

Faculty Appointment, Rank, Promotion, and Tenure Community Engagement Guide

Purpose of the document and applied use

This document is a resource to help community-engaged scholars effectively highlight service (academic, professional and personal) in rank, promotion and tenure (RPT). The resources here are also intended to encourage more faculty to highlight service in RPT. Committees are encouraged to use this guide to support the evaluation of community service, engaged scholarship and community-engaged pedagogies.

Salt Lake Community College's commitment to community engagement

The Salt Lake Community College [mission](#), [vision and values statements](#) relate to community engagement in multiple ways.

- The vision states that we will strengthen the communities we serve through the success of our students.
- The SLCC values include community, stating that we partner with our community in the transformative, public good of educating students.

One goal in the [SLCC strategic plan](#) is to increase student completion. National research from the American Association of Colleges and Universities indicates that [high-impact practices](#) (HIP) positively impact engagement and retention. Community-engaged learning (also known as service-learning) is a HIP that can support retention goals. Additionally, participating in service in the community can help faculty members better contextualize concepts in the courses they teach. Contextualized learning can help students apply concepts and may aid in student engagement.

Community Engagement is a METHOD—a way of doing teaching, learning and research that involves “others” outside academia who have expertise, wisdom, insight and lived experience that equips them to contribute to the quality of our scholarly agenda. As a method, it is used in situations where it is the best fit for the question, problem or learning goal. (Janke, 18)

To support a common understanding of community-engaged pedagogies and community service, there are [operational definitions of community engagement](#) at SLCC. In addition to operational definitions, the [community engagement web page](#) has links to resources to support community service and community-engaged pedagogies.

Expressing community engagement goals in Form 1

- Be explicit in your goals with community engagement.
- Goals within community-engaged learning courses and professional service should all link to college-wide goals/strategic plan. How will you measure the success or impact of your community engagement, and what outcome goals are you expecting?
- If you believe your community engagement work “Exceeds Standard Professional Performance”, state that in your Form 1 goals.

Examples

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- “By partnering with _____ to teach my students _____, I expect my students to score higher on assessments of _____ learning outcome compared to other teaching methods.”
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- “I can expect that using a pre/post format, students will receive higher scores on the Civic Literacy student learning outcome (CLSLO) rubric at the completion of the class. Or students will rank higher than average using the CLSLO rubric.” Assessment reports and average scores from the annual assessment are found on [the web](#).
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- If you are doing professional service (e.g., service on a committee outside of the college), your involvement in the community may have fewer tangible goals, but it may, for example, increase your knowledge or expertise in a subject, which can then benefit the college or students. Be as explicit about the connection as possible.



Ideas for documenting the impact of community-engaged learning, professional work and service

Teaching

- Upload student surveys or reflections from community-engaged learning (i.e., service-learning) courses.
- Utilize metrics from the [faculty dashboard](#) to demonstrate equitable outcomes.
- Use the [Civic Literacy Student Learning Outcomes rubric](#) to measure civic literacy, critical thinking around social issues, working with others or civic action.

Professional

- Serve on a board of a nonprofit as an expert in your discipline. Include email, web links, or other documentation of your service.
- Conduct a conference presentation focused on community-engagement work. Provide a photo of the presentation, upload the conference schedule, or include a certificate for completion.
- Participate in presentations to educate the community about your discipline.

Service

- Display awards or other accolades for service provided to a community partner (add a reflection on how this informs your teaching or professional activities).
- Collect letters from community leaders or community groups that discuss service impact.
- Show a community collaboration that embodies college values.



How do you express the value of your service in your ePortfolio?

For community service to assist you in rank, promotion, and tenure, it needs to advance the college's vision and goals, and ultimately help students.

- The goal is to create a quantitative or qualitative narrative that tells why you chose the service you did and how you hoped it would impact students.
- Documentation should be geared towards what your program values.
- The service narrative can and likely will overlap with areas of teaching and professional activity.
- Link your documentation to the college-wide student learning outcomes.
- Whenever possible, also link your service to the specific program and course learning outcomes.
- If applicable, document how you demonstrate leadership and collegiately in your community service.

Examples of how community engagement has been used in RPT

- [Marcie Young Cancio's ePortfolio](#) provides an excellent example of creating opportunities for students to work in the community to [make an impact through journalism, writing articles for the newspaper](#). This meets SLCC goals and program learning outcomes, and shows leadership.
- [Gabe Byar's ePortfolio](#) provides a good example of how faculty use community-engaged learning pedagogies in the classroom and document community service activities.

"I try to link my community service activities to positively impact my department, the college, the courses I taught, subject, and the college values or strategic plan. I found it critical to use the supporting narrative to make this link for my AD and sitting committee" –Gabe Byars

Citations:

Jordan C (Editor). Community-Engaged Scholarship Review, Promotion & Tenure Package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health, 2007.

Janke, E.M. Documenting & Evaluating Community-Engaged Scholarship. University of North Carolina at Greensboro: Institute for Community and Economic Engagement, 2021. Presentation.

Kuh, George. High-Impact Educational Practices: What they Are, Who Has Access to Them, and Why they Matter, Association of American Colleges & Universities, 2008.