

PRACTICAL WISDOM FOR CONDUCTING RESEARCH ON SERVICE LEARNING

Pursuing Quality and Purpose



EDITED BY

*Julie A. Hatcher, Robert G. Bringle,
and Thomas W. Hahn*

Foreword by Jeffrey Howard

VOL. 4: IUPUI Series on Service Learning Research



STERLING, VIRGINIA



COPYRIGHT © 2019 BY STYLUS PUBLISHING, LLC.

Published by Stylus Publishing, LLC.
22883 Quicksilver Drive
Sterling, Virginia 20166-2019

All rights reserved. No part of this book may be reprinted or reproduced in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying, recording, and information storage and retrieval, without permission in writing from the publisher.

Library of Congress Cataloging-in-Publication Data

Names: Hatcher, Julie A., 1953- editor. | Bringle, Robert G., editor. | Hahn, Thomas W., 1966- editor.

Title: Practical wisdom for conducting research on service learning : pursuing quality and purpose / edited by Julie A. Hatcher, Robert G. Bringle, and Thomas W. Hahn ; foreword by Jeffrey Howard.

Description: First edition. | Sterling, Virginia : Stylus Publishing, 2020. | Series: IUPUI series on service learning research | Includes bibliographical references. | Summary: "Preeminent SLCE researchers share their research stories, lessons learned, and guidance for future research and researchers. Each chapter is replete with each author's SLCE research trajectory, homespun stories of their research and campus experiences, and past and future research agendas and practice plans, in essence portraits of reflective practitioners and researchers"-- Provided by publisher.

Identifiers: LCCN 2019017705 | ISBN 9781620364673 (cloth) | ISBN 9781620364680 (paperback) | ISBN 9781620364703 (consumer e-edition) | ISBN 9781620364697 (library networkable e-edition)

Subjects: LCSH: Service learning--Research. | Service learning--United States. | Community and college--Research. | Community and college--United States.

Classification: LCC LC220.5 .P699 2020 | DDC 361.3/70973--dc23

LC record available at <https://lcn.loc.gov/2019017705>

13-digit ISBN: 978-1-62036-467-3 (cloth)

13-digit ISBN: 978-1-62036-468-0 (paperback)

13-digit ISBN: 978-1-62036-469-7 (library networkable e-edition)

13-digit ISBN: 978-1-62036-470-3 (consumer e-edition)

Printed in the United States of America

All first editions printed on acid-free paper
that meets the American National Standards Institute
Z39-48 Standard.

Bulk Purchases

Quantity discounts are available for use in workshops and
for staff development.

Call 1-800-232-0223

First Edition, 2020

© 2019 STYLUS PUBLISHING, LLC

A SPACE FOR PRAXIS

Engaging in Reflective Practice as a Scholar-Administrator

Emily M. Janke

In this chapter, I reflect on why we need the scholarship of scholar-administrators if we are to advance research, practice, and practical wisdom in service learning and community engagement. I describe the work of Donald Schön on reflective practice and suggest how it provides a holistic perspective from which to understand the unique space that scholar-administrators occupy—and how this space can be used to advance knowledge and practice in community engagement. I share my own challenge early in my career to envision and articulate an integrated view of how one can, concurrently, seek excellence in scholarship and administrative work. I share my own pathway as a scholar-administrator through the lens of reflective practice to provide a narrative of how administrative work creates a space for praxis; creates a unique environment and platform through which to engage in scholarly practices; and leads to the production of scholarship, enriching personal, institutional, and field-building agendas.

The (False) Dilemma of “Choosing”

A dilemma appears any time one feels required to choose a single path when many are possible. In the first years of my now decade-long career, I experienced the dilemma of too often believing that I, as an early career professional, could pursue excellence either as an administrator or as a scholar. My false thinking was likely rooted in my limited notions of *administration* and *scholarship*. Early on, I tended to notice, mainly, models of scholar-administrators in which the scholar had come to an administrative position

only after achieving tenure and associate professor rank or higher. Hence, I believed that if I wanted to be a scholar-administrator or a person who pursued both excellence in contributing scholarship and administrative leadership, then I would need to plan a staggered approach, first pursuing a faculty position and then an administrative one.

My passion and aim in taking an administrative appointment is to help bring about transformations in higher education cultures, structures, and systems such that community engagement is valued as a legitimate approach to serving institutional and community priorities. To my mind, as an early career professional, I would have to delay my pursuit of institutional transformational change if I wanted to also pursue excellence as a scholar. I (falsely) believed that these two activities, administration and scholarship, were not compatible. Accordingly, when I took my first job in 2008 as an assistant director for service learning, an administrative position, I worried about maintaining my newly formed identity and practice as a scholar.

My perception of who a scholar is likely came from a false sense of how scholarship is pursued and what constitutes scholarship. My training as a doctoral student in higher education left me (probably unintentionally) with the impression that a scholar was someone who conducted certain types of research and produced certain kinds of scholarship. Although research might be inspired by or applied to practice, it seemed, to me, that scholarship required a very linear path of sequentially identifying partners or collaborators, a research question, a theoretical or conceptual framework, methods for data collection and analysis, and a peer-reviewed venue for the final scholarly product. My early experiences of research assistantships and research methods courses imprinted on me that *scholarship* was synonymous with *research* (which I discuss later in this chapter) and that evidence of scholarship was peer-reviewed articles and books written for disciplinary audiences.

Since earning my doctorate in 2008, I have served in four different positions across three different units at the University of North Carolina at Greensboro (UNC Greensboro). I came to the university as the assistant director of service learning in an office located in student affairs. I transitioned two years later to serve the vice chancellor for research and economic development (now, for research and engagement) as the special assistant for community engagement. Two years later, I was simultaneously named as the director of the Institute for Community and Economic Engagement and joined the Peace and Conflict Studies department as an associate professor, earning tenure two years later. In this way, a very unexpected thing happened: I earned promotion, and then tenure, for my scholarship that had been produced, almost wholly, as an administrator. Most of the scholarship,

though not all, was a result of using various methods and creating diverse scholarly products that were developed to achieve both administrative and scholarly aims.

My Scholar-Administrator Path

As director of the Institute for Community and Economic Engagement I serve an office that has responsibility for advancing community-engaged scholarship across UNC Greensboro. Housed in the Office of Research and Engagement, my primary responsibility is to encourage and support faculty to pursue community-engaged scholarship. As an associate professor in the Peace and Conflict Studies department, I am considered to be what the School of Health and Human Sciences (2015) promotion and tenure policy refers to as, “a scholar of application . . . a theorist of application and a broker for implementing change through scholarship” (p. 4). UNC Greensboro has served as my primary community for my engaged research; the faculty, staff, administrators, and students have been my primary community partners. Thus, as I stated in my tenure and promotion dossier, “much of my scholarly work is best viewed from the lenses of what it takes for a metropolitan urban-serving institution to engage more authentically in the community for mutual community-university benefit.”

As a faculty member, I have expectations for teaching one course each year, as well as producing scholarship and providing service to the department, unit, and institution. Though labeled a scholar of application for the purpose of promotion and tenure review, I consider myself to be a scholar-administrator because it speaks to my positionality as an administrator and my intentional focus on institutional change through administrative leadership. As I share later, I am an advocate for scholar-administrators and the scholarship they produce from their unique and important positions in higher education administration.

Reflective Practitioner

As I have refined my earlier understanding of who a scholar-administrator is, and how scholarship is produced, I have sought out the work of others who ask questions about how it is that one comes to know something, or epistemology. Through his writing on reflective practice, Donald Schön has provided me with language, and from that language, a great sense of, and confidence in, myself as a scholar-administrator. Schön was an influential philosopher in developing the theory and practice of reflective professional learning in the twentieth century. Through his life’s work, he introduced

several important organizing concepts about how professionals are trained in their professions to a wide range of applied fields including architecture, engineering, health and education. In his book *Educating the Reflective Practitioner*, Schön (1987) challenged professionals to reconsider the notion that all valuable professional knowledge is technical knowledge and that the understanding of concepts and skills can be transmitted from instructor to student. Through attention on reflective practice, Schön (1987) brought attention to different forms of knowledge that are generated not through transmission but through one's own experience and are demonstrated not as a repetition of what has been previously learned, but rather become manifest through the art and craft of improvisation. Applied to my work as an administrator in higher education, I came to understand that there are new paths available for learning and knowing that extend beyond the traditional, more linear and hierarchical models of scholarship than I had envisioned when starting my career.

Schön (1983) described two types of reflective practice, both of which require a continual interweaving of thinking and doing. The first type of reflective practice is *knowing-in-action*. In *The Reflective Practitioner: How Professionals Think In Action* (1983), Schön described this first type of reflective practice:

Often we cannot say what it is we know. When we try to describe it we find ourselves at a loss, or we produce descriptions that are obviously inappropriate. Our knowing is ordinarily tacit, implicit in our patterns of action and in our feel for the stuff with which we are dealing. It seems right to say that our knowing is in our action. (p. 49)

Other common phrases that describe knowing-in-action include the ability to think on one's feet or the possession of a certain know-how. Skilled professionals, Schön argued, draw from feelings, emotions, and prior experiences to navigate situations and decisions. In some cases, through navigating these situations, new ways of thinking are revealed.

The second type of reflective practice is *reflection-on-action*. It is the concept that one reviews and analyzes actions within a situation to explore the reasons around, and the consequences of, those actions. Echoing John Dewey's work (1933), Schön (1983) defined *reflection-on-action* as requiring intentional and critical thinking to make meaning of an experience. It is the "active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and further conclusion to which it tends" (p. 9). Hence, reflection-on-action involves

intentional, rational thought, as it occurs when an individual stops to consider and critically examine experience in light of previously held ideas and theories.

Put succinctly, there are things one cannot know as a scholar about supporting community-engaged partnerships and institutionalizing community-engaged scholarship in higher education if one is not engaged in each of these practices. Each provides a praxis environment, providing new insights and opportunities through knowing-in-action, and also later, through intentional, critical reflection-on-action. The administrative position provides knowledge (knowledge-in-action) that one cannot possess without the lived experience of administrative practice. As an example, it is the knowing-in-action that helps me to navigate, with a certain level of “know-how,” conversations with faculty members, department chairs, deans, and provosts to support and advocate for community-engaged scholarship in university policies, budgets, structures, and branding messages. Although I have technical knowledge as a result of my doctoral education and continued professional development and disciplinary scholarship, I also navigate those moments by connecting to my intuition, feelings, and previous experiences to develop strategies that will serve my goal to have community engagement understood, valued, and supported by the academic community.

Although one may engage in reflection-on-action in a variety of ways, including journaling, reading, and sharing ideas with others in learning communities, I have found that when I focus on creating scholarly products that I intend to share with others publicly, I am most rigorous in my thinking. With the aim to push my ideas out to share with others, I force myself to think more deeply and more critically—as a scholar, connecting, testing, and engaging my ideas with theories, concepts, and experiences that have been shared by others through their own diverse forms of scholarship.

Defining *Scholarships*

A key moment in understanding myself as a scholar-administrator was when I evolved my way of thinking about what constitutes scholarship—the artifacts in which our knowledge becomes manifest. My understanding of scholarship aligns with the work of Glassick, Huber, and Maeroff (1997), who are cited frequently in the community-engagement literature for their descriptions of scholarship and scholarly work. They broadly define *scholarship* as any product that demonstrates current knowledge of the field/discipline, invites peer collaboration and review, is open to critique, is presented in a

engagement fields. We decided to produce volumes within a series as a strategy to ensure institutional sharing and institutional memory as faculty and administrators made efforts to recognize community engagement as valued academic work. The first volume, *Advancing the Discourse at UNCG* (Janke & Clayton, 2012), shared definitions of *community engagement*, summaries of talks given by five nationally recognized experts on community engagement, and recommendations for continuing campus dialogues on issues related to recognizing community engagement as valued and legitimate academic work. The third volume, *Aligning University and Community Strengths and Priorities* (Janke & Medin, 2016), provides a guide for enacting the university's strategic plan via community-engaged pathways.

We approached writing the volumes in a scholarly way. We identified the key issue to be addressed for the publication; collected and presented ideas and findings; and shared our interpretations of the ideas, connecting them to and building on current scholarship. Thus, as I worked administratively, I developed scholarship—my results were scholarly artifacts that built upon current literature, extended it to a new context, expanded the ideas, and disseminated in a publicly available way for others to access, critique, and build upon. Producing scholarship that others may access, critique, and build on ultimately not only benefited my own understanding but also allowed me to contribute to a larger body of scholarship, such as faculty rewards systems.

Two years after the dialogues, I coauthored a peer-reviewed article titled “Intense, Pervasive and Shared Faculty Dialogue: Generating Understanding and Identifying ‘Hotspots’ in Five Days” (Janke, Medline, & Holland, 2016). This deeply reflective practice of writing about our experiences helped to deepen understanding about strategy, how to design the process itself (who to invite, who to help champion the process, the value of doing it all in an intense period of time), the so-called hotspots revealed throughout the course of the dialogues, and examples of how units addressed the task of policy alignment. Ultimately, at least four types of scholarly products came from my administrative activities to support community engagement in faculty promotion and tenure policy and practice: one letter, one volume, one peer-reviewed journal article, and several presentations at academic conferences.

I continue to study the way in which community engagement was integrated into promotion and tenure policies at the unit and department level. I do this through reflection-in-action as I consult with faculty and department chairs who are planning for or preparing faculty candidate's dossiers for promotion and/or tenure. I also advance my study through reflection-on-action as I collaborate with colleagues on a qualitative study that examines how UNC Greensboro promotion and tenure policies were revised in response

form on which others can build, and involves critical reflection of the work (Glassick, Huber & Maeroff, 1997).

At UNC Greensboro the term *scholarship* is defined inclusively, according to the faculty promotion and tenure policy. It

rest[s] on a definition of scholarship that can be applied to all aspects of University work: Scholarship is characterized by creative intellectual work based on a high level of professional expertise, the significance of which can be validated by peers and which enhances the fulfillment of the mission of the University. Scholarship is not considered to be synonymous with research, but can be demonstrated by activities in teaching, research and creative activity, service, and directed professional activity. (University of North Carolina at Greensboro, 2010, p. 1)

Scholarship, then, is not about specific methods or products, but rather about engaging in one's work in a scholarly way. Although UNC Greensboro's definition is written in the context of a faculty governance document, it helped me to imagine my identity as a scholar-administrator before becoming a faculty member because it recognizes that scholarship can be produced through many different roles and in different contexts, as long as it follows the tenets of quality scholarship.

My understanding about why an expanded notion of scholarship matters for scholar-administrators is meaningfully influenced and informed by the work and words of Tim Eatman and colleagues, who link expanded notions of knowledge-making to aims for social equity and justice through what they term *full participation* (Sturm, Eatman, Saltmarsh, & Bush, 2011). Eatman (2014) argues for a “continuum approach to scholarship [which] expands who is a knowledge maker and what is a knowledge artifact” (p. 5). He explains that by embracing a continuum of understanding *scholarship* and *scholars* are defined in ways that are inclusive of many sorts and conditions of knowledge that emanate from and are enacted through diverse traditions, experiences, positions, and cultures. Scholarship resists embedded hierarchies by assigning equal value to inquiry of different kinds.

In this conversation about reframing who is a scholar and what constitutes scholarship, I began to see my own work as part of a larger movement to broaden participation and recognition of scholars who have valuable ideas to share through many different types of expressions, including but certainly not limited to peer-reviewed journal articles and books. As Eatman (2014) is careful to point out, an inclusive continuum recognizes that a scholar can be located along the continuum of scholarship at any point and that any “work on the continuum, however various, (may) be judged by common

principles, standards to which all academic scholarly and creative work is held” (p. 5).

Though I have a record of scholarship in the form of articles and book chapters, much of my scholarship is not in the form of scholarly articles. I find that faculty and staff colleagues at other institutions refer to many different forms of my scholarly artifacts, not just the ones that are in peer-reviewed or chapter form. I have begun to see similarities between my own administrative-based scholarship and scholarship produced by community-engaged scholars. Both create scholarly artifacts, white papers, reports, reference documents, data sets, digital tools and platforms, curricula, programs, training manuals, performances, designs, and exhibits. All of these artifacts are produced for nondisciplinary audiences and contribute knowledge that has been generated by people who draw from disciplinary, as well as lived experiences.

Personal Reflection: Praxis Facilitating Diverse Forms of Scholarship

Praxis is defined as an environment or a setting that provides explicit attempts to learn through reflective practice. When used as a verb, such as to engage in praxis, it is the act of moving, iteratively, between theory and practice. I use the term *theory* here to broadly mean questions that are related to *why* or *how* things happen. Theory, in my use here, is about developing a framework to guide thinking or to provide plausible explanations, which then may be used to examine experiences for deeper understanding and to identify potential implications for research and practice.

In this section, I share how sometimes I produce scholarship that is originated and driven by problems of administrative practice, while other times I produce scholarship that emerges as a result of reflecting more deeply on my own practice or the practices of others, such as community-engaged scholars. This approach has led me to actively contribute scholarly approaches and scholarship across many areas, including defining community engagement terms to differentiate them from other forms of community connections; recognizing community engagement in faculty promotion and tenure policies and practice; tracking and measuring community engagement activities across institutions and state university systems; providing communications for internal and external relations, as well as community-university partnerships teams; and developing interpersonal conflict and communication competencies as community engagement professionals.

In many instances, my scholarly work and identity are grounded in and driven by issues of administrative practice. As a special assistant for

community engagement, and now as director of the Institute for Community and Economic Engagement (ICEE), my work is focused on issues related to supporting community-engaged scholarship at UNC Greensboro. When I joined the Office of Research and Engagement in 2010, I had the following main and concurrent objectives: (a) support faculty efforts to align promotion and tenure guidelines across the unit and department level with the newly revised university policy, which had then recently integrated support for community-engaged teaching, research and creative activity, and service; (b) track and measure community engagement activities across the institution for the purpose of improving coordination, collaboration, and communication about community-engaged scholarship; and (c) lead a process to articulate a vision and plan for supporting excellence in community engagement at UNC Greensboro. These three areas (supporting faculty rewards, tracking and measuring, and institutionalizing support for community-engaged scholarship) are key threads that have produced the tapestry of scholarship in the first decade of my career.

In favor of depth rather than brevity, my reflections here focus on the first track, efforts to support policy and culture change recognizing community-engaged scholarship in promotion and tenure, and my reflective practice. In my first year at UNC Greensboro, I began to support a small movement of faculty who were committed to recognizing and rewarding community-engaged scholarship explicitly in the university promotion and tenure policy. As a result of my graduate training with Carol Colbeck, who studied faculty motivations to engage in public scholarship, I had read deeply on the topic of faculty culture and the issue of recognitions and rewards. I was, therefore, eager to partner with the faculty champions of this movement, sharing articles and resources from the community engagement and higher education literatures. I collaborated with a service learning faculty fellow to design a study in which we interviewed 15 tenured and tenure-track faculty to understand the perceptions and experiences of community-engaged scholars at UNC Greensboro (Hayes & Janke, 2010). Our findings were reported to the Faculty Senate as well as at academic conferences. In this way, I presented myself as a scholar of engagement to the faculty and executive leadership at UNC Greensboro. Later, and in part because of my ongoing support of connecting faculty champions and conversations to scholarly literature, I was asked to more formally support faculty discussions and professional development related to issues of promotion and tenure as the director of the ICEE.

In my second year, I was asked by the provost to develop an institutional glossary that provided definitions of community-engaged terms used in the promotion and tenure policy (Janke, Clayton, Lucas, & Shelton, 2011). The

terms *community-engaged teaching*, *community-engaged research and creative activity*, and *community-engaged service* were named in the policy but not fully or clearly defined. As a result, I coproduced with Patti Clayton, a senior scholar invited to support our community engagement visioning and planning process, a service learning faculty fellow, and the vice chancellor for research and engagement, a document of definitions in the form of a letter to the faculty, and later as part of a volume published by ICEE, *Excellence in Community Engagement and Community-Engaged Scholarship: Advancing the Discourse at UNCG* (Janke & Clayton, 2012). In the letter and volume, we shared the context in which the definitions were requested, the grounding of the definitions in the scholarly community engagement literature and definition in the Carnegie Foundation's Elective Community Engagement Classification, and the full definitions of the terms used in the policy. We also discussed terms that required clarification, such as what constitutes *community* and how *community engagement* differs from *public service* or *outreach*.

Within a year of the university promotion and tenure policy being revised to include community-engaged teaching, community-engaged research and creative activity, and community-engaged service, I codesigned with Barbara Holland, who also served as a senior scholar at UNC Greensboro to support our work in community engagement, an intensive series of meetings and dialogues with faculty members and administrators. The sessions were to help faculty to recognize and evaluate community-engaged scholarship as they revised their unit and department level policies to align with the university policy. Over the course of 5 days, we held dialogues with 113 faculty and administrative leaders from 42 academic departments about a common and rigorous approach to assessing the quality and impact of all forms of scholarly activities and products. We listened carefully, crafted responses, and asked a colleague to keep verbatim records of the conversations and dialogues for our later, continued reflection.

The provost requested via the dean's council that all faculty who served as department heads and reviewers of faculty candidates at both the department and unit levels participate. A key goal was to listen to faculty members' perceptions about the barriers that prevent the full acceptance of community-engaged scholarship and its equitable treatment as a scholarly method, particularly in promotion and tenure mentoring, documentation, and committee decisions. Faculty participants were informed that the notes taken of each meeting would be used to develop a report to be shared broadly and particularly with faculty and administrative leadership. Faculty participants also completed a survey of their self-reported abilities across a variety of community engagement activities. The surveys were designed to help us

understand what issues needed to be addressed through future professional development.

In these ways, my colleague and I advanced our careful exploration of faculty cultural change as it relates to promotion and tenure policy and practice. However, our inquiry did not start as a research question in the way that, as a graduate student or early career professional, I had imagined it would. It started with an administrative challenge, or as Schön (1987) might describe, in the “swampy lowland, [where] messy, confusing problems defy technical solution” (p. 3). We were immersed in myriad conversations as we spoke to different groupings of deans, department chairs, promotion and tenure committee chairs, and faculty members more generally across units and disciplines. Each meeting was replete with uncertainty and uniqueness and required us, as scholar-administrators, to bring to bear not only our technical knowledge that we had prepared for in advance but also our creative artistry as we responded to the situation in the moment (Schön, 1983).

Later, for the purpose of advancing our understanding of how best to lead change efforts at our university, we identified four persistent and common challenges through open coding analysis of the university-wide meetings. Soon after the dialogues, I wrote and distributed a follow-up letter (Janke, 2012) that was shared by e-mail with faculty and administrative leadership. In the letter, we shared information about who attended the dialogues as well as key themes that arose. We wanted to share these themes to facilitate an ongoing dialogue about the perceived opportunities and lingering challenges related to operationalizing UNC Greensboro’s collective commitment to recognize and reward community-engaged scholarship.

The dialogues were also instructive as I prepared a presentation at an open forum held by the Faculty Senate Scholarly Communications Committee as well as individual meetings and consultations with faculty and department chairs who were in the process of revising department guidelines. Each of these meetings facilitated a rich praxis environment that provided a valuable, insider opportunity to learn through practice. Further, the process of reflecting-on-action helped generate new insights as we prepared the scholarly products, such as the letter and the faculty senate committee presentation.

We continued in our reflection-on-action to produce lengthier and more comprehensive publications, including a volume titled *Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship* (Janke, Medlin, & Holland, 2014). The second volume in the Excellence in Community Engagement and Community-Engaged Scholarship series published by the ICEE, it provided not only the findings from the dialogues but also additional resources drawn from community

engagement fields. We decided to produce volumes within a series as a strategy to ensure institutional sharing and institutional memory as faculty and administrators made efforts to recognize community engagement as valued academic work. The first volume, *Advancing the Discourse at UNCG* (Janke & Clayton, 2012), shared definitions of *community engagement*, summaries of talks given by five nationally recognized experts on community engagement, and recommendations for continuing campus dialogues on issues related to recognizing community engagement as valued and legitimate academic work. The third volume, *Aligning University and Community Strengths and Priorities* (Janke & Medin, 2016), provides a guide for enacting the university's strategic plan via community-engaged pathways.

We approached writing the volumes in a scholarly way. We identified the key issue to be addressed for the publication; collected and presented ideas and findings; and shared our interpretations of the ideas, connecting them to and building on current scholarship. Thus, as I worked administratively, I developed scholarship—my results were scholarly artifacts that built upon current literature, extended it to a new context, expanded the ideas, and disseminated in a publicly available way for others to access, critique, and build upon. Producing scholarship that others may access, critique, and build on ultimately not only benefited my own understanding but also allowed me to contribute to a larger body of scholarship, such as faculty rewards systems.

Two years after the dialogues, I coauthored a peer-reviewed article titled “Intense, Pervasive and Shared Faculty Dialogue: Generating Understanding and Identifying ‘Hotspots’ in Five Days” (Janke, Medline, & Holland, 2016). This deeply reflective practice of writing about our experiences helped to deepen understanding about strategy, how to design the process itself (who to invite, who to help champion the process, the value of doing it all in an intense period of time), the so-called hotspots revealed throughout the course of the dialogues, and examples of how units addressed the task of policy alignment. Ultimately, at least four types of scholarly products came from my administrative activities to support community engagement in faculty promotion and tenure policy and practice: one letter, one volume, one peer-reviewed journal article, and several presentations at academic conferences.

I continue to study the way in which community engagement was integrated into promotion and tenure policies at the unit and department level. I do this through reflection-in-action as I consult with faculty and department chairs who are planning for or preparing faculty candidate's dossiers for promotion and/or tenure. I also advance my study through reflection-on-action as I collaborate with colleagues on a qualitative study that examines how UNC Greensboro promotion and tenure policies were revised in response

to updates made to the 2010 university policy (Saltmarsh, Janke, Jenkins, & Quan, 2018; 2019).

Supporting Alignment and Synergy for Scholar-Administrators

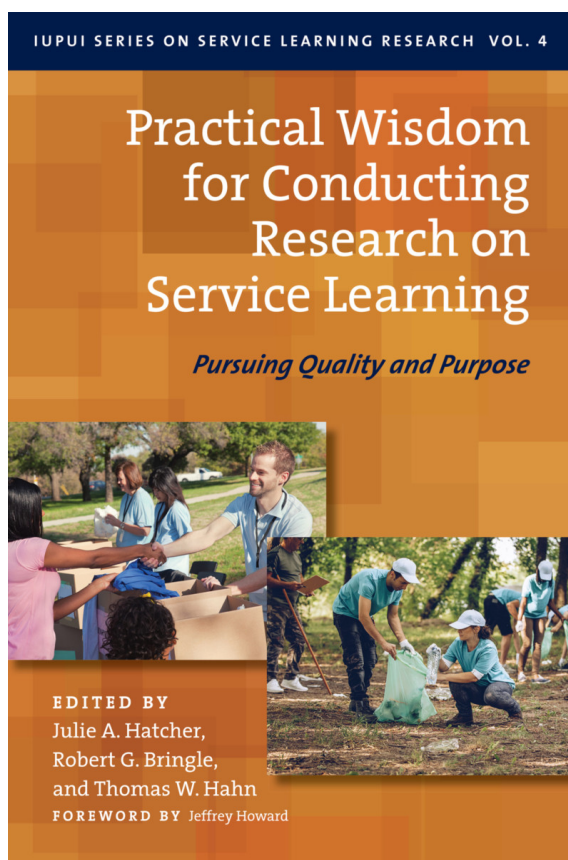
Administrative positions provide important praxis opportunities for scholar-administrators who wish to pursue scholarly agendas, particularly in areas that relate to institutional change. Although not all administrative work rises (or should rise) to the level of scholarship, as defined by some seminal works (e.g., Glassick, Huber, & Maeroff, 1997), important insights and scholarly contributions have emerged, becoming manifest in diverse forms, from administrative work. Therefore, it is helpful to reorient the narrative taken about what it means to engage in and produce scholarship. Scholarship can be driven and shaped by work that has an administrative purpose, such as creating faculty culture change, or developed around the valuation of community engagement in promotion and tenure policy and practice. Scholarship can take diverse forms that not only include but also extend beyond, peer-reviewed journal articles, books, and academic presentations. If one considers scholarship as residing along a continuum of approaches and artifacts that uphold the standards of scholarship, then scholar-administrators can situate their unique contributions of diverse forms of scholarship, such as reports, white papers, curated websites, and other artifacts to the larger field of practice and research.

References

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: Heath.
- Eatman, T. K. (2014). Afterword: Reflections on the center of the civic. In A. Finley (Ed.), *Civic learning and teaching: A bridge to civic life and a life of learning* (pp. 69–77). Washington DC: Bringing Theory to Practice.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
- Hayes, S., & Janke, E. (February 17, 2010). *Community engagement, scholarship, and promotion and tenure at UNCG*. Greensboro, NC: Presented to the UNCG Faculty Senate Forum.
- Janke, E. M. (2012). *Documenting and evaluating the mosaic of faculty scholarly talents and contributions*. Greensboro, NC: Institute for Community and Economic Engagement. Retrieved from <https://communityengagement.uncg.edu/wp-content/uploads/2014/07/Documenting-and-Evaluating-the-Mosaic-of-Faculty-Scholarly-Talents-and-Contributions.pdf>

- Janke, E. M., & Clayton, P. H. (2012). *Excellence in community engagement and community-engaged scholarship: Vol. 1. Advancing the discourse at UNCG*. Greensboro, NC: University of North Carolina at Greensboro.
- Janke, E. M., Clayton, P. H., Lucas, P. L., & Shelton, T. L. (2011). *Definitions*. Retrieved from <https://communityengagement.uncg.edu/wp-content/uploads/2014/07/here.pdf>
- Janke, E. M., & Medlin, K. B. (2016). *Aligning university and community strengths and priorities: Vol. 3. Excellence in community engagement and community-engaged scholarship*. Greensboro, NC: University of North Carolina at Greensboro, Institute for Community and Economic Engagement.
- Janke, E. M., Medlin, K. B., & Holland, B. A. (2014). *Honoring the mosaic of talents and stewarding the standards of high quality community-engaged scholarship: Vol. 2. Excellence in community engagement & community-engaged scholarship*. Greensboro, NC: University of North Carolina at Greensboro, Institute for Community and Economic Engagement.
- Janke, E. M., Medlin, K. B., & Holland, B. A. (2016). Intense, pervasive and shared faculty dialogue: Generating understanding and identifying “hotspots” in five days. *Metropolitan Journal* 27(2), 19–35.
- Saltmarsh, J., Janke, E. M., Jenkins, I., & Quan, M. (2018, July). *Community engaged faculty: Incorporating community engagement in faculty reward policies across a university: Similarities and variation across units*. International Association for Research on Service-Learning and Community Engagement Conference, New Orleans, LA.
- Saltmarsh, J., Janke, E. M., Jenkins, I., & Quan, M. (2019, March). *Incorporating community engagement in faculty reward policies across a university: Similarities and variation across units*. Eastern Region Campus Compact, Providence, RI.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- School of Health and Human Sciences. (2015). *School of Health and Human Sciences promotion, tenure and reappointment: Evaluation policies, guidelines, and procedures*. Retrieved from <https://www.uncg.edu/hhs/docs/hhs-promotion-and-tenure-policies-guidelines-2015.pdf>
- Sturm, S., Eatman, T., Saltmarsh, J., & Bush, A. (2011). *Full participation: Building the architecture for diversity and public engagement in higher education*. New York, NY: Columbia University Law School, Center for Institutional and Social Change.
- University of North Carolina at Greensboro (2010). *University-wide evaluation guidelines for promotions and tenure*. Retrieved from https://drive.google.com/file/d/oB3_J3Uix1B4UZGhreWVPcFI2NWM/view

IUPUI SERIES ON SERVICE LEARNING RESEARCH, VOLUME 4

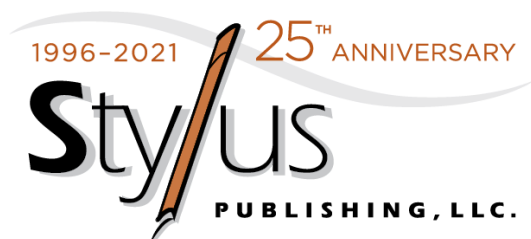


PAPERBACK, \$45.00

EBOOK, \$45.00

USE CODE **UNCG20**

FOR 20% OFF YOUR
ORDER



WWW.STYLUSPUB.COM



TO ORDER CALL 1-800-232-0223
EMAIL: STYLUSMAIL@PRESSWAREHOUSE.COM

PRACTICAL WISDOM FOR CONDUCTING RESEARCH ON SERVICE LEARNING

Pursuing Quality and Purpose

Edited by Julie A. Hatcher, Robert G. Bringle, and
Thomas W. Hahn

Foreword by Jeffrey Howard

"[This book] provides varied and essential guidance for those wishing to pursue service learning research. But the richness of this volume comes from the personal narratives of leaders in the field who connect that guidance to their personal journeys as service learning practitioners and scholars. The result is a compelling case for the scholarly foundation of service learning research and a call to the next generation of scholars to embrace the work."—**Mel Netzhammer**, *Chancellor, Washington State University Vancouver, Washington State University Vancouver*

For scholars seeking to undertake consequential research in service learning and community engagement (SLCE), this book provides accounts by preeminent scholars about the trajectories of their research, their methodologies, and lessons learned along the way, as well as their views about the future direction of the field.

The contributors to this volume articulate how they view their research on SLCE as having broader purposes that matter to them personally as well as professionally and illustrate how the "why" and "to what end" of their research can evolve as a program of research develops and matures across time. They identify key choices they made in terms of inquiry and methodology, describe both successes and challenges in establishing and navigating a SLCE research agenda across their careers, and share lessons learned from their research journey to advance the field both domestically and abroad.

Emerging from these narratives is a theme of practical wisdom that arises through the learning of researchers, students and communities as they engage with complex social contexts.

COMPARE BEFORE YOU BUY
ORDERING DIRECT SUPPORTS INDEPENDENT PUBLISHING