

Northern New England Campus Compacts Present:

## **New Paradigms for Faculty Rewards: An Action Planning Workshop to Support Engaged Scholarship**

**May 27 & 28, 2009**

9:30-5:30 & 8:30-3:30

**University of New Hampshire**



*As university presidents and chancellors, we say we want creative scholars who are also committed to the public good. So how can we create environments that attract them?*

*~ Chancellor and President Nancy Cantor, Syracuse University*

*If we care about higher education's engagement with its communities, the local impact—as well as the national and international implications of faculty work—must be recognized. And, if we truly want to encourage the integration of teaching and action research, we must reward it at tenure time.*

*~President Steven Lavine, California Institute of the Arts*

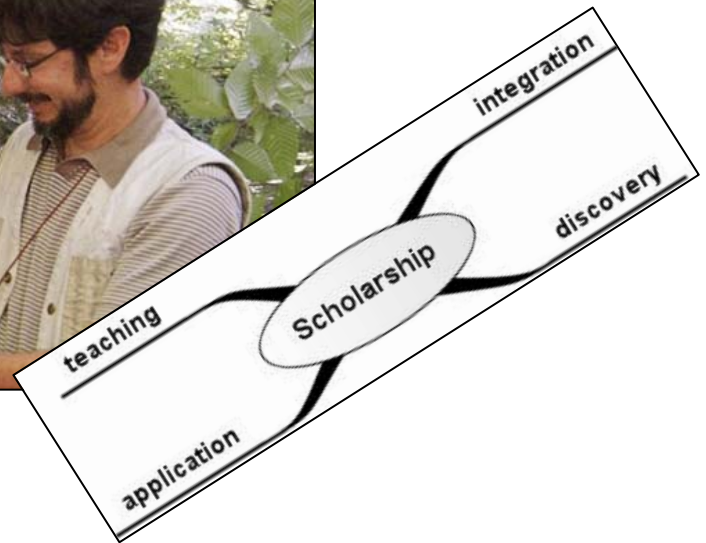


**Northern New England Campus Compacts:**

Campus Compact for New Hampshire  
Maine Campus Compact  
Vermont Campus Compact

**THE DAVIS FOUNDATIONS**

This event and grant program are made possible through generous grants from the Davis Educational Foundation & Davis Family Foundation.



## It's been more than 10 years since Ernest Boyer published "Scholarship Reconsidered,"

offering academia a new paradigm recognizing a fuller range of scholarly activity. Since then, a growing number of faculty have embraced Boyer's expanded definitions of scholarship. Tenure and promotion guidelines have been revised to reflect his categories: Discovery, Integration, Application and Teaching. His approaches to community based research and teaching have inspired faculty to expand and integrate their research, teaching and service.

These academic practices compel us to focus on our campus' faculty reward processes.

### **This workshop will provide campus teams of faculty, administrators and staff with opportunities to:**

- Engage in workshops and facilitated dialogues about challenges for civically engaged faculty in current faculty rewards processes on our campuses
- Exchange promising practices from our institutions and networks
- Analyze current faculty rewards policies, leadership, and practices using tailored tools
- Build forward from these practices to context-specific implementation scenarios

**Teams will leave the workshop with a plan of action to support engaged scholarship.**

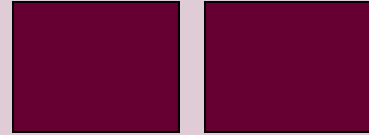
Is it possible for scholarship to be defined in ways that give more recognition to interpretive and integrative work? Can we define scholarship in ways that respond more adequately to the urgent new realities both within the academy and beyond?

~Ernest Boyer

## New Paradigms for Faculty Rewards

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### Highlights from the Agenda

- Overview of issues in faculty rewards and engaged scholarship
- Analysis of each campus' strengths, weaknesses, opportunities and threats
- Building a definition of excellence in engaged scholarship
- Identification of next steps for your campus
- Tools for analysis and action planning
- Models of approaches from many campuses
- Opportunities to discuss your campus reward system
- ***“Just In Time”*** workshops to fit needs of participants
- Team time to create a preliminary action plan
- Tailored feedback from colleagues and facilitators

### Resources for the workshop are from:

Imagining America's Tenure Team Initiative on Public Scholarship, Campus Community Partnerships for Health's Community Engaged Scholarship Initiative, and resources from Campus Compact, NERCHE, and The Scholarship of Engagement.



**"The closer the match between the mission of an institution and the priorities as described in the promotion and tenure system, the more productive the faculty will be in helping the institution reach the goals that have been identified."**

**- The National Academy for Academic Leadership**

# Facilitators

**Cathy Burack** is a Senior Fellow at the Center for Youth and Communities in the Heller School for Social Policy and Management at Brandeis University. Prior to coming to Brandeis, Cathy was the Associate Director of the New England Resource Center for Higher Education (NERCHE), where she continues her affiliation as a Senior Associate. For the past fifteen years Cathy has focused on ways faculty, students and administrators can work together to fulfill the civic missions of their colleges and universities. She is also a Campus Compact Engaged Scholar.



**Timothy K. Eatman** is Assistant Professor of Higher Education at Syracuse University and Director for Research of Imagining America. Tim has provided research leadership for the Tenure Team Initiative on Public Scholarship since its inception. Professor Eatman also pursues research on students from groups that are traditionally underrepresented in higher education. Eatman conducts research that examines the relationship among institutional policies, programs, and college student development. With Julie Ellison, he co-authored, “Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University”.



**David Scobey** is the Director of the Harvard Center for Community Partnerships and the Donald W. and Ann M. Harvard Professor of Community Partnerships at Bates College. Scobey was Chair of the National Advisory Board of Imagining America: Artists and Scholars in Public Life, and he co-chairs (with Tim Eatman) IA’s Working Group on Tenure. Scobey is an urban and cultural historian with a doctorate in American Studies. Before coming to Bates, he was a Professor of Architecture at the University of Michigan, where he founded the Arts of Citizenship Program.



How many times have we heard, “You’d better wait until you get tenure before you do that”? We brag about the fabulous work of our engaged faculty—but can we get them promoted?

~Nancy Cantor and Steven Lavine

**On-line Registration Available soon!**