Suggested Language for Department Personnel Standards to Support
Service Learning, Community-Engaged Learning, Community-Engaged Teaching, and
Community-Engaged Scholarly and Creative Activities
Respectfully recommended by:
Jennifer A. Yee, Ph.D., Dawn Macy, MPA, Robert Pierce, MBA,
Center for Internships & Community Engagement
California State University, Fullerton
December 19, 2022

Purpose

To support departments as they update their Department Personnel Standards (DPS) to align with UPS 210.002 Tenure and Promotion Personnel Standards (revised 06-08-2022), we suggest including the following language regarding service learning (SL), community-engaged learning (CEL), community-engaged teaching (CET), and community-engaged scholarly and creative activities (CES). Because much research shows that mostly faculty of color and female faculty engage in SL, CEL, CET, and CES, the inclusion of these terms in our university and department personnel standards is an important step toward supporting diverse faculty in their efforts to meet requirements for tenure and promotion.[1]

If they choose, departments may cut and paste suggested language into appropriate sections in their DPS. As each department may wish to include less or more language, we offer varying amounts to meet departments' needs and interests.

**Suggested language that will _minimally_ align DPS with UPS 210.002:

Teaching

DPS Section	Suggested language	Notes
• Building and enhancing currency in the discipline and pedagogical developments related to teaching • Teaching Activities or Indicators	Developing service-learning opportunities and community-engaged learning opportunities	From UPS 210.002, II.B.1.b.5

Scholarship

DPS Section	Suggested language	Notes
• On-Going Scholarly and Creative Activities • Indicators	Community-engaged scholarly and creative activities	Academic Senate committees are currently reviewing this language for approval in UPS 210.002.

Service

DPS Section	Suggested language	Notes
• Service Activities • Indicators	Service-learning opportunities, community-engaged learning opportunities	UPS 210.002, II.B.3.b.

[1] Staub, S., & Maharramli, B. (October 2021). *Recognizing community-engaged scholarship in academic personnel review: UCLA global and local engagement strategic priorities.* UCLA Center for Community Engagement. https://communityengagement.ucla.edu/wp-content/uploads/2022/02/Tenure-and-Promotion-Policy-for-Engaged-Scholarship-Report-10_12_21.pdf

**Suggested language that supports faculty to engage in Service Learning, Community-Engaged Learning, Community-Engaged Teaching, and Community-Engaged Scholarship by enhancing Department Personnel Standards in UPS 210.002:

For Departments that would like to enhance their **active support** for faculty to engage in SL, CEL, CET, and CES, <mark>we provide language that existing CSUF departments have already adopted into their DPS</mark> (see below).[2] These DPS excerpts convey how much the departments value engaged, pragmatic, and applied scholarly and creative activity as well as their commitment to align their retention, tenure and promotion decisions with their values. All departments' DPS may be found at: https://www.fullerton.edu/far/dps/index.php.

Teaching

DPS Section	Suggested language	Notes
• Building and enhancing currency in the discipline and pedagogical developments related to teaching • Teaching Activities or Indicators	Development and use of service-learning pedagogy, community-engaged learning, and community-engaged teaching.	See CSU Community Engaged Learning Taxonomy as a resource for potential evaluation rubric: http://www.fullerton.edu/cice/_resources/pdfs/sl_documents/CSU-CEL_Taxonomy_and_Definitions_Campusvs_4_8_20.pdf

Existing DPS Language (option for departments to adopt/modify/adapt)

2019 Cultural Anthropology DPS (https://www.fullerton.edu/far/dps/anth2019.pdf)
2.1.7
High impact practices: Faculty are encouraged to incorporate high impact practices in their teaching, if appropriate to the course. High impact activities connected to increased educational outcomes include (but are not limited to) service learning, community-based learning, and internships; first-year seminars and experiences; learning communities; writing-intensive courses; collaborative assignments and projects; capstone courses and projects; leading Study Abroad or Study Away programs; facilitating a museum exhibit; or other university-designated high impact practices. If included in the teaching narrative, faculty should provide evidence of these activities in the teaching appendix.

Scholarship

DPS Section	Suggested DPS language	Notes
• On-Going Scholarly and Creative Activities • Indicators	Community-engaged scholarly and creative activities, plus verbiage modified from existing language provided below	Academic Senate committees have UPS 210.002 approved recommended language that encourages faculty to "engage with community" where appropriate. AS Committees will send this recommendation to Senate Executive Committee.

---

[2] *In November 2021, CICE Assistant Director Pierce conducted a targeted document analysis of <u>all</u> of CSUF's departments' DPS, which yielded the language included here.*

Existing DPS Language (options for departments to adopt/modify/adapt)

From the College of Education (variations of the "Engaged Scholarship" language may be found among all of the following departments' DPS):

2016 Educational Leadership (file:///C:/Users/rpierce/Desktop/DPS/edlead2016.pdf)
VII. A. 2.
c. Engaged Scholarship: A meaningful, high quality engaged scholarship project includes the following five criteria. Faculty are encouraged to submit multiple forms of evidence as described below.

- i.   A clear rationale of the need for the work addressed and for the strategies and/or tools with which the work is carried out (the plan must be supported by theory or evidence-based practices).
- ii.   Work should have a conceptual or theoretical basis; i.e., is conducted within the context of existing peer-reviewed knowledge. Normally, this is accomplished through a review of related work in an area showing what has been done in the past and providing a rationale as to why additional work is needed in this area.
- iii. Multiple forms of evidence shall be provided by the faculty member that demonstrate both the quantitative and qualitative impact of the project. A clear impact on a district/community partner is required. These could include a letter from partners, data collected, etc.
- iv.   A description of the process and outcomes that includes: research questions informed by and situated within the literature; an analysis of findings that are contextualized within the particular community/district/school/classroom needs and the discipline; implications that illustrate the practical ways in which the project shaped or is shaping lived realities for the better; directions for future work.
- v.   Evidence of dissemination activities and feedback from stakeholders must be included. Dissemination may be accomplished in various ways, including formal presentations to partnership groups and reports for partners.

e.   Pragmatic Scholarship consists of consultantships, policy analysis, program evaluation, serving as a member of a research project, non-peer-reviewed publications, and other forms of scholarship with an emphasis on the practical aspects of knowledge. In documenting pragmatic scholarship, faculty should include not only their own written record of the project, but must also provide external peer review comments or other documentation of the identifiable benefits to the field. Publications related to such activities, including dissemination products, are encouraged in this category.

2017 Department of Elementary and Bilingual Education
(https://www.fullerton.edu/far/dps/edel2018.pdf)
iv. Creative Activity consists of consultantships, policy analyses, dissemination products, book reviews, program evaluations, serving as a member of a research project, and other forms of scholarship with an emphasis on the practical aspects of knowledge. In documenting creative activity, faculty shall include identifiable benefits to the field. Publications related to or documenting such activities, including dissemination products, are encouraged in this category.

2015 Literacy and Reading Education (https://www.fullerton.edu/far/dps/litread2016.PDF)
Included same language for "Engaged Scholarship" (not repeated here)

2018 Secondary Education (https://www.fullerton.edu/far/dps/edsc2018.pdf)
VII. B. 1. c.
Pragmatic Scholarship consists of grants awarded, engaged scholarship projects, consultantships, policy analysis, program evaluation, service as a member of a research project, contracts/consultantships that result in significant reports that add knowledge to the field, public press articles, books, and other non peer-reviewed materials prepared for the "lay" or "practitioner" audience, and other comparable scholarly activities and other forms of scholarship with an emphasis on the practical aspects of knowledge. In documenting pragmatic scholarship, faculty should include not only their own written record of the project but also external reviewers' comments and the identifiable benefits to the field, when available. Publications related to such activities, including dissemination products (e.g., summary reports, program evaluation, and recordings), are encouraged in this category.

From the College of Health and Human Services

2020 Counseling (https://www.fullerton.edu/far/dps/coun2020.pdf)
B. Scholarly and Creative Accomplishments 1. C.
Applied Scholarship 1) Consideration is given to internal or external grants funded by government agencies, and/or private agencies. 15 2) Applied scholarship activities that relate directly to the intellectual work of the faculty member and are carried out through consultation, policy analysis, program evaluation, and so forth are also considered. In documenting applied work, faculty shall include not only their own written record of the project, but also, where possible, the evaluations of those who received the service. Publications related to such activities, such as white papers or manuals including dissemination products, are encouraged in this category. 3) The faculty member has the responsibility to provide documentation as to whether applied scholarship should be considered high quality or moderate quality.
B. Scholarly and Creative Accomplishments 2. B.
9) Advance the reputation of the University.
10) Enhance collaborative scholarship across disciplines or with other institutions.
11) Impact traditionally underserved populations and/or social justice focused topics in counseling, psychology, and allied helping professions.

2020 Social Work (https://www.fullerton.edu/far/dps/msw2020.pdf)
6.B.1.E
Supplemental Scholarship
Supplemental scholarship may include, but is not limited to:
- Reports for government agencies
- Reports for community organizations
- White papers
- Policy analyses
- Published training manuals or curricula

From the College of Business and Economics

2022 Accounting (https://www.fullerton.edu/far/dps/acct2022.pdf)
VI-II.B.e.
Creative Activity consists of policy analysis, book reviews, program evaluations, serving as a member of research projects, and other forms of scholarship with an emphasis on the practical aspects of knowledge. Publications related to or documenting such activities can be included.

From the College of Humanities & Social Sciences

2005 Chicano/a Studies (https://www.fullerton.edu/far/dps/chst2005.PDF)
II.B.3.f.
Applied scholarship that focuses on the practical application of research. Work in this category generally is not published, but consists of a report written for a government agency or proprietary business. The value of such work as an indicator of scholarly accomplishment shall depend on its relevance to the faculty member's research agenda and fields of specialty, as well as upon the significance and originality of its contribution.

2007 English, Comparative Literature, and Linguistics
(https://www.fullerton.edu/far/dps/eng2007.PDF)
7.3.17
Scholarship that focuses on practical applications (such as reports written for agencies or proprietary businesses)…

Service

DPS Section	Suggested language	Notes
• Service Activities • Indicators	Service-learning opportunities, community-engaged learning opportunities	

No additional language identified for Service.

Recommendation Authors:
Jennifer A. Yee, Ph.D., CICE Faculty Expert for Learning and Scholarship through Community Engagement; Professor of Asian American Studies, CSUF; Recipient of 2017 Western Region Campus Compact Community Engaged Scholar Award
Robert Pierce, MBA, Assistant Director, Center for Internships & Community Engagement, CSUF
Dawn Macy, MPA, Director, Center for Internships & Community Engagement, CSUF

Authors' Notes
These recommendations are based on the cross-division efforts of our Center for Internships and Community Engagement Director, Dawn Macy, Assistant Director, Robert Pierce, and one of our faculty experts, Dr. Jennifer A. Yee, who specializes in both Higher Education and Asian American Studies and has been nationally recognized for her community engaged scholarship and teaching. For the past two years, they have learned best practices, consulted and formulated recommendations with teams of CSUF faculty experts and administrators, and most recently, obtained evidence of similar efforts to recognize community engaged scholarly and creative activity at UCLA and across the nation.