Designing and Documenting Community Engagement for Tenure and Promotion

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• Perceived institutional barriers are one of the greatest deterrents to faculty use of service-learning (Abes, Jackson, & Jones, 2002; Hammond, 1994; Morton & Troppe, 1996; Ward, 1998).
• Faculty perceive institutional barriers at every stage of implementation of service-learning (Hou & Wilder, 2015).
• Many institutions recognize the need to support faculty in framing service-learning in the promotion and tenure application.
Teaching

• Include service-learning in course objectives
• Share about community engagement informally and formally with colleagues
• Apply for and nominate students for awards
• Seek internal and external funding
Research

• Investigate engaged methodologies, such as Participatory Action Research
• Publish scholarship of teaching and learning
• Co-author with other community engaged faculty
• Do research and evaluation with and for community partners
Service

• Participate in direct service
• Offer professional skills / serve on boards
• Participate in on-campus / outreach events
• Mentor other service-learning faculty
• Solicit feedback from community partners
“You’re right. It’s not much of a mission statement.”
CHALLENGES
Thank You!

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