the individual they sponsor, sponsorship often develops naturally out of successful mentoring relationships.
Traditionally, mentoring in American higher education has taken a ‘grooming guru’ approach in which a single, senior level faculty mentor holds power within the relationship and the mentee accepts advice from this wiser and more experienced colleague. In this traditional structure, mentoring focuses almost exclusively on the mentor providing career support and transmitting the organization’s values, structures, and processes. In this way, the traditional approach to mentoring largely replicates the operating structures that have historically existed in academia. Throughout the traditional mentoring process, early career faculty are encouraged to fit into the already existing context of the organization (i.e., university) and to focus primarily on their own individual success within that context.

In contrast, mentors within Eastern and Indigenous mentoring frameworks regularly focus beyond the goal of individual mentee success to helping the mentee nurture a network of relationships that can support the mentee’s learning to serve the greater good of the society at large (King & Upadhyay, 2022). Cultural differences clearly play an important role in shaping mentoring relationship expectations, and for community-engaged faculty in U.S. universities these differences may lead to failed or less satisfactory mentoring experiences. Faculty members whose work attempts to balance community benefit with their own individual professional benefit may be misunderstood, and perhaps disadvantaged, in university evaluation and reward systems that are primarily structured to highlight individual achievement.
NEW MENTORING MODELS FOR COMMUNITY-ENGAGED FACULTY

Early career faculty who identify as community-engaged may find they are the first in their departments or schools to teach and/or conduct research in partnership with local community members. Community-engaged faculty may also embody other first roles, such as the first faculty of color, first female, and/or first-generation faculty member. Unfortunately, the lived experiences of these ‘first’ roles may be misunderstood or even discounted by more senior colleagues who volunteer for or are assigned to mentor in university-run mentoring programs. Mentoring models that prioritize individual success and acculturation of early career faculty to existing institutional norms may be ill-fitted to the needs of community-engaged faculty members who place high value on community well-being and who desire systems change within the academy.

Fortunately, a number of alternative mentoring models are developing within higher education, including models that center the mentees’ specific needs and support challenges to gendered and racially-biased organizational practices.

For example, mutual-mentoring (Sorcinelli, Yun & Baldi, 2016) upends the traditional, hierarchical, one-on-one mentoring relationship and empowers faculty mentees to be intentional and proactive in developing a flexible network of support. Mentees in this model identify individuals who can serve in their “customized cadre of mentors” (Lloyd-Jones & Jean-Marie, 2020, p. 175), with each mentor meeting a specified mentoring role (e.g., writing for publication, navigating political matters, and finding work/life balance). Within the mentoring “mosaic” (Kanuka & Marini, 2013), mentees can develop networks that support both their career development and psychological well-being. The NCFDD Mentor Map (below, National Center for Faculty Development and Diversity, nd) is one example of a mutual-mentoring model.
PART TWO: FINDING YOUR MENTORS

- **Substantive Feedback**
- **Professional Development**
- **Sponsorship**
- **Emotional Support**
- **Access to Opportunities**
- **Role Models**
- **Accountability** (for what REALLY matters)
- **Intellectual Community**
- **Safe Space**

**Department Colleagues**
1. 
2. 
3. 

**On Campus**
1. 
2. 
3. 
4. 

**Off Campus**
1. 
2. 
3. 
4. 

**Readers** (see Intellectual Community)
1. 
2. 
3. 

**Senior Faculty in Your Department**
1. 
2. 
3. 
4. 

**On Campus Mentors**
1. 
2. 
3. 
4. 

**Off Campus Mentors**
1. 
2. 
3. 
4. 

**Peer Mentors**
1. 
2. 
3. 
4. 

**Friends**
1. 
2. 
3. 

**Family**
1. 
2. 
3. 

**Other**
1. 
2. 
3. 
4. 

**Readers**
- 0-25%
- 25-50%
- 50-75%
- 75-100%
1. 
2. 
3. 

*National Center for Faculty Development & Diversity*
**Peer mentoring** refers to mentoring between individuals who are at similar stages in their careers and in which advice and support is exchanged bidirectionally. Unlike traditional mentors who are typically older and more professionally accomplished than their mentees and who are expected to give – rather than receive – advice, peer mentors are similar to each other on one or more specific characteristics (e.g., age, gender, professional level, social/racial background, etc.) and both give and receive advice. Peer mentoring integrates well into the network model described above and may be implemented in both one-to-one or small group interactions. In the NCFDD Mentor Map example, peer mentors could successfully fill roles in many categories.

**Social-justice mentoring** is another alternative approach to mentoring that may be well-suited to serve the needs of early career, community-engaged faculty. The approach is “grounded in the perspective that academic institutions are responsible for ensuring equity, fairness and impartiality” (Lloyd-Jones & Jean-Marie, 2020, p. 175) and is “aspirational and requires one to continually reflect, challenge, change, and evaluate one’s practice in an effort to create transformative spaces for people to harness their potential” (Neville, 2015). Rather than prescribing a specific format or content, social-justice mentoring emphasizes the creation of intergenerational communities in which both mentors and mentees mutually support each other in: clarifying their personal social justice beliefs, establishing self-care practices, instilling a sense of hope in change, celebrating successes, providing learning and training opportunities, and taking action to help challenge the root causes of oppression in one’s environment (Neville, 2015; Kivel, 2004). Participating in social-justice mentoring as either (or both) a mentor or mentee involves committing “to adopt a reflexive stance, to challenge [one’s] own intolerances, to break from rigid ways of conceptualizing issues, and to accept others more fully.” (Neville, 2015, p. 161).

Sorcinnelli et al. (2016) outline specific skills and roles for both mentors and mentees, including for example, (a) clearly identifying the skills and abilities each mentor can provide, (b) accommodating the time constraints of each mentoring partner, and (c) asking for and providing feedback on how the mentoring relationship is working.
Strategies for Early Career Community-Engaged Faculty Members

TAPPING INTO YOUR UNIVERSITY’S MENTORING PROGRAMS

We recommend that early career community-engaged faculty investigate the formal mentoring programs being offered by their departments and/or university and seek to understand their structures. It is important to recognize the ways in which these mentoring programs can be beneficial. For example, senior level colleagues may be well-versed in and able to clearly explain existing departmental and institutional mores, processes and expectations – information that is critical for all early career faculty to have. These senior colleagues may also be willing to introduce mentees to campus colleagues and to scholars within the discipline. In addition to these programs, and when no mentoring programs exist on campus, faculty members will need to build their own mentor networks.

BUILDING A MENTOR NETWORK

We emphasize that no one person, no matter how accomplished, can meet all a faculty member’s mentoring needs. For this reason, we recommend that all early career faculty, and especially community-engaged faculty, shift their thinking from a single mentor to a mentor network model. The NCFDD Mentor Map describes a variety of mentee need categories (e.g., sponsorship, emotional support, accountability) that can serve as a starting place for faculty members as they proactively create their own mutual-mentoring network. Community-engaged faculty may also want to include in their network (and on their evolving NCFDD Mentor Map) mentors from both inside and outside their own universities who can support their social-justice and community-engagement goals.

FINDING MENTORS AND DEVELOPING MENTOR RELATIONSHIPS

Part Two Appendix 1 (below) provides ideas for both finding and developing mentor relationships. We encourage early career community-engaged faculty members at the University of Richmond to meet with a member of The Bonner Center for Civic Engagement staff to help develop their mentor map, including helping to make connections to possible mentors both on and off campus.
Institutional Strategies to Support Mentoring

STRENGTHENING MENTOR OPPORTUNITIES ON CAMPUS

Successful faculty mentoring programs play an important role in creating a thriving faculty culture, and the benefits of these programs flow equally to both mentees and mentors. We encourage high-level campus administrators to make faculty mentoring a consistent and central emphasis of their leadership legacy. The references and resources included in this document provide a good place for campus leaders to begin developing or expanding their suite of campus faculty mentoring opportunities. We emphasize that these opportunities go beyond outdated, grooming guru approaches to include approaches that are welcoming to and inclusive of all faculty members, including community-engaged faculty.

PREPARING, RECOGNIZING, AND REWARDING FACULTY MEMBERS WHO MENTOR

Faculty members who share their expertise, advice, and sponsorship as mentors represent the lifeblood of the academy. Yet, universities seldom provide preparation or support for these individuals, resulting in a dwindling pipeline of available mentors. Additionally, mentor contributions are rarely recognized or celebrated in consistent and highly visible ways. Part Two: Appendix 2 includes ideas for being an effective mentor, and we strongly recommend that faculty mentoring be recognized and rewarded in ways that bring prestige to those roles on campus, such as in promotion reviews, university awards, and communications to alumni.
REFERENCES FOR PART TWO: FINDING YOUR MENTORS


National Center for Faculty Development and Diversity (NCFDD, nd). The NCFDD Mentor Map. https://www.facultydiversity.org/ncfddmentormap


PART TWO: APPENDIX 1

Guidelines and Tips for Mentees

(ADAPTED WITH PERMISSION FROM PELCO & STANCIU, 2018)
Finding Mentoring Programs

- Be proactive and assertive in finding mentoring programs available to you across a wide range of settings.

- Investigate mentoring programs offered at your institution – including department-level, school or college-level, and university-level programs.

- Ask your department chair, senior colleagues, and peer-level colleagues if they know of any mentoring programs they would recommend. Ask colleagues from other universities, including your dissertation chair and committee members.

- Investigate available mentoring programs within the professional organizations of your discipline or for alumni from the institutions where you earned degrees.

- Community engagement offices on your campus can help connect community-engaged faculty members with potential mentors both on- and off-campus.
Identifying and Inviting Mentors

CLARIFYING YOUR NEEDS

Remember that you are seeking to create a network of individuals who can help you with different aspects of your professional life. To that end, you must first clearly articulate the roles you want a specific mentor to fill. Be sure to first:

Create a list of professional goals you would like to accomplish over the next three years in each of the areas of scholarship, teaching, and service.

Determine which of the following early career faculty goals are most important to you at this moment and prioritize 3 or 4 of these:

- Learning effective time management for an academic position.
- Developing realistic expectations of undergraduate students.
- Learning and prioritizing expectations within my department.
- Embracing and engaging the diversity of students in my classes.
- Extending my research and/or teaching into the off-campus community.
- Helping students who face challenges to succeed in my classroom.
- Developing a three-year teaching plan.
- Developing a three-year research plan.
- Handling requirements for university-related service.
- Understanding promotion and tenure policies.
- Assessing my students’ learning.
- Maintaining a balanced life as an academic.
- Developing an effective method for scholarly writing.
- Learning what records to collect each year for my promotion and tenure dossier.
- Finding funding sources to support my research agenda.
- Finding a network of individuals who can read drafts of my scholarly writing.
- Developing a teaching or research narrative.
- Meeting colleagues from outside my department who can support my career.
Identifying and Inviting Mentors

Finding Mentors

Once you have clarified your immediate needs, you can begin searching for individuals who can support your development in one or more of those need areas. Again, be proactive and assertive.

Be sure to look for mentors both within your department and school as well as outside of these contexts. Specific mentor roles that require strict confidentiality, such as providing a safe space, are typically best filled by mentors who are outside of your current academic home.

- Your campus community engagement office can help connect community-engaged faculty members with potential mentors both on- and off-campus who are also community-engaged.

- Take your list of immediate needs to your colleagues, department chair, and professional organizations to ask if they would recommend anyone skilled in those specific priority areas. Before approaching these individuals, be sure to learn more about them by researching their profiles, accomplishments, online biographies and curriculum vitas.

- Before approaching a potential mentor, write out your specific request. Clarify how you learned about the individual, the area(s) in which you believe the individual is well-qualified to support you as a mentor, and the time commitment you are asking the individual to commit to mentoring you (e.g., one hour/month for the 9-month academic year).
INVITING MENTORS

When a potential mentor has been suggested to you by a colleague, ask that colleague if they would be willing to introduce you to the potential mentor either in a face-to-face meeting or by email. Be sure to reply to that introduction with a follow-up email to the potential mentor thanking them for their consideration and clearly articulating (again) what you are asking them to do. If they are unable to take on a mentoring role, they may be able to suggest another individual who can.

- If you are approaching a potential mentor ‘cold’ (i.e., not being introduced by a colleague who is known to the individual), it will be important to send a clear and concise email that describes who you are (including your curriculum vitae or website URL) and what specific mentor role(s) you would like the person to consider.

- Stay open to the idea that mentor roles can be time limited. Some potential mentors may be willing to meet with you once or twice to answer specific questions you bring to them but be unable to commit to a new open-ended mentor relationship.

JUMPSTARTING YOUR NETWORK WITH PEER MENTORING

Building deep relationships across a network of mentors takes time. In the beginning, while your mentor network is being created, consider approaching trusted near-peers to act as peer mentors to each other. Learn more about starting your own peer mentoring group in the Toolkit for Creating a Peer Mentoring Group from the University of Michigan.
Stewarding Relationships with your Mentors

BEGINNING A NEW RELATIONSHIP
Before meeting with a new mentor, revisit your list of specific needs you would like the mentor to address and reflect on the mentoring boundaries you value. Ask yourself and your mentor:

- How often should we meet? How long will the meetings last and where will they be held?
- Will we have contact between meetings and, if so, how (e.g., phone, email, etc.)?
- Can the mentee reach out to the mentor for a spur-of-the-moment concern?

IN THE MIDDLE
Be aware of these general tips for stewarding your relationship with your mentor(s):

- Be sure your mentor knows the best way to reach you.
- Be on time for meetings and come prepared with specific questions and stay on task.
- Know your tenure and promotion policies and discuss these policies with your mentor.
- Request honest, constructive feedback and be open to hearing it.
- Keep written records. Email your mentor after each meeting with a summary of the meeting.
- Describe topics covered and list any activities/tasks that you or your mentor agreed to do before the next meeting.
- Note the date, time and venue of the next meeting. Keep a private mentoring journal as well if you find it helpful.

ENDING MENTOR RELATIONSHIPS
It is normal for mentoring relationships to begin with regular meetings that become less frequent over time and eventually come to a natural end. Be open with your mentor about this natural progression. As your relationship with a mentor draws to a close, you may want to consider asking them if you may contact them in the future or whether you might meet just once a year to stay in touch.
PART TWO: APPENDIX 2:
Guidelines and Tips for Mentors

(ADAPTED WITH PERMISSION FROM PELCO & STANCIU, 2018)
Characteristics of Successful Mentors

Successful mentors . . .

- are authentic, respectful and available. They understand the importance of creating a relationship in which their mentee feels supported and heard.

- create a confidential and safe space in which their mentees can discuss difficult topics.

- understand that their own and their mentee’s experiences in the academy will be different. Mentors from majority groups can often successfully mentor underrepresented mentees; however, these mentors must be sensitive to hearing the challenges faced by faculty of color and women and learn how to guide the open and honest discussions of race, gender, generational and other differences that can help build a stronger mentoring alliance.

- understand that the mentoring relationship is bidirectional and that mentors will learn from as well as guide and support their mentees.

General guidelines for mentors . . .

- Availability is a key quality that mentees appreciate in their mentors. Make it a priority in the early days of the relationship to establish clear goals for your time together and set up clear and regular forms of communication. Directly discuss with your mentee: How often will we meet (and will this be face-to-face or virtual)? How will we communicate between meetings? What specific topics will we be discussing? What are three goals your mentee wants to accomplish this year? What does confidentiality mean in our relationship? How will my mentee keep track of his/her progress and any tasks we each agree to complete?

- Keep the conversation focused on your mentee’s priorities and help your mentee identify actionable tasks that move him/her towards the accomplishment of priority goals (i.e., a professional action plan).

- Talk with your mentee about the NCFDD Mentor Map and help them to identify additional mentors.
Sample discussion starters that may be helpful in the early stages of your relationship with your mentee include:

- What has been the most satisfying part of your new faculty position?

- What resources on campus or in the community have you found to be of assistance to you in your work?

- What things do you like to do to unwind from work? How often do you fit those things into your routine?

- What concerns you most about the tenure process?

- What strategies are you using to develop collegiality with your colleagues and how are these working?

- Have you approached your department chair or a senior colleague with a difficult issue? What went well? What would you do differently?
PART TWO: APPENDIX 2: GUIDELINES AND TIPS FOR MENTORS

Additional tips for mentors:

- Be clear about your scheduling needs and be sensitive to the scheduling needs of your mentee.

- Respond quickly to emails from your mentee - even just to let them know you will respond more fully in a few days. Speak directly with your mentee about your boundaries and expectations if your mentee is asking for more time and attention than was originally agreed upon.

- Do not divulge details shared in confidence. Ask your mentee for their permission if you feel it would be beneficial to share something they have told you.

- Share instances from your own career when you have failed and succeeded.

- Know your campus resources and be willing to introduce your mentee (with their permission) to others on campus who you believe could be helpful to them.

- When mentoring faculty of color and women, ask about, listen carefully to, and show sensitivity to their lived experiences in the academy. Act purposefully and with your mentee’s support to find resources that can assist your mentee in addressing particular concerns they have related to their role in the university as a faculty of color or woman (e.g. teaching a class of predominantly male students; being asked to do more service; feeling overwhelmed from informally mentoring many students of color and female students).

- When mentoring community-engaged faculty, ask about, listen carefully to, and grow your knowledge of the community-engaged scholarship methodology and goals of your mentee’s research and teaching approach. As your understanding of your mentee’s community-engaged work grows, take opportunities to explain their work to others on campus. When possible, help your mentee find others on campus who are also doing community-engaged scholarship and/or teaching.
PART THREE:
Documenting Your Community-Engaged Scholarship
Documenting Community-Engaged Scholarship

The process of evaluating a teacher-scholar’s work for tenure and promotion can present challenges. Each scholar is different and even within disciplines, faculty may use a variety of methods, forms of evidence and epistemic frameworks. Yet, across these differences, the University expects and supports excellence. Defining excellence can be a challenging enterprise, as “excellence” may seem like a moving target. It is essential to first review department, school and university documents which articulate this bar for tenure and promotion, as it may differ by department and school. Additionally, many universities have created shared community engagement definitions in the areas of teaching, research and service. Faculty members at the University of Richmond may find it helpful to refer to the Bonner Center for Civic Engagement’s definitions for community-engaged teaching, scholarship, and service included below in Part Three: Appendix 3. To account for and deal with such variation, each scholar crafts a narrative that provides the necessary context to demonstrate excellence. This narrative serves to tell the candidate’s story — to explain to a non-expert in their field what they do, why, how, and to what effect, and how this represents excellence as defined by the institution.
The prospect of constructing such a narrative can be daunting. Indeed, because a narrative typically implies a beginning and an end, constructing a narrative may seem antithetical to the very nature of community-engaged work. While there may be a clearly identifiable “beginning” prompted by an encounter, planned or otherwise, there might not be an end in immediate sight. This is both a perfectly normal response and reality. In fact, it is a rare community-engaged teacher-scholar who can foresee how all the pieces of their portfolio “fit” together in their story as it is unfolding. As such, community-engaged work can be a tremendous asset to narrative construction for the purposes of tenure and promotion. Because engaged work is often process oriented, community-engaged scholars are in strong positions to tell stories of growth, of transformation, of failure and of reinvention/persistence. In this way, it is important to think about your narrative as one that is subject to revision, may take some unexpected turns and is by no means etched in stone. Compelling narratives are often the product of continued reflection as the work continues.

While a narrative that discusses failure, persistence, and/or reinvention may seem like a “red flag,” it is important to remember that narratives sharing learning can be extraordinarily powerful. A lesson learned can be profound.

A note about tone: These narratives might feel to some like a sort of humble brag that is out of step with work that is by its nature collaborative, often decentering any individual’s work. While the genre of narrative construction for the purposes of tenure and promotion is highly individualistic, we encourage you to invite your collaborators to serve as readers. Narratives are most impactful when supported by and crafted around evidence. While all evidence needs contextualization, it is crucial for faculty pursuing community-engaged work because the process and products often differ from more traditional scholarship. Without explanation, reviewers unfamiliar with these kinds of products and processes may have difficulty evaluating their quality or recognizing the rigor, the time commitments, fidelity to epistemic frameworks and ethical conduct. This explanation and contextualization are important parts of your narrative. In this section, we provide some resources for how to collect and present evidence of excellence in community-engaged work.
EXAMPLES OF COMMUNITY-ENGAGED RESEARCH FRAMEWORKS

Several universities have established frameworks that provide descriptions of the constituent parts of community-engaged research, and we have included several of these in the appendices below. While these tools have not been adopted by the University of Richmond, they provide strategies for thinking about the various components of community-engaged work. We encourage scholars to think about how they are documenting each phase of the work.

DOCUMENTING STARTS AT THE BEGINNING

We often think about the evidence of our work in terms of the final product: journal articles, books, exhibitions, etc. However, capturing the process of scholarship, of creating knowledge, is an essential part of a community-engaged scholar’s narrative and work. Documenting the entire arc of community-engaged work is a key part in discussing and presenting community-engaged work, which is collaborative and iterative. Community-engaged scholarship will change through collaboration with community experts. This change is part of the process of producing excellent materials and is a demonstration of fidelity to a methodology. Documenting process and change in your scholarly work is particularly important in disciplines where scholars typically publish individually-authored pieces. In these disciplines, evidence of your individual contributions to the collaborative product is essential.

A helpful tool to document community-engaged scholarship is a journal or some other kind of running document. This can be hand-written or electronic. Think of it as a lab notebook or a field notebook. You can record ideas, events, reflections, unscheduled conversations (e.g. phone calls), changes of direction, questions, rationales, etc. It may also be useful to use an electronic scheduling tool to keep track of all your scheduled meetings, visits, and conversations. You may find it especially helpful to include the goals of the scheduled event, either as a formal agenda or a descriptive statement, in your scheduling tool. These two artifacts (the journal and the scheduling tool) act as a kind of archive for you to refer to when writing about your project. These artifacts are not intended for sharing or for inclusion in your tenure portfolio, but rather as a record of the work you did and how the project evolved.

There will be other artifacts that you naturally create as part of the community-engaged process, such as audio recordings, video recordings, photographs, and notes from meetings. Of course the primary purpose for these artifacts is as inputs into the eventual product(s) that you create, but they can also be useful both in crafting an identity statement and your research narrative. In some cases, you may choose to include a selection of them in your tenure portfolio.
COMMUNITY-ENGAGED WORK IN THE DISCIPLINE

Many disciplines, particularly in the last twenty years, have introduced public outreach and community engagement ideas. In some cases, this has risen to a subdiscipline within a field. We encourage exploring any support your professional discipline may have for this work. There may be disciplinary-specific language. For example, within anthropology, there are the subdisciplines of public, engaged, and applied anthropology.

- Are there conferences or tracks within conferences dedicated to community engagement, public outreach, etc.?

- Who are the leaders in your discipline doing community-engaged work? Where have they been published? Where do they present? Can you invite them on campus to share their work with your colleagues?

- In what discipline-specific journals does community-engaged work get published?

By understanding the discipline, the scholar identifies potential publication routes, mentors within the discipline (see the resource on mentoring), and peers who can support the work and be possible external reviewers in the future. Campus civic engagement offices often support conference participation. At the University of Richmond, the Center for Civic Engagement offers conference grants to faculty members presenting their community-engaged scholarship at professional conferences.

PUBLISHING AND PRESENTING IN COMMUNITY ENGAGEMENT JOURNALS AND CONFERENCES

There is a growing international focus on community engagement and a variety of professional organizations and peer-reviewed journals sharing the latest innovations. The University of Richmond’s Bonner Center for Civic Engagement has a list of these organizations and journals and provides funding to send faculty and community partners to conferences. Discipline-specific reviewers may not know these journals and conferences. Therefore, it may be necessary to articulate in tenure, promotion, and annual review letters why these were the best venues for disseminating your scholarship. Additionally, service to these organizations can provide leadership opportunities.
GETTING THE MOST OUT OF YOUR COMMUNITY-ENGAGED WORK

Diane Doberneck and Christine Carmichael (2020) have created a tool for “Unfurling your Community-Engaged Work into Multiple Scholarly Projects.” This tool helps a scholar map out multiple academic and non-academic products that can come from a project. In using such a tool, scholars can more easily see the potential benefits of a project for them and their community partners, help to align goals of all stakeholders, and better structure relationships with community partners across multiple projects.

PEER REVIEWERS OF COMMUNITY-ENGAGED SCHOLARSHIP

An important step to ensuring scholarship and teaching excellence is the peer-review process where experts review and provide feedback on developing scholarship. This process is a core pillar of the evaluation of faculty work and provides context for your community-engaged scholarship and a testament to its quality and impact.

Community-engaged work is structured around mutually beneficial relationships with community partners and answering meaningful questions to both academia and the community. Because of its focus on community impact, the products of community-engaged research often take forms beyond the traditional academic monograph or journal article. Some of the experts who can best speak to the key attributes of community engagement and impact on the community are community members.

Capturing these community experts’ insights on a project is a key step to evaluating and ensuring the excellence of a project. The University of Richmond’s Bonner Center for Civic Engagement (CCE) can work with scholars to identify peer reviewers of public products such as exhibitions. Upon request, the CCE can work with deans, department chairs, and scholars to ensure the reviewers are anonymous. The CCE has also established a system for collecting community partner reviews for a scholar’s tenure and promotion portfolio. For more information, please reach out to the CCE staff.
Evidence of impact is a special category. Several metrics have been developed to help measure and consider the impact of traditional scholarship (journal impact factor scores, prestige of press, citation counts, etc.). These metrics were not designed with community-engaged scholarship in mind, and not surprisingly, they do a poor job of capturing the impact of a community-engaged project.

It is essential for community-engaged scholars to think early on about how they plan to measure impact. This measurement would certainly include any awards earned from the project. It could also include other types of evidence such as laudatory emails, articles in newspapers or trade journals referring to the project, impacts on the operations or finances of an organization, legislative initiatives, and attendance counts (for performance or exhibit). As you think about demonstrating the impact of your project, consider how it reaches both scholars and the public and capture evidence of both.

The following are a few specific examples of ways to document the impact of community-engaged scholarship:

- **Capturing the reach of a project**: A scholar’s work is published in a newspaper. Working with the university’s communications office, the scholar could track what other news outlets picked up the story and the readership of each of those news outlets, allowing the scholar to estimate how many people saw their research.

- **Meeting the project goals**: A scholar co-created an exhibition at a local museum. The scholar worked with the museum to track attendance. Importantly, the museum could help put the attendance numbers in context showing that attendance for this exhibition was higher than most exhibitions and that the visitors were more diverse than typical visitors. Part of the project’s goal was to tell a more diverse story; therefore, this visitor data was a crucial indicator of the impact of this part of the project.

- **Informing policy**: A scholar crafted several research reports on key topics of environmental justice and sustainability. These reports formed the foundations of multiple laws proposed by the state’s legislature.

- **Work inspiring similar projects**: A multi-year collaborative project was noticed by another university. This university has since brought members of the multi-collaborative project to the university to learn more about the project and have created a variation of this project at their university.
The curriculum vita is essential to recording and demonstrating a faculty member’s work and forms a significant part of the dossier for tenure and promotion. It is important that the curriculum vita follows any university-, school- or department-level prescribed formats. Nevertheless, within the standard curriculum vita framework there may be strategies for highlighting community-engaged work so that the document helps tell the larger narrative of who the scholar is.

A traditional academic curriculum vita will include and highlight traditional academic products. However, community-engaged teaching, scholarship, and service often have products that don’t fit neatly within the traditional buckets of a curriculum vita and may require new categories.

Alternatively, it may be up to the scholar to demonstrate how a community-engaged product equates to a more traditional academic product. For example, in traditional research, scholars may present their work at a conference to share their results and invite feedback. A community-engaged scholar may hold a public event to serve the same purposes. The University of Minnesota’s Assessment of Community-Engaged Scholarship table (shown below in Part Three: Appendix 2) provides additional suggestions for translating community-engaged research.

Calleston, Kauper-Brown & Seifer (2005) provided the following list of strategies for highlighting community-engaged work on a curriculum vitae:

- **Place a star on publications where one or more of your co-authors was a community partner.** This highlights your commitment to recognizing community partners for their scholarly contributions.

- **Place a star on publications where one of your students was a first author.** This highlights your commitment to mentoring your students, and your willingness to support their development.

- **Under the ‘Current Teaching Responsibilities section,’ create a subheading called Community-Based Education or Service Learning Courses.** Refer to these courses and their students and community impact in your teaching statement.

- **Cite training manuals for community and innovative educational materials under publications.** Highlight these products in your personal statement, especially if you are able to indicate how they were peer reviewed and what potential impact they are having on learners, community members or policymakers. Cite educational and public health evaluation reports.

- **Create a separate section under ‘Grant Activity’ called, "Grants for Service or Community Engagement".**

- **Create a subsection within the most relevant CV heading that enables you to highlight leadership roles** that highlight your community engagement. Faculty who are engaged with communities tend to hold a number of leadership positions and would benefit from highlighting these service roles and practices on their CV.

- **Highlight your service work in three areas:** (1) **University Service,** (2) **Professional Service and** (3) **Community Service.** This method of categorizing your service can show your committee the breadth of your commitment to service both within the university and beyond.
REFERENCES FOR PART THREE: DOCUMENTING YOUR COMMUNITY-ENGAGED SCHOLARSHIP


PART THREE: APPENDIX 1:
Traditional vs. Community-Engaged Methodologies
**Documenting Your Community-Engaged Scholarship**

Andrew Furco from the University of Minnesota has developed this chart to compare and contrast traditional scholarship with engaged scholarship. The chart can be seen in Able et al. 2016.

<table>
<thead>
<tr>
<th>TRADITIONAL METHODOLOGIES</th>
<th>COMMUNITY-ENGAGED METHODOLOGIES</th>
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</thead>
<tbody>
<tr>
<td>answers significant questions in the discipline.</td>
<td>answers significant questions in the discipline relevant to public or community issues.</td>
</tr>
<tr>
<td>breaks new ground in the discipline.</td>
<td>breaks new ground in the discipline and has direct application to broader public issues.</td>
</tr>
<tr>
<td>is based on a solid theoretical basis.</td>
<td>is based on a solid theoretical and practical basis.</td>
</tr>
<tr>
<td>applies appropriate investigative methods.</td>
<td>applies appropriate investigative methods.</td>
</tr>
<tr>
<td>is reviewed and validated by qualified peers in the discipline.</td>
<td>is reviewed and validated by qualified peers in the discipline and by members of the community.</td>
</tr>
<tr>
<td>contributes to a significant advance in knowledge and understanding in the discipline.</td>
<td>contributes to a significant advance in knowledge and understanding in the discipline and in community issues/opportunities.</td>
</tr>
<tr>
<td>is disseminated to appropriate academic audiences.</td>
<td>is disseminated to appropriate academic and other public audiences.</td>
</tr>
</tbody>
</table>
PART THREE: APPENDIX 2:
Assessment of Community-Engaged Scholarship
# Assessment of Community-Engaged Scholarship Table - University of Minnesota

## 1. Clear Academic & Community Change Goals

- Objectives defined
- Clear purpose and focus of inquiry

## 2. Adequate Preparation in Content Area and Grounding in the Community

- Preparation and knowledge about developments in the field of study and relevant community context

## The scholar provides evidence of clear goals such as—

- Clearly stating the basic purpose of the work and its value for the discipline(s) AND the public good
- Documenting the alignment between the scholarship and the scholar’s role, departmental priorities, and university mission
- Defining goals and objectives that are realistic and achievable
- Identifying significant intellectual questions in the discipline AND for the community/external stakeholders with whom the scholar is partnered
- Articulating a coherent program of research and objectives
- Articulating goals for teaching and student learning

## The scholar provides evidence of adequate preparation and grounding in the community such as—

- Investing time and effort in developing community partnerships
- Bringing necessary skills to the collaboration
- Participating in training and professional development that builds skills and competencies in publicly engaged scholarship (PES)
- Demonstrating an understanding of relevant existing scholarship and the work is intellectually compelling
- Understanding the norms and expectations of high-quality collaboration and partnership
3. Appropriate Methods: Rigor and Community Engagement

- Rigor is evident in research design, data collection, interpretation, and reporting of results
- Rigor is maintained, or even enhanced, through community-engaged approaches

The scholar provides evidence of scholarly rigor informed/enriched by engagement such as—

- Refining a research question, or confirming its validity, through collaboration or co-generation with community/external partner(s)
- Using methods appropriate to the goals, questions, and context of the work and provides rationale for election of methods
- Modifying procedures in response to changing circumstances
- Engaging the community/external partner as a partner/collaborator(s) in developing and/or improving the study design, the collection/analysis/interpretation of data, and/or the recruitment and retention of study participants
- Developing policy recommendations and application/intervention ideas, based on study findings, in collaboration with external partners
- Extending and broadening the dissemination of study findings through partnership with community members and organizations
- Enhancing curriculum by incorporating updated and real-world information from community members critical to student learning of course material
- Deepening and contextualizing the learning experience in a course by involving community experts in design and implementation
- Revising curriculum and community placement with community partner based on student feedback and community partner observation
4. Significant Results: Impact on the Discipline/Field and the Community

- Beneficial impact in the communities in which the scholarship is conducted
- Assessment of knowledge created (in field, discipline, community)

The scholar provides evidence of significant results/impact such as—

- Achieving the intended or notable goals, impact, or change consistent with the purpose and target of the work over a period of time
- Contributing to new knowledge in the field/discipline through publication in peer-reviewed journals and other scholarly outlets
- Contributing to and benefiting the community/external partner
- Making progress towards social equity and/or systemic change that promote the public good
- Securing increased funding for additional research, program implementation, and/or community partners
- Increasing capacity of community to advocate for themselves.
- Adding consequentially to the discipline on issues that matter to the external partners and the community
- Opening up additional areas for further exploration, inquiry, and/or collaboration
- Advancing knowledge/understanding for the community in which the work is situated, and discussing its generalizability/transferability to other populations or as a model that can be further investigated in other settings
- Enhancing the ability of students to assume positions of leadership and community engagement
5. Effective Presentation and Communication to Academic and Community Audiences:

- Scholars effectively communicate with appropriate audiences and subject their ideas to independent review.

The scholar provides evidence of effective presentation and dissemination such as—

- Communicating with/disseminating to appropriate academic and public audiences consistent with the institution’s mission.
- Publishing research results or teaching innovations in peer-reviewed, practitioner, or professional journals.
- Use appropriate forums and present information and materials in forms that community stakeholders and external partners find accessible and understandable.
- Disseminating information through media used/read by community members.
- Producing documents directed towards service providers, policymakers, or legislators.
  - Communicating outcomes of community-engaged work in collaboration with community/external partners.
  - Presenting information with clarity and integrity.
6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement

- Reflective critique of community partnerships
- Evaluation of partnership successes and failures

The scholar provides evidence of reflective critique such as—

- Critically evaluate the work with appropriate evidence
- Seeking evaluations from community members and using those evaluations to learn from and direct future work
- Changing project/course design or inquiry based on feedback and lessons learned
- Being involved in a local, state, national, or international dialogue related to the work
- Engaging in personal reflection concerning, for example, issues of privilege or racism

7. Collaborative Leadership and Personal Contribution

- The scholar’s work has earned a reputation for rigor, impact, relevance, and the capacity to advance the discipline or community agenda

The scholar provides evidence of leadership and personal contribution such as—

- Describing how academic peers have recognized, used, or built on the work
- Describing how the work has been recognized, used, or built upon by community members, practitioners, professionals in the field, and external experts
- Providing comments or reviews (solicited/unsolicited, formal/informal) from academic and non-academic colleagues, peers, and experts
- Receiving awards or letters of appreciation from community-based organizations for contributions to the community
- Receiving invitations to present to professional society meetings and conferences, to present to community audiences, to testify before legislative bodies, to appear in the media, or to serve on advisory or policymaking committees
- Mentoring students, early career faculty, and community partners
### 8. Socially and Ethically Responsible Conduct of Research and Teaching

- The work is conducted with honesty and integrity
- Scholar's work is conducted in a way that fosters respectful relationships with students, community participants, external partners, and peers

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PART THREE: APPENDIX 3:
Key Terms and Definitions for Community-Engaged Faculty at the University of Richmond
Key Terms and Definitions for Community-Engaged Faculty

The following terms are offered to help our campus community think about the ways community engagement and other forms of community activity can be documented in the context of faculty work. To define and situate community engaged faculty activity we have to first establish a definition of community engagement, and distinguish it from other useful forms of activity in the community.

COMMUNITY ENGAGEMENT AND COMMUNITY OUTREACH

Community engagement describes a spectrum of activities that occur in the context of a reciprocal collaboration between University students, faculty, and staff and partners in our larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources.

The purpose of community engagement is to link University knowledge and resources with those of the public and private sectors in order to enrich curriculum, teaching and learning; enhance scholarship, research, and creative activity; prepare educated, engaged leaders and community members; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Not all university-related activities in a community may be best characterized as community engagement; some more accurately fit an outreach paradigm. Community outreach emphasizes the informed sharing of the University’s expertise, resources, and services with individuals, groups, organizations, and/or the public in general.

The purpose of community outreach is to cultivate civic participation, to extend liberal arts learning to communities beyond campus, and to be a good neighbor.

This document can be found online at https://engage.richmond.edu/courses-scholarship/pdf-publications/Community-Engagement-Terms.pdf

The following sources were useful in developing these terms: Carnegie Classification for Institutional Community Engagement; Imagining America’s Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University; UNC-Greensboro; Southern Utah University; Kennesaw State University; Slippery Rock Community Engagement: Terms and Definitions for Faculty Activity.
Community-based learning refers to a broad spectrum of curricular activity that connects students to communities for the purpose of deepening learning. Community-based learning can include a variety of modes, including but not limited to service-learning; collaborative projects with community partners; clinical education, student teaching, and internships; bringing community collaborators into the classroom; and study trips and immersive engagement with community experts. Across these modes, community-based learning activities further learning by: providing context for conceptual course content; providing an opportunity to apply course methods with an intent to deepen learning; and supporting critical thinking. Some community-based learning classes engage students in community activity as a component of the class; others integrate community engagement across the entire class.

When community-based learning classes fulfill pedagogical and community needs in a context of partnership and reciprocity, they may be better termed community-engaged classes. Community-engaged classes require a deep level of commitment from faculty and from community partners, and encourage collaboration among faculty, students, and community members in order to generate new knowledge and further the learning of all involved.

Public scholarship is scholarly and/or other creative activity that emerges when faculty use their expertise in order to create new knowledge that serves a public good extending beyond the academic purpose of the work. Public scholarship encompasses different forms of making knowledge about, for, and with diverse publics and communities; the emphasis of public scholarship is on disseminating the work to new audiences and/or in new ways.

When faculty engage their expertise with the expertise of community stakeholders in order to co-create new knowledge that serves a public good extending beyond the academic purpose of the work, it is called community-engaged scholarship. Through a coherent, purposeful sequence of activities, both public scholarship and community-engaged scholarship yield artifacts of public and intellectual value, invite peer collaboration and review from a broad group of relevant experts, and are presented in a form that others can use, test, and build upon.

Community-engaged service is faculty activity relevant to a faculty member’s profession and discipline, that involves the exercise of the faculty member’s professional knowledge or abilities, supports the University’s mission, and contributes to a public purpose. Faculty may provide community-engaged service in a variety of ways, from authoring op-eds to providing leadership in or making contributions to community development activities. Community-engaged service differs from service to the university community or to one’s professional community in that it is oriented towards community organizations or purposes. It differs from consulting in that the activity is not undertaken for financial gain.
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