UNIVERSITY OF CALIFORNIA, DAVIS

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May 18, 2020

TO: Provost and Executive Vice Chancellor Ralph Hexter

FROM: Michael Rios, Vice Provost of Public Scholarship (Chair)

CC: Chancellor May, Academic Chair Lagattuta, Deans, Associate Chancellor and Chief of Staff
                Engelbach, Assistant Executive Vice Chancellor Mohr

RE: Final report of the Provost's Work Group on Public Scholarship

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In November 2019, you formed the *Provost's Work Group on Public Scholarship.* As noted in your charge letter (Appendix A), you emphasized how the public land-grant mission of UC Davis is encompassed by public scholarship, as integrated into research, teaching, and creative practice focused on issues of public concern and interest. Although not all faculty engage in public scholarship, there exists a need for greater understanding, recognition, and incorporation of public scholarship at the university. This work group was charged with framing the issues around increasing reward and recognition of public scholarship and determining possible recommendations to institutional policies and practices, where appropriate. Public scholarship is broadly defined as research, teaching, and learning that has a public impact. Examples of public scholarship vary by discipline and types of scholarly activity. Examples can be found on the Public Scholarship and Engagement [website](#) and in the *[Public Scholarship for the Public Good: An Implementation Framework for UC Davis](#)*.

Calls to embrace public scholarship are resonating across higher education, propelled by a range of motivating factors. These include the need to attract and retain a more diverse faculty that better mirrors society, to improve experiential learning opportunities in ways that connect with a majority-minority student body, and the urgency to convince a skeptical public of the university's value. The idea of public scholarship is not new to UC Davis. It has been part of the institution since its founding in 1905 and is core to the land-grant mission: a focus on experiential learning, experimental research, and extension of knowledge to serve the public good. An ethic of public engagement has remained a strong thread in the university's life and work, even as the university has grown tremendously in the size and diversity of its student body and faculty, and in its stature as an internationally ranked academic institution. As stated in *To Boldly Go: A Strategic Vision for UC Davis*, "it may well be our commitment to the land-grant mission, and continually updating it to meet the needs of society today, that most characterizes UC Davis." Despite their significant impact, publicly-engaged scholarship and learning activities lack commensurate visibility both on and off campus. It is the sentiment of the work group that the university community and the general public would greatly benefit from understanding the value of, and commitment to, UC Davis public scholarship and the university's mission to serve society. This is especially important at a time of disruption and uncertainty that has laid bare societal problems beyond the immediate health crisis.

This work group met four times since convening in January 2020. In order to address the questions posed in the charge letter, the group examined the barriers and challenges, the literature on public scholarship, as well as the strategies already in place at UC Davis and at peer institutions (Appendix B). From this examination, we have identified five broad areas to improve public scholarship at the university. The committee worked, as a whole, to draft the final report and its recommendations. We are pleased to present these as the best possible means of encouraging and supporting public scholarship activities in research, teaching, and creative practice. We urge the administration to begin the work of moving these recommendations into actions.

Membership was as follows:

Professor and Vice Provost of Public Scholarship Michael Rios, Public Scholarship & Engagement (Chair)
Professor and Associate Vice Chancellor for Academic Diversity Raquel Aldana, School of Law
Professor Cristina Davis, College of Engineering (Academic Senate Representative)
Professor Jonathan Eisen, College of Biological Sciences
Professor Andrew Hargadon, Graduate School of Management
Professor Irva Hertz-Picciatto, School of Medicine (Academic Senate Representative)
Professor Katherine Kim, School of Nursing
Professor Erica Kohl-Arenas, College of Letters and Science (Academic Senate Representative)
Professor Terry Lehenhauer, School of Veterinary Medicine (Academic Senate Representative)
Professor and Associate Dean for Human/Social Sciences Patsy Eubanks Owens, College of Agriculture and Environmental Sciences
Associate Professor and Associate Vice Provost for Faculty Equity and Inclusion Cynthia Pickett, College of Letters and Science and Academic Affairs
Associate Professor Rebecca J. Schmidt, School of Medicine
Professor Kate Scow, College of Agricultural and Environmental Sciences
Professor Maisha Winn, School of Education

RECOMMENDATIONS

The following recommendations were identified by work group members as having the most significant impact to sufficiently reward and recognize public scholarship at UC Davis. Although a focus on merit, promotion, and tenure was identified as a critical area, there was agreement that a number of recommendations be pursued simultaneously, while others required a stepwise approach, and at different levels, i.e., department/program, college/school, university-wide.

1. **Merit, Promotion, and Tenure:** Develop and implement strategies to facilitate the inclusion of public scholarship in merit and promotion at department/program, college/school, and university levels.

2. **Faculty Development:** Create opportunities for faculty to deepen knowledge and successfully integrate public scholarship into research and teaching.

3. **Education, Awareness, and Recognition:** Increase the awareness and understanding of public scholarship's value and impact.

4. **Faculty Resources:** Create dedicated funding sources to support public scholarship activities.

5. **Faculty Recruitment and Retention:** Incorporate public scholarship into faculty recruitment, orientation for new faculty and department chairs, and retention programs.

RECOMMENDATION STRATEGIES

The following section provides specific strategies to consider and align with each of the five recommendations. Background information is provided followed by a series of related strategies. Collaborating units, potential barriers, and next steps have also been identified for each strategy. It is expected that the Office of Public Scholarship and Engagement (PSE) will facilitate the implementation of recommendations and have the primary responsibility for convening different units, and providing research and staff support toward these efforts.

1. Develop and implement strategies to facilitate the inclusion of public scholarship in merit and promotion at department/program, college/school, and university levels.

Background: From the work group discussions, it was clear that there is a wide variety of ways in which public scholarship is, or is not, included in merit and promotion dossiers at UC Davis. Institutional guidelines for tenure and promotion have not kept up with the different forms of public scholarship of faculty or the programs that support those endeavors. Academic unit leadership is often in need of educational support about how public scholarship encapsulates not only excellence in research and teaching but also how it can contribute to merit and promotion. An additional challenge is that research institutions often lack the fully developed infrastructure and organization to support public scholarship activities to ensure the success of faculty advancement.

In response, some of our peer institutions have undertaken revision of their promotion and tenure processes. In 2011, for example, the Promotion and Tenure Task Force at Purdue University revised their Promotion and Tenure document, which was approved by the University Senate and Board of Trustees in spring 2015. Between 2010 and 2014, there were 3% of promotions (10-15) on the basis of public engagement. From 2014-2018, there were 52 promotions on partial or full focus on engagement. The University of Minnesota, in addition to revising its promotion and tenure guidelines, developed as part of their process the Review Committee on Community-Engaged Scholarship. Faculty engaged in public scholarship can elect to have this committee review their dossier as part of the promotion and tenure process. The committee consists of tenured professors from diverse disciplines and professional fields who have a distinguished record of scholarship produced through community-engaged research, teaching, and/or outreach. The use of a statement of contributions to public scholarship would be another option to further the recognition of public scholarship when applicants seek faculty positions at UC Davis. These statements could be part of the holistic review of applicants and provide a broader picture of the applicants' strengths. Similar processes have been instituted at the University of North Carolina Greensboro, the University of Massachusetts Amherst, and Rutgers University, Newark, among others.

The following strategies were identified by the work group:

Strategy 1: Facilitate the inclusion of public scholarship in merit and promotion candidate statements. *Collaborating units*: Academic Federation, Academic Senate, College and School Deans, Department Chairs, Office of the Provost, Imagining America.

Potential barriers: Level of receptivity among departments and programs to encourage public scholarship in candidate statements.
Next steps: Gather sample candidate statements that have a distinguished record of public scholarship. Distribute faculty case studies and stories of engagement in public scholarship. Develop a faculty resource webpage that provides guidance and tips for including public scholarship activities into statements and dossiers.

Strategy 2: Provide education and training for merit and promotion review committees.
Collaborating units: Academic Affairs, Academic Senate, Academic Federation, College/School Deans, Department Chairs, Committee on Academic Personnel-Oversight Subcommittee, Office of the Provost.
Potential barriers: Guidance language and assessment criteria need approval before training for review committees could be developed.
Next steps: Identify similar practices from peer institutions and collect relevant training materials.

Strategy 3: Develop the institutional capacity for a public scholarship committee that faculty candidates can elect to review their dossier. The review committee would evaluate dossiers and provide a written letter similar to external reviewers as part of the merit and promotion process.
Collaborating units: Academic Affairs, Department Chairs, tenured professors with distinguished records of public scholarship.
Potential barriers: Developing consensus on the benefit and need for a review committee, and the approvals required for inclusion in the merit and promotion process.
Next steps: Bring together tenured professors from diverse disciplines and professional fields, colleges and schools to develop criteria and an internal review process.

Strategy 4: Incorporate public scholarship into various aspects of the merit and promotion process in a more deliberate and meaningful manner that otherwise may be restricted to parsing among the traditional areas of teaching, research, professional competence and activities, or University and public service. Inclusion in the MIV system, creation of guidance language and a statement of contributions to public scholarship, and development of assessment are specific areas of focus.
Collaborating units: Academic Affairs, Academic Senate, Academic Federation, MIV Users Group, Office of the Provost.
Potential barriers: Timing and the willingness of the Academic Senate to consider changes to policies and procedures. Limitations of the MIV system to revise/create public scholarship data categories.
Next steps: Seek Academic Senate advice through a Request For Consultation (RFC). Meet with MIV Users Group to explore inclusion of public scholarship data.

2. Create opportunities for faculty to deepen knowledge and successfully integrate public scholarship into research and teaching.

Background: Several pilot programs were launched in 2020 in response to a need identified by faculty for public scholarship peer support and training. The Office of Public Scholarship (PSE) convened the first cohort of the *Community Engaged Learning Faculty Fellows* program, which acknowledges and rewards exemplary faculty and instructors who are eager to incorporate community-framed problems and questions into their classrooms. These leaders recognize the value of student learning experiences outside the classroom that address issues of public concern. In Fall 2020, PSE will also convene the first cohort of the *Public Scholarship Faculty Fellows* program, aiding faculty in working to translate their engaged research and practices into academic publications and publicly accessible products. The program aims to support

individuals working on the production of significant publications of public scholarship by providing a peer support network, facilitating structured time for advancing a peer-review manuscript, coordinating internal peer review processes, and identifying dissemination outlets.

These pilot programs are not solely aimed at supporting individual faculty, but are also intended to build a network of faculty across a range of disciplines, colleges, and schools. However, there is much more work to be done to support faculty. For example, the results of a 2019 PSE survey of UC Davis centers and institutes that conduct publicly-engaged research and outreach identified the need for additional training opportunities. Some of the identified topics include an introduction to public scholarship; incorporation of community engagement into teaching; a focus on the ethics of practice; communicating public scholarship in merit and promotion; and developing broader impact projects. The results of the survey echo one of the primary goals in the university's strategic plan, *To Boldly Go*, which calls for UC Davis to "Create an intellectual and physical environment that supports the development of an innovative and entrepreneurial culture that extends the benefits of our research activities beyond the boundaries of the university."

These and other faculty development opportunities were also identified by the work group and include the following:

Strategy 1: Support a peer network and/or community of practice.
Collaborating units: Academic Affairs, Office of the Provost.
Potential barriers: Existing commitments of faculty and resources to support a program.
Next steps: Scan peer institutions for similar efforts, develop and implement a peer network program.

Strategy 2: Offer public scholarship training, e.g., workshops, short courses.
Collaborating units: Academic Affairs, Centers and Institutes, Office of the Provost, Office of Research.
Potential barriers: Resources to support training.
Next steps: Identify individuals to lead training and develop training modules.

Strategy 3: Provide mentorship for assistant and associate level faculty interested in public scholarship.
Collaborating units: Office of the Provost.
Potential barriers: Time limitations for mentor and mentee relationships.
Next steps: Recruit tenured faculty from with distinguished records of public scholarship. Develop and implement a mentor program.

Strategy 4: Convene a Public Scholarship Research Forum and other venues for bringing together scholars and encouraging broader faculty involvement.
Collaborating units: Centers and Institutes, Office of the Provost; Office of Research.
Potential barriers: Resources and support.
Next steps: Consult with faculty to identify themes and topics. Plan event.

Strategy 5: Facilitate department dialogue and training focused on the intersection of public scholarship with diversity, equity, and inclusion, e.g., epistemic injustice, implicit bias, participatory research.
Collaborating units: College and School Deans; Department Chairs; Office of Diversity, Equity, and Inclusion; Office of the Provost.
Potential barriers: Need and demand undetermined. Logistical support to serve a large number of departments.
Next steps: Survey department interest. Develop a list of possible training topics.

3. Increase the awareness and understanding of public scholarship's value and impact.

Background: Key to making progress on all of the recommendations is broadening the awareness and understanding of public scholarship's value and impact. To do so, requires a discernment of the institutional culture at UC Davis coupled with an inclusive organizing approach. Towards these ends, PSE has launched a website to raise awareness about public scholarship: what it is, what it looks like, and what resources are available. For example, the website contains a section focused on "Stories of Engagement" that highlights the public scholarship work of faculty members and others. This effort aims to raise visibility of the diverse types of collaborations that exist as well as highlighting broad representation from different colleges and schools. PSE is also developing a social media presence on Twitter and Facebook through which it is sharing the public scholarship work of UCD faculty, and plans are in the works for a searchable directory of public scholars, grant opportunities, events, and other resources.

Still, there was identified by the work group a need for increased education, awareness, and recognition for public scholarship activities at UC Davis. Some of our peer institutions have developed faculty awards, community engagement showcase events and conferences, and professional development opportunities that have, in part, increased the awareness of public scholarship on those campuses. One campus, for example, Purdue University, has developed a faculty liaison group with representatives from colleges and schools. These "Engagement Associate Deans" collaborate, coordinate, and support efforts related to public scholarship and engagement.

Specific strategies identified by the work group are the following:

Strategy 1: Create a university-wide statement that communicates institutional commitment to public scholarship.
Collaborating units: College and School Deans; Faculty Senate, Office of the Chancellor, Office of the Provost.
Potential barriers: Lack of awareness and appreciation for public scholarship.
Next steps: Develop and implement a process leading to a university-wide statement.

Strategy 2: Expand/increase communication and promotion of public scholarship's impact.
Collaborating units: College and School Communications; Strategic Communications.
Potential barriers: Lack of coordinated communications. Time and resources to expand targeted stories.
Next steps: Identify more stories to expand PSE's Stories of Engagement.

Strategy 3: Provide increased recognition and support for public scholarship.
Collaborating units: College and School Deans; Office of the Provost.
Potential barriers: Resources needed for awards program. Competition with existing awards programs.
Next steps: Develop recognition program.

Strategy 4: Establish, facilitate, and coordinate a faculty engagement liaison group.
Collaborating units: College and School Deans, Office of the Provost.
Potential barriers: Buy-in from colleges. Financial resources for liaison group members.
Next steps: Establish faculty liaison group in coordination with college and school deans.

Strategy 5: Develop public scholarship guidance language for merit, promotion, and advancement.
Collaborating units: Academic Federation; Academic Senate; College and School Deans, Department Chairs; Office of the Provost.

Potential barriers: Reaching consensus between different units.
Next steps: Develop guidance language for review and approval.

Strategy 6: Integrate public scholarship into institutional policies, practices, and procedures, e.g., document templates, community IRBs, research review procedures overhead rates, course attribute.
Collaborating units: College and School Deans, Office of the Campus Counsel, Office of the Registrar, Office of Research, Undergraduate Education, Graduate Studies.
Potential barriers: Decentralized institutional system that practices different unit protocols.
Next steps: Form separate work groups to develop appropriate responses.

4. Create dedicated funding and resources to support public scholarship activities.

Background: The university has already begun to invest financial resources to support public scholarship at UC Davis. Through PSE, the Public Impact Research Initiative (PIRI), a pilot grants program to support faculty research activities, was created as a result. For the inaugural year, $98,000 was awarded to support 14 public impact research seed and bridge grants with an additional $15,000 in matching funds provided by a number of colleges. PIRI was conceived as a pilot program as part of *The SPROCCET Fund: Supporting Public Research, Outreach, Collaboration, Community Engagement, and Teaching--* PSE's vision for an endowed fund that would also include a Public Scholars Fellowship to support early-stage faculty.

A number of peer institutions have secured institution-wide commitments to offer department-wide grant programs, permanent grant funding streams, and funding to facilitate partnerships between faculty and community partners. For example, Cornell University created "Engaged Cornell" with a $150 million, 10-year initiative to establish community engagement as the hallmark of their undergraduate student experience. Inaugural efforts such as the Public Impact Research Initiative make great strides towards aligning UC Davis with its peers in terms of committing the financial resources vital to that recognizing excellence in faculty public scholarship and engagement.

The following strategies were identified by the work group and represent the types of activities that would benefit from dedicated funding:

Strategy 1: Provide resources and support to aid faculty in initiating and maintaining collaborations with non-university groups.
Collaborating units: College and School Deans; Office of the Provost; Office of Research
Potential barriers: Year-to-year funding to ensure continuity and faculty commitments to non-university partners.
Next steps: Expand Public Impact Research Initiative grants. Develop technical assistance services to facilitate mutually beneficial agreements between faculty and non-university groups.

Strategy 2: Allocate funding to colleges, schools, and/or departments to incentivize the adoption of public scholarship activities, e.g., research matching grants, reimbursement of curriculum-based project expenses, student research support.
Collaborating units: College and School Deans; Department Chairs; Office of the Provost
Potential barriers: Cyclical funding cycles. Resource differences among Colleges and Schools.
Next steps: Develop a funding program targeting colleges and schools. Secure matching funds from colleges and schools.

Strategy 3: Secure permanent grant funding to support research, including, but not limited to, funds for travel, community events, and staff time.
Collaborating units: Development and Alumni Relations; Office of the Chancellor; Office of the Provost; Office of Research.
Potential Barriers: Competitive and uncertain funding environment.
Next steps: Work with DEVAR to begin fundraising with the long-term goal to establish a dedicated endowment.

5. Incorporate public scholarship into faculty recruitment, orientation for new faculty and department chairs, and retention programs.

Background: A recent study by UC Berkeley identified faculty job descriptions that included a subject area with public or engaged scholarship saw higher proportions of women and URM candidates throughout the selection process by comparison with searches that did not use this approach. Moreover, faculty members most likely to do public scholarship are those who are underrepresented in the academy. According to a 2008 study conducted by Imagining America, they are often women, scholars of color, and those from poor and working-class backgrounds. These findings were echoed in faculty interviews conducted by PSE in 2018. Thus, diversity hiring initiatives have the potential to attract field-shaping academics who are also dedicated to public scholarship. At UC Davis, the *Advancing Faculty Diversity Grant* was created for the purpose of increasing the diversity of ladder rank faculty through open searches conducted in the 2018-19 academic year.

Peer institutions have also supported faculty who wish to engage in public scholarship by providing orientation resources. For example, the University of Minnesota has produced a suite of information resources that explain strategies for overcoming common financial and logistical barriers to community-based organizations collaborating with the University, and that list all of the steps for preparing and submitting a collaborative proposal, with links to additional information and resources. However, additional efforts are needed to address a number of remaining challenges. According to a baseline survey of public scholarship conducted in 2018, individuals at the rank of associated professor were unsatisfied with the degree to which their research engaged the public.

UC Davis can augment existing efforts by pursuing additional strategies as identified by the work group:

Strategy 1: Increase the visibility of public scholarship in recruitment efforts, e.g., public scholarship statement in job ads, hiring committee training, meetings with faculty candidates.
Collaborating units: Academic Affairs, College and School Deans, Departments.
Potential Barriers: Difficulty to identify, and coordinate with, department hiring committees.
Next steps: Work with deans' offices to develop and implement unit-specific strategies.

Strategy 2: Integrate public scholarship into new faculty and department chair orientations.
Collaborating units: Academic Affairs; College and School Deans.
Potential Barriers: Time constraints of existing orientation programs.
Next steps: Coordinate efforts with Academic Affairs, College and School Deans.

Strategy 3: Develop internal postdoctoral fellow public scholars training program, with an associated faculty recruitment opportunity similar to the [UC President's Postdoctoral Fellowship Program](), focused on retaining exemplary public scholars.

Collaborating units: Academic Affairs, College and School Deans, Department Chairs, Office of the Provost.
Potential Barriers: Willingness of units to invest in postdoctoral scholars.
Next steps: Identify similar efforts at peer institutions and develop a program proposal.

Strategy 4: Develop programs to support mid-career faculty at the rank of associate professor.
Collaborating units: Academic Affairs, College and School Deans, Department Chairs.
Potential Barriers: Investment disproportionately allocated to assistant professors.
Next steps: Explore program opportunities with other units targeting associate professors.

APPENDIX A

UNIVERSITY OF CALIFORNIA, DAVIS

November 4, 2019

Professor and Associate Vice Chancellor for Academic Diversity Raquel Aldana, School of Law
Professor Cristina Davis, College of Engineering (Academic Senate Representative)
Professor Jonathan Eisen, College of Biological Sciences
Professor Andrew Hargadon, Graduate School of Management
Professor Irva Hertz-Picciotto, School of Medicine (Academic Senate Representative)
Professor Katherine Kim, School of Nursing
Professor Erica Kohl-Arenas, College of Letters and Science (Academic Senate Representative)
Professor Terry Lehenbauer, School of Veterinary Medicine (Academic Senate Representative)
Professor and Associate Dean for Human/Social Sciences Patsy Eubanks Owens, College of Agricultural and Environmental Sciences
Professor and Associate Vice Provost for Academic Affairs Cynthia Pickett, College of Letters and Science
Vice Provost of Public Scholarship Michael Rios, Public Scholarship and Engagement (Chair)
Professor Kate Scow, College of Agricultural and Environmental Sciences
Professor Maisha Winn, School of Education

RE: Provost's Work Group on Public Scholarship at UC Davis

Dear Colleagues:

I write to invite your participation on a work group to explore ways to achieve greater recognition of public scholarship. Public scholarship encompasses and exemplifies the mission of UC Davis as a public land-grant institution and underscores excellence in research, teaching, and creative practice that is focused on issues of public concern. However, a major challenge identified by faculty at all ranks is a perception that public scholarship is not sufficiently recognized and rewarded by the university.

The creation of the work group is vital to realizing a primary goal and objectives identified in [Public Scholarship for the Public Good: An Implementation Framework for UC Davis](#):

Goal 1. Reward and recognize public scholarship in research, teaching, and creative practice
- Objective 1.1 Increase awareness, understanding, and acceptance of public scholarship and engagement among the university community and general public
- Objective 1.2 Provide incentives to faculty for incorporating public engagement into research and teaching
- Objective 1.3 Integrate public scholarship within UC Davis' colleges, schools, and other academic units to support activities and increase outputs
- Objective 1.4 Introduce ways to recognize public scholarship in university policies, program reviews, and faculty recruitment, merit, advancement and promotion reviews

The work group includes faculty representing all four colleges and six professional schools, some of whom also were officially nominated by the Academic Senate's Committee on Committees to represent the Academic Senate. The specific charge to the Working Group is to: a) identify barriers to

public scholarship, b) explore strategies to reward and recognize public scholarship, and c) recommend changes to institutional policies and practices, where appropriate.
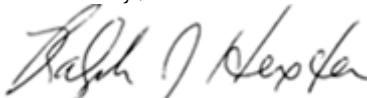
In drafting recommendations to reward and recognize public scholarship at UC Davis, the Working Group should consider the following questions, as well as any others which may arise:

- What are the goals and purposes for UC Davis to reward and recognize public scholarship?
- How is public scholarship being rewarded and recognized relative to other forms of scholarship?
- What are the challenges in rewarding and recognizing public scholarship?
- Where are faculty finding obstacles to incorporating public scholarship into their research and teaching?
- What disincentives exist that preclude greater participation in public scholarship activities?
- What types of changes and at what levels, i.e., department, college and school, and university-wide, should be considered?

Vice Provost Michael Rios will chair the working group on my behalf. Vice Provost Rios' office will be in touch soon to set up the initial meeting of the work group. You need not reply to this invitation unless you are unable or prefer not to serve.

Thank you in advance for contributing your insights into the many facets of public scholarship. I very much appreciate your participation in this important work group, and I look forward to receiving your recommendations in support of our firm commitment to serve the public and create impact through mutually beneficial partnerships in our community, region, state, nation and world.

Sincerely,

Ralph J. Hexter
Provost and Executive Vice Chancellor

c: Chancellor May
Academic Senate Chair Lagattuta
Deans
Associate Chancellor and Chief of Staff Engelbach
Assistant Executive Vice Chancellor Mohr

APPENDIX B:
GOAL AND OBJECTIVES COMPARISON WITH PEER INSTITUTIONS

Goal 1: Reward and Recognize Public Scholarship in Research, Teaching, and Creative Practice.

1.1 Increase awareness, understanding, and acceptance of public scholarship and engagement among the university community and general public
What We Are Doing
The UC Davis Forums On the Public University and the Social Good is a distinguished lecture series designed to promote informed and thoughtful dialogue among members of the campus community and the public about the serious challenges facing the public university, ways of responding to those challenges, and how the public university is evolving. With an ultimate goal of helping to produce a public university that will best serve society and individuals, this series poses the following question: What should and can the public university be in the 21st century?   A website has been created as the primary portal for public scholarship at UC Davis. The website explains public scholarship, the purpose of PSE, events and opportunities, news and stories. A searchable database of individuals, courses, and thematic topics will be launched in Spring 2020.   PSE has launched a Stories of Engagement campaign to highlight the public scholarship work of faculty members. This effort aims to increase recognition of the collaborations that faculty members are engaged in.   PSE has developed social media platforms on Twitter and LinkedIn through which it is sharing the public scholarship work of UCD faculty.   and has
What Others are Doing
Cornell Office of Engagement Initiatives   - George Levy faculty Award: recognizes a Cornell University faculty member whose collaborative efforts within the community have resulted in exemplary and sustained community-engaged projects. It supports a faculty member whose courses, research and other activities best demonstrate: Shared/collaborative decision-making that incorporates community voice and reciprocity into the design, implementation and evaluation of the project; Community capacity building; Integrating engaged student learning outcomes into course design and delivery; planning for sustaining the community partnership.   - Community Engagement Showcase: An annual celebration of community engagement at Cornell through poster presentations, guest speakers, networking and awards   - Engaged Learning Workshops: Two-hour workshops focus on theory and practice of essential topics in community engagement

- [Community Engagement Staff Institute](): A daylong institute where staff gain a better understanding of community engagement at Cornell, learn how to best support engaged students, connect with colleagues and more. - [Resources on Engaged Cornell website]() include articles, tools, and tips
Duke Office of Civic Engagement - [Foundations of Engagement]() workshops - [Resources for Responsible and Ethical Community Engagement]() document - [Engagement policies and procedures]() including MOA template, release of liability, photo release, community standards, IRB FAQ
University of Illinois - The [Citizen Scholar Certificate]() is designed to encourage instructors to explore and participate in the scholarship of engagement.
Ohio State University Office of Outreach and Engagement - [University Engagement Recognition Awards]() honor faculty, staff, students and community partners for outstanding achievement in meaningful partnerships that produce engaged scholarship and community impact. **($19,500 awarded across 12 categories)** - [Roads Scholar Tour]() is an annual, two-day, traveling seminar takes faculty, administrators and community partners through a region of Ohio to meet faculty and community partners who are collaborating, talk with current and future Ohio State students, learn from business and community leaders, and get acquainted with others who may be partners for future projects. - [Community Engagement Conference]() brings together a broad range of community engagement practitioners to share diverse ideas, engage in robust discussion and actively develop networks to address these and other complex questions. - Support resources include a list of [Engagement Scholarship Journals]() and an [Engagement Scholarship Library and Resources]() section on website. - [The James F. Patterson Land-Grant University Lecture]() brings to campus annually a prominent figure to speak to the range of challenges facing land-grant institutions in the 21st century and beyond.
UNC Carolina Center for Public Service -[Office of the Provost Engaged Scholarship Award]() recognizes extraordinary public service and engaged scholarship - The [Ned Brooks Award for Public Service]() recognizes a staff or faculty member of the UNC-Chapel Hill community who throughout his/her career has, in a collaborative and sustained manner, made a difference in the larger community. - [Robert E. Bryan Public Service Awards]() are given for a specific effort (rather than an overall record) exemplifying outstanding engagement and service to the state of North Carolina. -[Workshop and development opportunities]() include a graduate certificate in participatory research, course development institute on service-learning, among others.
Univ. of Texas Longhorn Center for Community Engagement - The [Tower Awards]() are presented annually to honor excellence in volunteerism among the students, faculty, and staff
Univ of Wisconsin, Madison Morgridge Center for Public Service - [Bagels and Research]() presentations highlight community-based research on the UW campus. Presenters included graduate students, faculty/staff and community partners - [Wisconsin Without Borders]() is a UW-Madison alliance and award program that recognizes globally engaged interdisciplinary scholarship and fosters excellence by networking through joint learning activities (prize of between $500-$1,500 per project)

- Pedagogy description of different types of community-based learning courses
- A number of annual awards for community partners ($400 donation), undergraduate students ($400 stipend), graduate students ($400 stipend), alumni ($250 donation), and a listing of national awards for faculty.
- The Community Partnerships and Outreach Staff Network was established in 2008 as a community of practice of University of Wisconsin-Madison staff members who span the boundaries between campus and community
- The Engaged Scholarship Roundtable series features campus, community and national speakers addressing community-based learning initiatives and best practices.

Purdue University Office of Engagement

- Christian J. Foster Award: Awarded to a faculty member who has contributed to K-12 science, technology, engineering and math (STEM) education in Indiana.
- JoAnn Miller Exemplary Community Partner Award: Faculty, students and staff are asked to nominate nonprofit agencies, schools or governmental units that have demonstrated excellence in creating and sustaining opportunities for engaging Purdue students in volunteerism or service-learning

Purdue University Office of Engagement
- Engagement Awards: The Office of Engagement presents faculty, staff, and community awards to recognize engagement excellence and promote engaged scholarship and learning. Our awards are designed to reward outstanding accomplishments that exemplify the highest levels of community engagement. Award categories and past winners are listed below.
Faculty Engagement Fellow Award
Faculty Engagement Scholar Award
Staff Engagement Award
Service Learning Award
Corps of Engagement Award
Christian J. Foster Award
Jefferson Awards
JoAnn Miller Exemplary Community Partner Award

University of Minnesota Office for Public Engagement
- Public Engagement Expertise Resource System (PEERS) Mentoring provides short-term mentoring on public engagement challenges for faculty, staff, students, and administrators.
- A system-wide public engagement "Grand Challenges" conference is being organized.
- A system-wide "Public Engagement Leaders Retreat" is organized annually
- Public engagement policies and guidelines provided online, i.e. academic credit, co-branding with external entity, Human Subjects Protection, Indirect Cost Recovery, and Liability.
- Josie R. Johnson Human Rights and Social Justice Award—Sponsored by the Office for Equity and Diversity, this award honors faculty, staff, and students who, through their principles and practices, exemplify Dr. Josie Johnson's standard of excellence in creating respectful and inclusive living, learning, and working environments.
- Outstanding Community Service Awards—Awarded through the Office for Public Engagement, this award is open to students, staff, faculty, and community partners who have made an extraordinary, significant contribution to the betterment of society through research, academic studies, and/or public service.
- President's Community-Engaged Scholar Award—Awarded through the Office for Public Engagement and the Office of the Vice Provost for Faculty and Academic Affairs, this award recognizes one faculty or P&A individual annually for exemplary engaged scholarship. The

faculty or P&A award recipients have demonstrated a longstanding academic career that embodies the University of Minnesota's definition of public engagement.
- In addition, nine colleges provide annual awards related to outreach, engagement, and service.
- President's Student Leadership and Service Award—(Twin Cities) Facilitated in coordination with the Office of the President, Office for Student Affairs, University of Minnesota Alumni Association and Student Unions & Activities, this award recognizes the accomplishments and contributions of outstanding student leaders at the University of Minnesota-Twin Cities.

1.2 Provide incentives to faculty for incorporating public engagement into research and teaching

What we are doing

PSE has established the Public Impact Research Initiative (PIRI) to recognize faculty and support research that will have a public impact, is useful to, and developed in concert with, diverse constituents beyond the university. In its inaugural year, the program will distribute up to $60,000 for seed and bridge funding.

PSE is convening the first cohort of the Community Engaged Learning Faculty Fellows program, which seeks to acknowledge and reward exemplary faculty and instructors who are eager to incorporate community-framed problems and questions into their classrooms. These leaders recognize the value of student learning experiences outside the classroom that address issues of public concern.

In Fall 2020, PSE will convene the first cohort of the **Public Scholarship Faculty Fellows** program, which seeks to acknowledge and reward exemplary researchers and instructors who are working to translate their engaged research and practices into academic publications and publicly accessible products. The program aims to support individuals working on the production of significant publications of public scholarship by providing a peer support network, facilitating structured time for advancing a peer-review manuscript, coordinating internal peer review processes, and identifying dissemination outlets.

Through the Interdisciplinary Research Catalyst (IRC) program, the Office of Research has sponsored full-day faculty and staff researcher workshops focused on identifying funding opportunities and building collaborations. For example, in partnership with the UC Davis Center for Community and Citizen Science, the Office of Research organized Conversations in Community and Citizen Science. This workshop explored ways to incorporate citizen and community science into research as a powerful tool for science, outreach, and engagement. Over 70 individuals participated in the workshop that included presentations of lessons, approaches and tools; identification of collaborative opportunities; and the formation of working groups to incubate projects.

The Undergraduate Research Center is available to mentor faculty on developing projects for broader impact statements. They are available to provide support on projects that involve undergraduate research in a number of ways including providing feedback for ideas, assisting in brainstorming new programs and serving as an administrative home for projects as appropriate. They are connected to a network of community colleges that welcome opportunities to interact with UC Davis faculty and students, as well as connected to a number of programs on campus for underrepresented or disadvantaged students.

What others are doing
U Penn Netter Center for Community Partnerships   - Course Development grants ($5K/project)
UNC Carolina Center for Public Service   - Thorp Faculty Engaged Scholars program brings together selected faculty from across campus to engage in a two-year experiential, competency-based curriculum designed to advance their engaged scholarship. **(8-10 faculty every other year; $5,000 per year, for each of the two years)**   - Course Development Grant awards up to $5,000 and are given to instructors for work with developing a new or modifying an existing service-learning course.
Univ. of Wisconsin, Madison Morgridge Center for Public Service   - The Office of the Provost awards Baldwin Grants annually through a competitive process to students, faculty or staff whose research or projects advance the Wisconsin Idea. (**Project Grants are $120K max award 1-3 yrs; Seed Project Grants are $4,000 max**)
Purdue University Office of Engagement   - Scholarship of Engagement Fellows Program: fosters the development of the scholarship of engagement for faculty throughout the Purdue system in support of the promotion and/or tenure process. Cohort-based mentorship program. **($1,500/faculty/year)**
University of Minnesota Office for Public Engagement   - The Office for Public Engagement provides professional development grants of up to $750 each for public engagement leaders (individuals and groups) from units or center that are members of the University of Minnesota Public Engagement Network (UM-PEN).

1.3 Integrate public scholarship within UC Davis' colleges, schools, and other academic units to support activities and increase outputs
What we are doing
Making Connections is a new program supported by the Dean of the College of Agricultural and Environmental Sciences. The program is designed to facilitate community engagement between new college faculty members and external partners throughout California. Making Connections offers a series of immersive tours and experiences around the state. Each tour offers insight into the agricultural systems and environmental landscapes found in various regions. An emphasis is placed on meeting external practitioners and constituents from around the state and hearing and learning about their experiences first hand.   The UC Davis Clinical and Translational Science Center (CTSC) supports highly innovative projects that have the potential for unusually high impact and will provide the necessary preliminary data for new extramural grant applications. In reviewing applications, the CTSC emphasizes creativity, innovation, and community engagement, among other factors.
What others are doing
Purdue University Office of Engagement   - Engagement Associate Deans serve as College, School, and Extension liaisons. Nominated from each academic unit.
University of Minnesota Office for Public Engagement   - Engaged Department Grant Program: Grants of up to $7,500 awarded annually to nine departments to plan, establish, implement, and evaluate strategic initiatives that advance the integration of public engagement into the departments' research and teaching activities.

1.4 Introduce ways to recognize public scholarship in university policies, program reviews, and faculty recruitment, merit, advancement and promotion reviews
What we are doing
With $422,347 in funding from the UC Office of the President, the Office of Academic Affairs in coordination with the Office of Diversity, Equity and Inclusion have launched the [Advancing Faculty Diversity Grant](#) for the purpose of increasing the diversity of ladder rank faculty through open searches conducted in the 2018-19 academic year. The initial screening of candidates is based on the evaluation of the candidates' Statement of Contributions to Diversity.
What others are doing
Univ. of Texas Longhorn Center for Community Engagement - [Academic Service-Learning and Tenure Review](#) is addressed in the teaching section in P&T guidelines. Guidelines, as of 2009, have included academic service learning in the teaching section of the dossier. The Office of the Vice President for the Longhorn Center for Civic Engagement offers informal appointments with faculty to discuss the work, and how to get courses recognized.
Purdue University Office of Engagement - 2011 [Promotion and Tenure Task Force](#) leading to a revised Promotion and Tenure document approved by the University Senate and Board of Trustees in spring 2015. Between 2010 and 2014, there were 3% of promotions (10-15) on basis of public engagement. From 2014-2018, 52 promotions on partial or full focus on engagement. - Creation of [The Guide: Documenting, Evaluating, and Recognizing Engaged Scholarship](#). The Guide was developed to facilitate faculty advancement based on the scholarship of engagement. The full document can be found [here](#).
University of Minnesota Office for Public Engagement - [Promotion and tenure guidelines](#) revised in 2007 to encourage public engagement. - Public Scholars Ad Hoc Committee: individuals that emphasize public engagement can elect to have merit and promotion dossier reviewed by university committee of senior scholars - [Specialized Support for Investigators Working with Community-Based and Small Business Sponsors/Sub-recipients](#) explains the strategies that have been developed to help overcome common financial and logistical barriers to community-based organizations collaborating with the University. The [Quick Guide for Proposal Preparation and Submission](#) lists all of the steps to preparing and submitting a proposal, with links to additional information and resources. - Creation of a [Review Committee on Community-Engaged Scholarship](#) that is composed of tenured professors from diverse disciplines and professional fields who have agreed to review the dossiers of community-engaged scholars and submit to promotion and tenure committees a written evaluation that speaks to the quality and impact of scholars' engaged scholarship.
University of North Carolina Greensboro In February 2007, UNCG updated how academic service learning was counted in promotion and tenure. The current guidelines can be found here: https://olce.uncg.edu/engaged-scholarship-in-promotion-and-tenure-guidelines/