2020-01-01

Faculty Attitudes and Perspectives About Community Engaged Scholarship at an Engaged Institution

Azuri Lizeth Gonzalez
University of Texas at El Paso

FACULTY ATTITUDES AND PERSPECTIVES ABOUT COMMUNITY ENGAGED

SCHOLARSHIP AT AN ENGAGED INSTISTUTION

AZURI LIZETH GONZALEZ

Doctoral Program in Educational Leadership and Administration

APPROVED:

_____
Rodolfo Rincones, Ph.D., Chair

_____
Penelope Espinoza, Ph.D.

_____
Jesus Cisneros, Ph.D.

_____
Mark Lusk, Ed.D.

_____
Stephen L. Crites, Jr., Ph.D.
Dean of the Graduate School

FACULTY ATTITUDES AND PERSPECTIVES ABOUT COMMUNITY ENGAGED

SCHOLARSHIP AT AN ENGAGED INSTISTUTION

by

AZURI LIZETH GONZALEZ, M.A.

DISSERTATION

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

DOCTOR OF EDUCATION

Department of Educational Leadership and Foundations

THE UNIVERSITY OF TEXAS AT EL PASO

December 2020

Acknowledgements

I am extremely fortunate to have had the opportunity to work at an institution that is truly committed to its student body and the region. While no institution is devoid of improvements, this is truly an institution that comprises generous, supportive and committed individuals, not all of whom I was able to include in my study. I honor their work and their devotion to make the community and the world a better place.

I am also thankful for the Educational Leadership and Foundations department for guiding me in this educational journey. My committee members and my chair who was my advisor from day one of this journey. Each of them served a unique role and I am grateful for their own investment in me. This topic is of personal and professional importance and I may not have ever had the opportunity to grow in this field had it not been for pioneer and trailblazer, Dr. Kathleen A. Staudt, founding director of the Center for Civic Engagement and Emeritus Professor of Political Science.

I also had incredible support from my amazing family, parents, sisters, friends, in-laws and beautiful children. I, in particular, want to acknowledge my partner who walked into my first doctoral program meeting with me to proclaim his support for my enrolment in the program and goal of completing the degree. As my greatest cheerleader and supporter, he continues his support from heaven.

Having the opportunity to grow in this field has been a privilege and an honor and I am once again grateful to an institution that made it possible. I acknowledge the unique position I have been able to operate in, having the direct ability to support my institution in its efforts to change culture towards community engagement. I cherish the journey and commit to use what I have learned to continue our improvement.

Abstract

Community engaged scholarship has become a method for higher education institutions to respond to public and societal needs. Decades into the establishment of the "engaged institution," studies reveal that higher education presents challenges for faculty to effectively succeed in academia while pursuing a community engaged scholarship agenda. This study employs the use of a constructivist grounded theoretical approach to explore faculty attitudes and perspectives on community engaged scholarship and the role the engaged intuition may have in their views. This study found that faculty were introduced to the term by their institutions but their views and understanding of community engaged scholarship stem from the community engagement model most closely aligned with their discipline. Their motivations for engaging in any form of community engagement were intrinsic, and their ethical convictions were a factor in their approach to their engagement. While the institution did not appear to have an impact in effectively incentivizing or increasing their engagement, institutional messaging was viewed as a meaningful factor to inform their perception of the value of community engaged scholarship within the institution. The institution's competing demands of faculty time and priorities also impacted the amount of engagement faculty chose to undertake. The study also revealed the importance for understanding how community engaged scholarship may be employed, evaluated, and understood differently per discipline to assist in further articulating and operationalizing its integration in faculty research, teaching, and service. Other themes that emerged were the importance of insider-outsider dynamics in the community, the influence of socio-political environments on faculty engagement, and faculty's positionality in relation to the community they engage with.

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Chapter 1: Introduction and Literature Review

Community Engaged Scholarship has become a more widely recognized field and practice in the realm of higher education. It refers to the academic and scholarly enterprise of conducting and producing knowledge in a manner that engages the community (broadly defined) in such endeavors, while participating in an equitable, sustainable, and reciprocal partnerships (Sandmann, Saltmarsh, & O'Meara, 2008). Community Engaged Scholarship (CES) is a shift in paradigm to the approach that the academy has traditionally undertaken to the production and dissemination of knowledge. As with any paradigm shift in an established institution, it challenges the status quo surfacing both the barriers and needed action to achieve the intended change (Driscoll & Sandmann, 2016; Gelmon, Jordan & Seifer, 2013; Roper & Hirth, 2005; Van De Ven, 2007; Welch, 2016;).

Community engaged scholarship functions through the integration of faculty research, teaching and service and has broader applications to address social challenges. It is a scholarly enterprise that is often misunderstood as "service." Faculty knowledge and understanding on the practice varies greatly and the manner in which faculty are supported, encouraged or discouraged from taking on the practice is also very diverse. Many studies have provided insights into the motivations and barriers faculty experience when doing community engaged scholarship (Berge & Schockley-Zalaback, 2008; Doberneck, Glass & Shweitzer, 2011; Gelmon, Jordan & Seifer, 2013; Saltmarsh, Giles, O'Meara, Sandmann, Ward & Buglione, 2009; Sandmann, Salatmarsh & O'Meara, 2008; Ward, 2003). Moreover, significant effort has been made by a number of institutions, initiatives and actors across the country to promote the value and need of a responsive academy to the needs of society. As institutions of higher education respond to these needs and affirm their public purpose, it is imperative that scholars continue to study and identify

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all aspects of what leads to the successful integration of CES practices in higher education. The role of a community engaged faculty member and their ability be successful in their respective institutions is one of those aspects.

For this reason, I propose a study to gain insight into faculty attitudes and perspectives about community engaged scholarship in the context of what is classified as an engaged institution. An engaged institution is one that takes concrete steps and action to support faculty community engaged scholarship and demonstrates an intent to progressively change to support this endeavor. Through this study, I seek to gather how faculty understand community engaged scholarship, how they engage with it and what contributes to their overall understanding and practice of it. I will conduct this study through a grounded constructivist approach where the faculty perceptions help depict the reality they operate in, and where my role as a community engagement professional can serve as an asset as the researcher of this study.

In the next section, I provide an historical overview of the origins of community engaged scholarship by first describing the evolution of the community engagement movement in higher education. Higher education has been impacted, transformed, and informed by the community engagement movement uniquely tied to calls to action to recommit to higher education's public purpose and its role in revitalizing civic and democratic engagement in the United States. Understanding this evolution provides insights into how progress has been made and how this movement may contribute to the paradigm shift.

In the sections that follow, I provide an overview of community engaged scholarship, its definition and the literature in the field focused on the adoption of the practice by faculty and higher education institutions.

EVOLUTION OF CIVIC AND COMMUNITY ENGAGEMENT IN THE U.S.

The definition of community engagement has evolved over time and in the context of higher education, community engagement is now understood to be the mutual exchange of knowledge and resources between university academics and members of the community, be it defined as the local, state, regional, national, or global community, to address issues of public interest in reciprocal and mutually beneficial partnerships (Carnegie Elective Community Engagement Classification, 2018). The purpose of community engagement is to "enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" (Swearer Center, 2018). Each of these purposes has emerged categorically over time as the field of community engagement has become more complex and sophisticated in higher education.

Language and terminology have shifted around community engagement over time. While the evolution and definitional work around Community Engaged Scholarship is tied to the civic and community engagement movement (Barker, 2004), it can be understood as a scholarly field and practice, uniquely distinguishable from what many would traditionally understand as traditional community service (Calleson, Jordan & Seifer, 2005; Gelmon, Jordan & Seifer, 2013; Glass, Doberneck & Schwitzer, 2011; Ward, 2003).

Higher Education's Public Purpose Phases for Community Engagement

Most advances in the evolution of community engagement have occurred when higher education's public purpose was in question. In the most recent wave, higher education has been called to action to help revitalize the democratic participation of young adults (Campus Compact, 2016). As Welch (2016) explains, higher education has had to relate its purpose at different

points in time as society's needs called for it. This cyclical pathway of purpose, as he calls it,

shifts the needs that public education may offer society over time, but ultimately continues to

cycle back to its public purpose, and in the process, has paved the way for community

engagement as we know it today.

The diagram below illustrates the relationship among the phases. In each phase, a

community purpose was met, and higher education made significant shifts in response to each

societal demand. The phases are listed in terms of purposes – the public, pragmatic, political,

pedagogical, and professional.
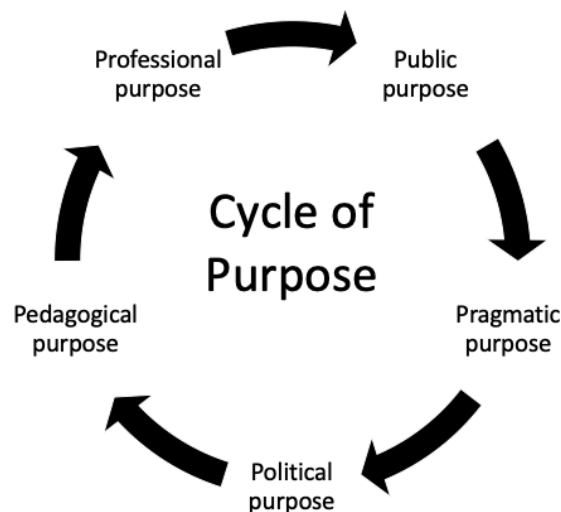
Figure 1.1: Cycle of Higher Education Purpose. Adapted from Higher Education's Public
Purpose Pathway (Welch, 2016, p.10).

The first public purpose phase was in the mid 1800's when higher education was called

on to promote a democratic society and was identified as responsible for the preparation of good

citizens. This public purpose phase eventually included the creation and dissemination of

knowledge for the public good as influenced by John Dewey and William Rainey Harper (p.9).

These origins of public knowledge and dissemination laid the foundation for the most recent

iteration of this phase when Ernest Boyer challenged the reconsideration of scholarship and the formation of community engaged scholarship (1996a; 1996b).

The second phase is what Welch (2016) calls the pragmatic phase, which took place after World War II and the U.S. pushed for the American research university. Institutions shifted from "abstract intellectual idealism" to producing "academic commodities to be consumed" by society; the consumer included stakeholders in the private sector, government, and students as consumers of the "degree" (p.10). Higher education needed to provide and supply research to remain globally competitive in intelligence, but it now also needed to serve a purpose for the number of service personnel from the military in search for new jobs. Through the Serviceman's Readjustment Act of 1944, or better known as the G.I. Bill, higher education experienced an influx of military personnel. This influx served as an experiment for higher education institutions to respond and shift to serve a more diverse student population (Olson, 1973).

The third phase was one with a political purpose in response to a generation dubbed the "me generation" in the early 1980's. The political focus was not necessarily partisan, but rather a pragmatic one meant to address political apathy (Bennet, 1989). This phase paved the way for the fourth phase, which Welch calls the pedagogical purpose phase when institutions sought to identify and legitimize a way to engage students through the academy. This pedagogical phase ripened the field for what we would later come to know and recognize as service learning.

Today, service learning is defined as a teaching method through which students learn academic content in connection with a service oriented, structured project or activity in partnership with the community (Bringer & Hatcher, 1995; Zlotkowski, 1998). The service and the learning happen concurrently and are organized in a way that both the community and the students benefit from the partnership and students are evaluated and granted academic credit for

their performance (Furco, 1996). Reflection is a significant component of the pedagogical practice and has been deemed an effective form of teaching (Gassman, 2015; Furco & Billig, 2002; Mabry, 1998). Moreover, it is a legitimate form of scholarship that many faculty members list under their teaching or classify under the scholarship of teaching and community engaged scholarship (Colbeck & Weaver, 2008; Doberneck, Glass & Schwitzer, 2010; Glass, Doberneck & Schwitzer, 2011; Hutchings & Shulman,1999).

The service learning movement eventually opened the doors for the different ways institutions morphed to accommodate new ways of engaging with communities and serving the public good (Bringle & Hatcher, 2002). Since then, institutional engagement has become more complex and has reached higher levels of sophistication so that we now understand community engagement from a variety of lenses. Welch calls this new phase the professionalization phase. As a result, we now have research, methodologies, frameworks, definitions, professional associations, national entities and policies that have permeated the higher education sector to institutionalize this work (Barker, 2004; Furco, 2010; Gelmon, Jordan, & Seifer, 2013; Holland, 1997; Holland, Powell, Eng, & Drew, 2010; Sandman, 2008; Sandmann, Saltmarsh & O'Meara, 2008; Wade & Demb, 2009;).

I would consider the most recent professionalization phase as the most impactful given the current role and breadth of community engagement in higher education. To develop definitions, pedagogy, research, institutionalization strategies, fora, policy and other developments within three decades, there first were numerous actors, proponents, and institutions to propel this movement. It is also the case that strong motivations for this change needed to be present for this wave of community engagement to materialize.

In the next section, I summarize some of the benchmarks and impetus for the community engagement evolution between 1979 and present day, largely as chronicled by Hartley and Saltmarsh (2016). I also include additional insights from the community engagement literature to further explain the evolution the development of the pedagogical phase, leading up to the professionalization phase.

Community Engagement Pathway from 1979 to 2000s

Hartley and Saltmarsh (2016) position community engagement as a movement that emerges in response to a period of discontent (p.35). As previously mentioned, higher education has responded to societal demands differently over time, but in the 1980's, the economy in the U.S. was sluggish and predictions were made that one third of colleges and universities would either close or would be forced to merge as a result of a decline in the college student demographic. During this time, the student as a "customer" was shaping how institutions functioned, and there was pressure to address the decline in youth political participation (Welch's second and third phase). This "disaffection" gave reason for concern inciting national entities and players to call for community and civic engagement interventions as a way to address the problem.

The beginning of this movement, or Welch's 4th phase, is traced back to 1978 with the formation of a number of national organizations that focused on student engagement and volunteerism. In 1978, the National Society of Internships and Experiential Education was established, followed by the International Partnership for Service Learning and Leadership in 1982. In 1983, the National Youth Leadership was formed, Campus Outreach Opportunity League was organized in 1984, and Campus Compact in 1985. Youth was broadly defined for these major organizations, but Campus Compact sought to focus on students from colleges and

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universities and to press for higher education institutions to instill citizenship skills through community engagement (Fitzgerald & Primavera, 2013). All of these organizations continue to date and engage in mutually reinforcing missions and activities to support youth citizenship engagement and education.

Thereafter, centers in higher education institutions to address community engagement needs began to emerge. The first was Brown University's Swearer Center for Public Service in 1986. This center currently (as of 2017) manages Carnegie's Elective Community Engagement Classification after the New England Center for Research in Higher Education held stewardship of the Classification for the last two classification cycles (more on this later on). The University of Utah also established its own center, the Lowel Bennion Community Service Center in 1987, followed by Stanford University's Haas Center for Public Service in 1989. These centers served as a model for the type of structure and office that was needed to support community engagement efforts in institutions for the foreseeable future.

After the emergence and formation of a number of national entities and university centers across the country, the United States Government also entered the scene, acknowledging the need to revitalize student civic engagement. In 1990, President George H.W. Bush signed the National and Community Service Act 1990 thereby creating the Commission on National Community Service. This entity was later expanded and rebranded by President Clinton in 1993 with the creation of the Corporation for National and Community Service (CNCS) and its first programs, AmeriCorps and Learn and Serve. Learn and Serve was one of the first funding streams from the government that specifically funded higher education institutions to establish and form community engagement programs, usually to include service learning. To date, the CNCS continues to exist but not the Learn and Serve program.

Shortly thereafter, additional centers emerged, and it is during this time that Ernest Boyer published *Scholarship Reconsidered: Priorities of the Professoriate* (1990). Through his work, Boyer challenged higher education to reconsider what scholarship meant and introduced a way of looking at scholarship through four domains: the scholarship of application, scholarship of discovery, scholarship of integration and the scholarship of teaching. Common among these domains was an element of engagement, which later become the scholarship of engagement in 1996 (Boyer, 1996; Sandman, 2008). When Ernest Boyer published this work, he was head of the Carnegie Foundation for the Advancement of Teaching and Learning. To this day, he has been credited as a founder of the community engaged scholarship movement (Barker, 2004; Glassick, 2000; Ward, 2003).

During the early to mid 90's, a few more entities entered the national dialogue and key publications continued to push for the need for a civic revitalization. In 1994, the *Michigan Journal of Community Service Learning* was launched, setting a foundation for scholarly work in connection with service learning and communities. For a period of time, this was the only higher education peer-reviewed journal that addressed this new form of community engagement. Between 1993 and 1994 the Pew Foundation and the Kettering Foundation each published their views on a new approach to community respectively (American Civic Forum, 1994). The Association of American Colleges and Universities (AAC&U) launched the American Commitment Initiative, and the *Chronicle of Higher Education* published its first issue on the matter called "What can Higher Education Do in the Cause of Citizenship?" Campus Partnerships for Health (CCPH) was established, the Kellogg Commission convened, and Campus Compact published the Invisible Challenge.

The field became prominent and impactful on higher education. As national voices and calls to action became more visible, the research and education community began to develop tool kits and conceptual models to understand and practice community engagement in the academy and in connection with communities (Jacoby, 1996; Cha & Rothman, 1994; Rhoads, 1997; Zlotkowski, 1998). At this time the focus was set on student development (Welch's pedagogy purpose phase) with the expectation that this new revitalization would lead to a changed society and a recommitment of higher education for the public good.

Towards the end of the 1990's, the evolution and emergence of civic and service learning education continued but it began to include critical perspectives on how such programming should be supported and institutionalized. It was determined that student civic engagement could not be sustained or supported in the absence of the institutional infrastructure and commitment to do so. In 1997, Barbara Holland published an institutional self-assessment matrix with identified organizational factors meant to determine an institution's level of commitment. These factors included the mission of the institution, the promotion, tenure and hiring processes, organizational structure, student involvement, faculty involvement, community involvement, and campus publications. The identification of such factors helped institutions strategize and organize action around what it would take to better support community engagement. These dimensions and factors would also serve as the various domains that would be expanded into rich areas of research that continue today.

In addition to serving as a guiding tool and framework for the institutionalization of community engagement, it also served as a reflective tool for individual institutions. One of the key discussion points in Holland's 1997 publication was that when utilizing the matrix as an assessment tool, it allowed institutions to realize and acknowledge potential inconsistencies in

values. For example, it was found that in a number of cases institutions would articulate valuing community engagement at the institutional mission level yet did not have this value reflected in faculty relevant metrics such as tenure and promotion policies. This disconnect was not uncommon then, and as discovered over time, continues to be a problem today. More on this throughout the study.

Campus Compact also offered tools to support the institutionalization of community engagement. Through its national executive director, Elizabeth Hollander, Campus Compact positioned itself as a resource for higher education institutions seeking to become engaged through the publication *Picturing the Engaged Campus* (1998). It also published the *Wingspread Declaration on the Civic Responsibilities of Research Universities* and the *President's Declaration on the Civic Responsibility of Higher Education*. These reports and declarations called for university leaders to commit to a revitalization of democracy and to energize the charge of becoming more responsive to the needs of communities.

Two years later, Campus Compact directed its efforts towards supporting midlevel administrators and staff responsible for community engagement programming. As it sought to raise the visibility and importance of civic education at the leadership levels, it also recognized that no clear roadmaps existed for the implementation of strategies to effectively change institutions. To that end, Campus Compact published a set of guidebooks on the establishment of community engagement or service learning centers. These guidebooks claimed that the best way to support community engagement was through the creation of offices within campuses that could support and facilitate community engagement programming.

At the end of the 1990's, additional entities, programs and initiatives emerged to support institutions externally, but also signifying the rallying interest in the field. Examples of these

include Imagining America, Project Colleague, Project Pericles Outreach Scholarship

Conference (now Engaged Scholarship Consortium) Coalition for Urban and Metropolitan

Universities, and the New England Resource Center for Higher Education (Fitzgerald &

Primavera, 2013, p.5; Hartley & Saltmarsh, 2016). It was clear that building national coalitions

of higher education institutions supporting community engagement was seen as a strategy

towards a paradigm shift.

Further evidence of this shift was seen in the significant publications that circulated

among academic institutions to turn theory into practice (Welch, 2016). The titles of such

publications illustrate the evolution and focus of the conversation at the time, spanning into the

early 2000's.

→ *Service-Learning in Higher Education: Concepts and Practices* (Jacoby, 1996)
→ Service Matters: A sourcebook for Community Service in Higher Education (Mareth, Smith & Kobrin, 1996)
→ *Common Fire: Leading Lives of Commitment in a Complex World* (Parks Daloz, Keen, Keen & Daloz Parks, 1996)
→ *Successful Service-Learning Programs: New Models of Excellence in Higher Education* (Zlotkowski, 1998)
→ *Colleges and Universities as Citizens* (Bringle, Games & Wergin, 1999)
→ *Where's the Learning in Service Learning?* (Eyler & Giles, 1999)
→ *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice and Future* (Stanton, Giles & Cruz, 1999)
→ *Assessing Service-Learning and Civic Engagement* (Gelmon, Holland, Driscoll, Spring & Kerrigan, 2001)
→ *The Politics of Civic Engagement* (Boyte, 2002)
→ *Building Partnerships for Service-Learning* (Jacoby, 2003)
→ *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (Colby, Ehrlich, Beaumont & Stephens, 2003)
→ *Introduction to Service-Learning Toolkit* (Campus Compact, 2003)

Figure 1.2. Selected list of publications between 1996-2003. Adapted from Chronology of Key Events and Publications (Welch, 2016, pp. 11-15).

The focus was on validating service learning as a pedagogical practice in higher education and further connecting it to citizenship and society. The research also focused on the need for the development of community partnerships and the practical tools for integrating this new approach to education in higher education institutions.

Other indicators of the growth in service learning and community engagement were instances when major entities featured service learning in their publications. During this time, the American Association of Higher Education launched an eighteen-volume set on service learning in the disciplines (edited by Zlotkowski in 1997). Also, the full issue of *Academe* was devoted to civic engagement and higher education in 2000.

In sum, civic engagement and service-learning strengthened as a movement and became more widely adopted. Higher education institutions responded to calls to action to contribute to society in meaningful ways, and various internal and external actors contributed to this growth. After this pedagogical stage, the professionalization stage followed as depicted in the cycles of higher education (Figure 1.1.). This professionalization stage is what I call the institutionalization phase of community engagement in higher education.

From Pedagogy to Institutionalization

After the first wave in the evolution of community engagement in higher education from 1980 through the beginning of 2000, it was evident that service learning would continue to be relevant. At the same, critics held that the movement had not had the impact on citizenship and impact on society as initially envisioned. In the mid 2000s, the same calls for action persisted citing continued decline in civic participation which was attributed to various factors that included the loss of public institution's sense of public purpose (Macedo et al., 2005; Mehaffy, 2005).

American Democracy Project

As a result, by the mid 2000's, the focus turned to the role of institutions and their organizational capacity to support, improve and grow the implementation and impact of initiatives aimed at increasing community engagement and citizenship. Additional entities emerged, one of which was the American Democracy Project launched by the American Association of State Colleges and Universities. The project was a network of state colleges and universities that made it their goal to graduate students with the civic knowledge and skills to participate in American democracy. This network launched one of the first initiatives that emphasized the importance of institutionalizing efforts to ensure longevity and impact.

The next significant initiatives that impacted the community engagement movement were the President's Honor Roll for Higher Education Community Engagement and the Elective Carnegie Community Engagement Classification. Both were established in 2006.

President's Honor Roll

The President's Honor Roll for Higher Education Community Engagement, administered by the Corporation for National and Community Service (CNCS), recognized higher education institutions that demonstrated commitment to civic engagement through a series of indicators that emphasized the documentation of student service-learning and community service hours. Service-learning was also reported with the number of students who completed more than 20 hours at a given time, in line with research that supported this number to be significant for learning and impact (Gassman, 2015). Other indicators included staff support for community engagement, number of courses integrating community engagement, and faculty involved in teaching such courses (President's Honor Roll, n.d.).

Some of these indicators were modified over time to reflect changes to best practices in the community engagement field, in addition to changes in U.S. national service and community engagement priorities. The last iteration of the honor roll application was published in 2016 and abruptly ceased to exist when a new White House administration took office and eliminated a number of government programs. However, during the time of its existence, it shaped the manner in which institutions collected data to document community engagement and impact. The Independent Sector's formula for the value of the volunteer hour was used to translate what student hours equated in terms of economic impact (Value of Volunteer Hour, n.d.).

The Honor Roll was a useful recognition program to elevate the profile of community engagement among institutions. It effectively motivated institutions to inventory participation in their respective campuses and to engage in practices that would increase awareness and participation. It also served as an early tool for assessment and communication tool of public engagement.

Carnegie Community Engagement Classification

The Carnegie Community Engagement Classification is the only classification offered through the Carnegie Foundation for the Advancement of Teaching that is elective or optional. Other classifications are based on higher education institutions' snapshot data, but the community engagement classification is a designation, similar to an accreditation, institutions may earn as an endorsement of their community engagement efforts. The Carnegie framework is modified between application cycles, adding to the framework expected improvements from institutions to demonstrate increases in their commitment, resources and quality of programming. Its purpose is to help institutions inventory, document, and plan around the application's dimensions and indicators.

The classification has garnered popularity and prestige over time and as of 2020, 350 institutions had secured the designation. To earn the designation, institutions must present documentation and evidence of the existence, growth and plans for improvement in a number of areas. For the purposes of this study, I focus on this framework to define what an engaged institution is. The framework asks for evidence of institution commitment as expressed in the mission, strategic plan and accreditation documents, but also in the form of a resource that support faculty, students, staff and the community. All documented efforts are also expected to be campus-wide and systematic.

The framework also includes a significant section dedicated to faculty. In this section, institutions must demonstrate how they support faculty who integrate community engagement in their courses and/or engage in community engaged scholarship. The last iteration of the classification in 2020, asked for a listing of community engaged scholarship examples produced by faculty from the institution. The framework also required evidence of the inclusion of community engaged scholarship as a recognized, rewarded and legitimized practice in tenure and promotion guidelines. This faculty domain in the framework has evolved over time reflecting the importance, interest and necessary focus the faculty role in the institutionalization of community engagement and community engaged scholarship in higher education.

Summary

The community engagement movement has grown and become an integral part of higher education. It has emerged and deepened in response to public and societal needs and evolved from a focus on pedagogy to how institutions can increase their impact in society. Institutionalization of community engagement is geared towards ensuring its continuation with purposeful action and support for the institutional actors that can ensure its intended impact.

In the next section, I provide an overview of the literature on community engaged scholarship as it relates to faculty in the context of the institutionalization of community engagement in higher education. As the literature reveals, the faculty are critical to the preparation of student citizens but also in the cocreation of knowledge and its dissemination, central in institutions' pursuit to serve a public purpose (Driscoll & Sandmann, 2016). Themes in the literature cover the purpose of CES, CES models and criteria, faculty participation, faculty development and competencies, peer review and assessment, and the CES pipeline all in the context of its institutionalization within higher education.

WHAT IS COMMUNITY ENGAGED SCHOLARSHIP?

Community engaged scholarship is the academic field and mechanism in higher education through which faculty may engage in the discovery of knowledge while also producing knowledge that has public and community applications and benefits, and overall, the subject matter in this study (Barge & Shockely-Zalabak, 2008). When compared to traditional scholarship standards or the scholarship of discovery, community engaged scholarship (CES) has some of the same characteristics, but with additional criteria and benefits. Glassik (2000) proposes six standards that may be applied to all forms of scholarship, including Earnest Boyer's proposed forms of scholarship; these are clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.

Figure 1.2 compares the scholarship of discovery and community engaged scholarship standards to illustrate how the research focus, rigor and process in community engaged scholarship adheres to set standards of traditional scholarship. This comparative approach helps qualify CES as a legitimate form of scholarship in academe and proposes that it be viewed as a true academic enterprise (Calleson, Jordan, & Seifer, 2005). Moreover, it also indicates that

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community engaged scholarship does not represent an alternative form of scholarship but rather an enhanced one with additional components and criteria.

Scholarship of Discovery vs. Engaged Scholarship	
<u>Scholarship of Discovery</u>	<u>Engaged Scholarship</u>
Breaks new ground in the discipline	*…and has direct application to broader public issues*
Answers significant questions in the discipline	*…which address issues of public or community significance*
Is reviewed and validated by qualified peers in the discipline	*…and by members of the community involved or affected*
Is based on solid theoretical basis	*…and practical and application basis*
Applies appropriate investigative methods	*…and is appropriate for the community context*
Is disseminated to academic audiences	*…and community or public audiences*
Makes significant advances in knowledge and understanding of the discipline	*.. and has broader impact in society or the public*

Figure 1.3. Community Engaged Scholarship contrast to Traditional Scholarship. Adapted from Scholarship of Discovery vs. Community Engaged Scholarship (Blanchard, L., 2015, p.13)

In an effort to discover new knowledge, research breaks new ground in a discipline and such discovery has direct applications to broader public issues. The research answers significant questions in such discipline while it also has relevance, and utility in the community and society. This research is reviewed and validated by qualified peers in the discipline, however, in community engaged scholarship, those who are also qualified to review such scholarship may include community experts who can speak to its relevance, utility and quality for public consumption and likelihood of impact. Such research must also be based on a solid theoretical foundation, connect theory to practice, and be able to be utilized as such. The investigative methods must be appropriate for the question and field but should also be relevant or appropriate

for the site, focus, and setting of the research. Appropriate methodology in community engaged scholarship may require elements of community based participatory research or a set of processes that first allow the researcher to approach the participants or community (if it is a human subject topic). Some of these methodological requirements are addressed to an extent in the set of competencies recommended for community engaged scholars in a separate section (Blanchard, et al. 2009)

Another important component is the dissemination expectations of scholarship where once reviewed, dissemination is crucial for in the scholarship of discovery and must be done so to appropriate audiences. When such scholarship is CES, it should be disseminated to both academic audiences and community audiences. This particular step requires additional scholarly writing products to ensure that the knowledge is comprehensible and useful by the audience it was intended for, be it academic, public, nonprofit, private or governmental audiences (Calleson, Jordan & Seifer, 2005). Last, the scholarship should advance the knowledge in the discipline and field, opening the door for additional inquiry and discovery. With community engaged scholarship, this advancement of knowledge should also advance community knowledge and have a meaningful relevance to social issues.

Defining and understanding Community Engaged Scholarship Challenges and Dynamics

Making sense of community engaged scholarship in higher education has not come without its challenges. Sandman (2008) uses a "punctuated equilibrium" theoretical approach to organizational transformations to describe the evolution of community engaged scholarship in higher education. Punctuations refer to "abrupt" or "discontinuous, historical "jumps" in changing organizations as the literature and its findings have revealed (p.93). I believe this is the case for two reasons. Most of the change that has happened over time, has happened at the

individual institutional level, hence the need to "institutionalize" this work. Secondly, many

institutions have had different starting points, motivations and organizational characteristics for

the integration of community engagement and engaged scholarship in their own operations

(research versus teaching institutions, private, secular, or faith-based, for example). Ultimately,

the institution is the primary home or the environment in which the faculty member must

function in and a principal site for change for the formation, development, and support for

community engagement and engaged scholarship (Barge & Shockley-Zalabak, 2008; Furco,

2010; Saltmarsh, et al., 2009; Sandmann, Saltmarsh, & O'Meara, 2008).

Since its origins in Boyer's Scholarship of engagement, community engaged scholarship

has presented definitional and operationalization challenges in higher education. Terms have

been both closely and broadly linked to CES such as public engaged scholarship, public

engagement, community engagement, civic engagement, community outreach, service,

community-based participatory research, service learning and even community development

(Doberneck, Glass, & Shweitzer, 2010; Holland, Powell, Eng & Drew, 2008; Moore, 2014;

Sandmann, 2008;). Some of these definitional challenges invited the creation of diverse

taxonomies and models to help identify what was meant by CES, what it looked like, and to

differentiate it from the overall community engagement movement (Sandmann, 2008).

Barker (2004) identified five emerging practices of the early 2000's – public scholarship,

participatory research, community partnership, public information networks, and civic literacy.

Holland, Powell, Eng and Drew (2010) identified six models of engagement from an

interdisciplinary standpoint that were community-based participatory research, public

anthropology and sociology, critical race theory, public dialogues, crisis disciplines and social

entrepreneurship. However, when Doberneck, Glass and Schweitzer (2010) conducted a study to

identify how faculty themselves were defining public engaged scholarship in their dossiers, they found fourteen different types of publicly engaged scholarship. The broader categories for these were publicly engaged research and creative activities, publicly engaged instruction, publicly engaged service, and publicly engaged commercialized activities.

Understanding and communicating community engaged scholarship has been cited as one of the primary problems in the tenure and promotion review process (Calleson, Jordan, & Seifer, 2005). However, as Seifer et al. (2012) state, the time when faculty are in the process of assembling their tenure and promotion packets is too late for faculty development. The institutionalization of community engaged scholarship calls for both an institutional effort to support and clarify what is meant by community engaged scholarship for the advancement of faculty in it, as well as a the building of capacity among faculty to be successful in the process (Seifer et al., 2012; Vogelgesang, Denson, & Jayakumar, 2010). Several studies have identified the disconnect between institutional values and support for community engagement and how faculty actually get rewarded through the tenure and promotion process (Calleson, Jordan, & Seifer, 2005; Doberneck, Glass, & Schweitezer, 2010; Driscoll, 2008; Driscoll & Sandmann, 2016; Ellison & Eatman, 2008; Saltmarsh, Giles, Ward, & Buglione, 2009).

To this end, efforts in the field have been made to aid in further operationalizing and articulating what is meant by community engaged scholarship. At its early stages, a large-scale effort was undertaken by Imagining America in collaboration with its member institutions to produce a report to serve as a resource for the promotion and tenure process in the arts, humanities and design (Ellison & Eatman, 2008). Similarly, Community Campus Partnerships for Health launched a series of national initiatives aimed at supporting faculty through the tenure and promotion process who engaged in community engaged scholarship work, while also

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supporting changes in the "system" (Seifer, et al., 2012). The Kellogg Commission on

Community Engaged Scholarship in Health Professions (2005) also supported the advancement

of this effort and produced a diagram that is now adapted and widely circulated to help articulate

and visualize the integration of the faculty scholarly domains that form community engaged

scholarship.

Integration of community engaged research, teaching and service

Community based participatory research

Practice-based research

Research

Teaching

Community Engaged Scholarship

Service

Community-based teaching and learning

Practice-based learning

Service-learning

Community service

Volunteerism

Professional or board service

Figure 1.4: Integration of Research, Teaching and Service. Adapted from Community Engaged Teaching, Research and Service (Seifer, Blanchard, Jordan, Gelmon & McGinley, 2012, p. 7)

CES is the integration and interrelationship between engaged research, teaching, and

service domains. This diagram illustrates how different typologies and modalities of community

engagement and community engaged scholarship have been closely associated, and at times,

used interchangeably. This diagram also demonstrates how there could also be degrees of

concentration or distribution in each domain in relation to the other two domains and where the

overlap among the three may be present.

Based on this diagram, community engaged scholarship takes the form of community-based participatory research approaches when more closely associated with the research domain. (Ortiz, Nash, Shea, Oetzel, Garoutte, Sanchez-Youngman & Wallerstein, 2020). Research may take place in community for social purposes and ideally with community input in order to address issues of community relevance. Similarly, where teaching has the strongest concentration, CES may take the form of service-learning where faculty teach the course with the integration of community-focused objectives. Community-based teaching and learning may also take the form of practice-based learning such as student teaching, field-based work, clinical engagement, and group consultation type of projects. Finally, where service has a wider spread of the diagram, this typically takes the form of clinical service (when health oriented) board service, faculty-led consultation, or activities where a faculty member's disciplinary expertise supports the community engaged activity.

What must be present in each typology is the engagement with community in a manner that is equitable and reciprocal in nature, where the community is both the recipient and contributor of the knowledge, and where students and faculty also contribute to the knowledge, serve, and receive teachings from community partners. This diagram is also helpful to note that there could be different entry points or degrees of concentration on any of the domains, but with an overlap with others. Ultimately, community engaged scholarship may take different forms, but must always include a scholarly product as part of the engagement.

The study of CES, faculty and institutions

As community engaged scholarship continues to become integrated in higher education, a number of studies have emerged to further explore how to strengthen its role in individual institutions. Initial studies identified the common challenges with the operationalization of the

practice in different fields, and how this translated into challenges through the tenure and promotion review process (Calleson, Jordan & Seifer, 2005; Cavallaro, 2016; Gelmon, Jordan & Seifer, 2013a). For this reason, additional studies have focused on faculty and on how institutions of higher education might better promote the practice and integration.

Over time, much has been learned about community engaged scholars or publicly engaged scholars. Some research has determined that it is often the case that more female faculty are engaged than male counterparts in some variations of community engaged scholarship, and that faculty of color have higher levels of this scholarly engagement as well (Antonio, 2002; Glass, Doberneck & Schweitzer, 2011; Turner, González, & Wood, 2008; Vogelgesang, Denson & Jayakumar, 2010). It has also been learned that some disciplines are more likely to be more supportive of, or conducive for community engaged scholarship, such as education, health sciences, and social and behavioral sciences when compared to physical sciences, business and even the arts and humanities (Abes, Jackson & Jones, 2020; Boyte, 2004; Doberneck, Glass, Schweizer, 2011; Doberneck & Schweizer, 2017; Vogelgesang, Denson & Jayakumar, 2010; Wade & Demb, 2009).

Faculty motivations and interests in community engagement, community service and community engaged scholarship have also been documented and studied with some limitations (Bauer, Moskal, Gosink, Lucena & Muñoz, 2007; O'Meara, 2008b; Ward, 2003). One study found interests in student development, disciplinary goals and interests in societal issues motivated their work. The same study revealed that a supportive culture for their work was viewed as helpful (O'Meara, 2008b). Another meaningful study revealed a number of factors that contributed to faculty motivations which included personal goals, experience, defined professional identity, confidence in their abilities, organizational and disciplinary contexts (Colbeck & Weaver, 2008).

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This study was as conducted a single institution among actively engaged faculty, and useful for my study (more on this later).

As tenure and promotion as the form of rewards structure has emerged as a barrier for faculty, research has focused on the operationalization of community engaged scholarship in the guidelines and policies themselves. Research has focused on language, terminology, parameters and how institutions have faced challenges in the process of changing language in meaningful ways (Foster, 2010; O'Meara, 2002; Saltmarsh, Giles, O'Meara, Sandmann, Ward & Buglione, 2009).

Focus on research and strategic efforts have also shifted to supporting faculty directly and identifying how faculty might best articulate their scholarship when tenure and promotion guidelines do not explicitly support CES (Bruner, 2016; Franz, 2011). For example, studies have found that faculty may not fully represent or articulate their engaged work in their tenure and promotion packets, meaning they are spending time on these efforts and likely not receiving credit (Franz, 2011). At the same time, there is interest in ensuring that the practice continues to be properly evaluated for quantity, degree, quality and overall the reciprocal nature that it should embody while working with communities (Barge & Shockley-Zalabak, 2008; Doberneck, Glass, Schweizer, 2011; Glassman, Doberneck & Shwetzer, 2011; Jordan, Wong, Jungnickel, Joosten, Leugers & Shields, 2009). Faculty representing their work accordingly in disciplines is important, but also the ability of others in their departments and institutions to review and evaluate it accordingly (Gelomon, Jordan & Sefer, 2013b).

Research on support for faculty has also focused on building individual faculty capacity to engage in community engaged scholarship successfully. For example, a recommended practice for successful CES has been the intentional integration of research, teaching, and service

(Bloomgarden & O'Meara, 2007). Efforts have been made to develop frameworks to support faculty who want to strengthen their abilities and competencies as community engaged faculty and scholars. The competencies have been identified and include topics such as understanding CES theory and background, developing skills to work with diverse communities, mentoring other faculty, and the integration and articulation of their work in tenure and promotion dossiers (Jordan, Doherty, Jones-Webb, Cook, Dubrow & Mendenhall, 2012).

Interest has also been placed on the early development of faculty and graduate students before they enter the professoriate (Barge & Shockley-Zalabak, 2008; O'Meara, 2008a; Warren, Park & Tieken, 2016). The assumption is made that helping entering scholars develop these skills, will aid them in their role as faculty should they have the interest and disposition to engage in scholarship in this manner. In fact, Sandman, Saltmarsh and O'Meara (2008) propose an integrated model where the creation of academic homes for engaged scholars might be an approach to take, instead of expecting the entire institutional paradigm to shift enough to support community engaged scholarship.

Consequently, the focus of the field and research continue to be on institutions' ability to turn into environments that are supportive and conducive for community engaged work. In a comprehensive study, the perception of an institution's commitment to community engagement was significant for faculty engagement, even when personal characteristics, disciplinary culture and characteristics were accounted for (Vogelgesang, Denson & Jayakumar, 2010). Studies suggest that those institutions who have attained the Carnegie Community Engagement Classification, for instance, have made strides in this area (Driscoll, 2014). At the same time, there is still much skepticism around institutions' ability to provide a support system for faculty who

have made community engaged scholarship part of their scholarly agenda (Barge & Shockley-Zalabak, 2008; Saltmarsh, Giles, Ward, & Buglione, 2009).

To further the knowledge in this field, it is important to look closely at how institutions affect the manner in which faculty engage, and to what extent learning from faculty directly might inform how institutions might evolve to support them. As Barge & Shockley-Zalaback (2008) argue:

> It is important to recognize, however, that scholarship, whether engaged or more traditional, occurs within the context of larger institutions where traditions, values and constraints influence all forms of activity. To advance our argument for increased engaged scholarship requires us to examine opportunities and constraints within the academic institutions and professional associations in which engaged scholarship is more likely to be situated (p.259).

Many strategies have been deployed and continue to be tested, but as change is slow, and new generations of scholars enter the academy, there are many community engaged scholars who continue to form part of higher education's mission towards supporting a public purpose. This study supports that goal.

In the following chapter, I provide a contextual overview of the evolution that took place at a single institution towards supporting community engaged scholarship. This overview includes the role of a community engagement professional, and the role I played as practitioner involved in the institutionalization of community engagement. By explaining this context, I provide the necessary background that led up to the research study, purpose, design and methodological approach.

Chapter 2: The Community Engagement Professional and the Institutional Context

Community Engaged Scholarship, as an academic approach and practice, requires a paradigm shift in higher education institutions. It requires intentional changes at the organizational level that promote and support the awareness and use of community engaged scholarship. As chronicled in the previous section, the integration of community engagement in higher education has been as a result of various national and external pressures on higher education institutions, but the individual changes at the institutions have varied in extent, intensity and intentionality.

In this chapter, I narrate how a single institution engaged in this paradigm shift, what led to some of the changes, and what indicators were used to document this change. I present this chronicled account through the lens of a community engagement professional, in part responsible for some of the institutional changes. As I describe this evolution, I also share experiences and knowledge acquired over time that have given me first-hand knowledge of the institutional context, changes, strategic efforts, and current status. I parallel my own professional development to the witnessed evolution of the institution.

By sharing this account, I accomplish describing the institutional context relevant for understanding the study findings, and provide the background that has uniquely positioned me to study this topic with the methodology selected.

COMMUNITY ENGAGEMENT PROFESSIONAL

The term community engagement professional is relatively new in the community engagement literature. As I explained in the previous chapter, an expectation of proper institutionalization of community engagement included the support for and creation of a staff position to support the work. In some cases, these roles were filled by faculty with either course

release time or dual appointments. In other cases, this role was filled by hired staff. Most recently, Lina Dostillio (2017) and a number of researchers supported by Campus Compact, explored the role of the Community Engagement Professional and researched the competencies typically embodied by individuals in these roles.

Community engagement professionals are often responsible for the facilitation of community partnerships and outreach, and programming for students, faculty and community around community-based learning. They may also be responsible for coordinating faculty development and providing support for community engaged research. They are also often involved in clarifying the institution's community engagement mission and leading efforts around assessment, monitoring or tracking community engagement data institution wide. (Dostilio, 2016; Welch & Saltmarsh, 2013). Recently, the National Forum for Outreach and Engagement Officers described this role as having the "primary responsibility for advancing a university's community engagement, outreach, and public service agenda" and to "lead engagement and outreach offices in centers [as] directors or executive directors" (National Forum for Chief Engagement and Outreach Administrators, n.d.).

My role as a community engagement professional did not begin with a specific job description, professional identity, or mandate. However, after nearly two decades in the field, my role at the institution has included all of the job duties and responsibilities described. My role has evolved in conjunction with the field and the needs of the institution. To guide my work, I became part of a network, body of knowledge, community of practice and community engagement field that recognize the community engagement professional as a professional identity.

To describe my trajectory alongside the institution's evolution, I drew from experiences, task force reports, grant progress reports, observations, and various forms of historical data. I also utilized documented personal accounts captured through the development of three publications (Gonzalez, 2011; Gonzalez, 2019; Staudt & Gonzalez, 2011).

From student to professional

I have been in the field of community engagement for over 18 years and am currently the administrative professional responsible for directing a center for community engagement. This center, like many across the country, emerged as a result of a need to provide a structure to support community-based partnerships, grants and early community experiential efforts in 1998 (Welch & Saltmarch, 2013). It was first led by its founding director, a faculty member in the department of political science with a strong background in community-based research. An early adopter at the time, she employed an integrative approach to teaching, research and service, which is now recognized as community engaged scholarship.

I was employed by the Center after having first experienced a series of high impact practices (Kuh, 2008): service learning, student employment, and a community internship. This student-to-professional trajectory was not uncommon among the first generation of community engagement professionals (Dostillio, 2017). This early generation of staff was initially charged with logistical coordination responsibilities of community engagement, described as "seemingly falling on the lap of a graduate student" seeking to engage others (p. 3). I first began as a student assistant, but was eventually tasked with the responsibility of developing service-learning programming within my first year out of college.

At the time, in 2003, I had no knowledge about the community engagement profession and had no real understanding of the greater scope of responsibilities associated with this role. I

took the role, however, as one through which I could facilitate the engagement of others in the way that I had personally experienced and benefitted from. In the absence of a clear job description or professional guidelines, I approached the role from a community-minded perspective. I was employed by an academic institution, but my early experiences involved in-depth interactions with community organizations who I credit for my professional development.

Community as a learning ground: Foundation for community consciousness

In this section, I offer a number of personal accounts of specific experiences that contributed to my overall consciousness of the community, and the role that institutions had in impacting communities. The concept of "community" can seem broad and abstract when describing community engagement and community engaged scholarship. For this reason, and through reflection, I provide a number of specific learning experiences and examples. It is through these specific interactions with community that taught me about the importance of listening to community, recognizing my positionality as a community member and academic, and how contextual understanding of community is important.

Understanding of communities

The first experience was through an internship in an organization which focus was on economic development and affordable housing. My work in this organization was to study the financial behaviors of individuals living in *colonias* – unplanned settlements in the outskirts of our community (Ward, 2010). Through this research, I learned that about half of *colonia* residents did not have a checking or savings account, and that about the same number of people rented versus owned homes. Many of these residents also depended on non-traditional forms of banking institutions for their check-cashing, bill paying, and financial lending needs (Gonzalez,

2011). These non-traditional services came at a cost and defined for me what is meant by the phrase *it costs to be poor* (Bolton & Rosenthal, 2005; Aalbers, 2006).

I facilitated a number of focus groups in partnership with local community organizations with the purpose of learning what kind of loan products residents would favor if they were made available to them. The organization I was working with planned to develop alternative, affordable and non-predatory loan products for those who would not normally "qualify" for traditional loans. In one particular focus group, a participant interrupted the session abruptly and in what I perceived to be an accusatory tone yelling (in Spanish) "Bueno nos van a dar el prestamo, o que?" -translation: "Will you give us a loan then or what?" In my young and inexperienced age, I was first struck by the disruption and then by what I understood to be an accusation; she was exasperated with the line of questioning in the focus group session and was solely interested in getting the loan she needed.

We stepped outside the room while my facilitating partner continued the session as I tried to explain to her what we were trying to accomplish. I recall that exchange with some detail but with a different understanding. She was sweating, red and flustered. I was able to gather that she had foregone a day's wages in exchange for the opportunity to secure a loan. What I didn't understand at the time was that somewhere in the process of recruiting her to participate, it had not been made clear what her participation entailed.

It wasn't until years later that I realized I had been part of a research process that led to a woman having been negatively affected by our effort to "do good." I failed to understand at the time, missing wages for a day would likely affect her ability to pay her bills or food. I also realized her reaction was likely as a result of the stress that many families experience when their

wages fall below poverty lines, have no assets or financial security, and are always one car

trouble/health challenge away from financial insolvency (Aalbers, 2006).

This particular experience anchored a discomfort and awareness in me that is often

observed in service learning or community practices, where the role of the individual providing

the service, in an effort to gain personal knowledge, may not realize positions of power or the

potential for negative impact in the community. Context is not fully articulated as part of the

experience for students sometimes, and what is initially viewed as a positive intervention from

universities, turns out to be more harmful and inappropriate (Butin, 2003; Tilley-Lubbs, 2009).

Boundary spanning and community consciousness

In my early years at the university, my position was grant funded to provide technical

assistance to small, locally funded nonprofit organizations. In this role, it was my job to help

determine and assess organizational needs of partnering organizations, and to supply training and

technical support to address these needs. I served in that role for a couple of years, and my time

was primarily spent off campus and in the community. This particular dynamic gave meaning to

having one foot on campus and one in the community, where community engagement

professionals work to reconcile both the needs of the community while also representing the

interests of the university. This practice is also one when community engagement professionals

must translate and communicate between settings and act as boundary-spanners (Weerts &

Sandmann, 2010; Miller, 2008).

In this role, I worked with organizations across the U.S.-Mexico border in Ciudad Juarez

where I immediately learned and witnessed how money stretched so much further in Mexican-

based organizations than in the U.S. I learned about different forms of community-building

where communities with less resources optimized their impact when compared to some of the

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U.S.-based organizations. In my technical assistance supporting role, I was also responsible for facilitating cluster meetings intended for organizations from both sides of the border to come together to exchange ideas and resources. I witnessed rich discussions and cultural exchanges through the negotiated use of English and Spanish languages in the process.

Having been born in Juarez but primarily raised in El Paso, Texas, I became fluent in both English and Spanish, and often served as an interpreter. I found myself reflecting on my own language use, understanding, and ability or inability to effectively convey the spirit of all messaging. I also realized that even though I grew up in the geographical area, surrounded by the different cultures, I still had much to learn about the different communities represented at the table. I realized that my upbringing alone did not automatically afford me the knowledge necessary to truly understand the nuances of my community. A very real present awareness of words, interactions, contexts, meanings and critical perspectives is crucial to community engagement (Hernandez & Pasquesi, 2016).

Most of the time, being from the community was helpful to me and afforded me an ease with which to connect to community members. Other times, however, I experienced what it was like to be perceived as an outsider. Even though my role as a technical assistance provider meant I was there to serve and help organizations, the very fact that I was indirectly paid by their grant funder made my position suspect. In some settings, I experienced resistance and distrust. Initially, I believed some of my experience working with community organizations would automatically grant me the trust of other organizations, but instead, learned that trust is built one organization, one set of community leaders at a time. I also came to realize and learn about the role that perceived and actual power dynamics play in such relationships (Hardy & Philips, 1998; Bringle & Hatcher, 2002; Head, 2007). As a representative of the university and the funder, I had

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to acknowledge that this fact placed me in a different power position. I wanted to be seen as an insider and member of the community with good intentions, but in reality, I could not be seen independently of the institutions I represented. This was not an easy concept or dynamic to personally reconcile, but the lesson was important, and one I had to work though as I continued to grow in this role.

Ways of knowing

As I continued through my experiences, I was also given healthy dosages of humility. There were many times when I came to the table with "solutions" found in books and learned through my research, only to see that solutions and answers had already been found by the group. Other times I felt an approach or solution I proposed was better based on my academic experience and research, only to be confronted with a differing opinion or opposition based on insights from individual experiences from community leaders. One such instance was at a time when I worked with an organization on conducting a community needs assessment. The community organization employed true community-based participatory research principles, and hosted community meetings involving multiple stakeholders.

In this process, there were times when we (technical assistance providers and members of the university) would insist that certain questions would be better analyzed through quantitative methods, only to be scolded (I say that affectionately), stating that our methods needed to be adjusted to the needs of what people wanted to know. In a few words, our community partner pressed the classic tension between qualitative and quantitative studies in the academy, making a case for what we gain and lose from the use of quantitative versus qualitative measures (Firestone, 1987). In that discussion, this leader emphatically advocated for the richness a qualitative approach would offer in the process of listening to the community.

In the end, we had to work and negotiate together to develop the best instruments that would allow us to achieve the common goal. Through this process, community organization leaders taught me the value of listening to various points of view in conceptualizing approaches to learning and knowing. They helped me realize what it takes to work collaboratively in different settings for shared purposes. These experiences also taught me about the process of developing trust, and the type of personal commitment to the process that is required to truly become a member of a community team. I am pleased to have experienced the reward for the laborious process when the goals were achieved and the ownership was shared.

Summary of experiences

I offered these specific experiences to elaborate what it means to engage in the community and the importance of intentionality. These experiences allowed me to see, firsthand, the process involved in learning, developing trust, understanding community needs, working with others, and the ethics of not creating unintentional harm (Bringle & Hatcher, 2002). They have informed my practice in the development of partnerships, reminding me of the ethical standards involved in community engagement. Last, these insights provided me with the experience to understand much of what was shared by study participants. As revealed in the study, many of these principles and dynamics were experienced or referenced by faculty engaged in the community.

COMMUNITY ENGAGEMENT AND THE UNIVERSITY

As the community engagement professional at my institution, my function evolved into the various roles and responsibilities attributed to engagement professionals in today's landscape (Dostilio, 2016; Van de Ven, 2007, Weerts & Sandmann, 2010). My introduction to community engagement began in the community, but as I moved into a leadership role at the Center, I had a

different responsibility to the University. Over time, I focused on building community

partnerships, curricular programming, faculty development, and in informing the overall

direction of community engagement and its institutionalization. Learning how to do this,

however, required a greater understanding of higher education institutions. My evolution as a

professional can be compared in parallel to the evolution of the community engagement field in

higher education as described in Chapter 1.

Learning the practice

In the beginning, I was the sole full-time staff member at the center. I began with the

support of one graduate student, two work-study student and small grants to manage. I had

minimal infrastructure and no reference of what I was supposed to do in my capacity. To learn, I

searched for relevant networks and resources. At that time, the University was part of the Texas

Campus Compact (no longer in existence today) which was an affiliate of Campus Compact. As

explained previously, Campus Compact was one of the early networks of institutions focused on

supporting the community engagement movement in higher education.

In 2004, I participated in my first Campus Compact professional development workshop

where I was formally given an introduction into the profession in the form of a retreat geared

towards community engagement and service-learning directors. It was a three-day workshop and

participants represented a range of experience in the field between days and 5 years. I was

equipped with a binder that included sections for topics such as service-learning basics, mission

alignment, funding, assessment, service learning in the different disciplines, and faculty. There

were a number of case study scenarios in the faculty tab aimed at helping staff describe a model

by which faculty could integrate their teaching, research and service through community

engagement. The intent was to help address issues of concern where faculty viewed the community engagement trend as an "add on" to their work.

It was at this workshop that I was also introduced to many of the challenges faculty face when working to balance the demands in higher education. I learned about the tenure process and how each university, college and department might have different expectations of productivity. I learned the phrase "publish or perish" to help explain the stress or socialization pressures that some faculty experience in the academy (Jacobs & Winslow, 2004). In the context of service learning, I also learned the phrase "from skeptic to proponent" used to describe faculty who could be "turned" to proponents if provided with the support for integrating community engagement into their courses. I was taught from toolkits developed over time in an effort to support the integration of community engagement in higher education (see Chapter 1).

At that time, service learning seemed to be the practice and the term with most promise and momentum for faculty adoption in the academy. There was still debate around the term, its use of the hyphen (the hyphen was to signify an equal value between service and learning, but grammatically, individuals had a problem with it), and what ultimately differentiated it from volunteerism, community service, field work and practicums. Though this may seem to be small detail, it is indicative of how defining terminology is often an area of interest and concern. Distinguishing among practices has been imperative, be it at the student engagement level, or more importantly, at the faculty engagement level.

Another component of importance raised at the training was the issue of identifying potential research publication outlets. At the time, the first peer-reviewed journal for community engagement was the Michigan Journal for Community Service Learning. The existence of this journal was helpful for learning about the different models of engagement adopted across the

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country, and to further legitimize the practice in the growing academic field of service learning and community engagement.

After this training, I went back to my institution with the mission to institutionalize and further establish service-learning practices that were sustainable at the University. Similar to my experience in the community, it was not until I actually engaged in the practice that I learned about the intricacies involved in actually making this happen. Learning about the strategies and concepts was very helpful, but there were a considerable number of factors to learn and consider in this pursuit.

Institutionalization

Institutionalizing community engagement at a university initially meant making community engagement an integral part of the curriculum, with widespread adoption by faculty, and support from the institution for the center and its programming. Over time, institutionalizing community engagement became something much greater in purpose, informed by national trends in community engagement. My institution reflected the pathway described in the cycles of higher education, with influence from the national efforts to involve higher education institutions (especially public ones) in their response to social needs.

First decade and external support

Prior to taking on a leadership position at the center, the Kellogg Foundation had funded its establishment along with start-up funds for programming. The funding had been used for faculty support to redesign their courses to include service learning, and for student community internships like mine. This grant ultimately created the foundation for the center and prompted the beginnings of engagement practices at the institution. After the project period, however, the

programming was not sustainable, and it is at that time that I found myself exploring options for programming in the absence of such funds.

At the same time, we continued to seek external funding to support programming leading up to receiving a 3-year coveted Community Outreach and Partnership Center (COPC) grant through the U.S. Department of Housing and Urban Development (HUD). This grant led the Center to take on community and economic development programming in partnership with community organizations and public entities.

Seeking external funding was not ideal, but it was always our intention to translate community-focused grants into opportunities for faculty and student engagement at a larger scale. However, through experience, I learned that these types of grants required specialized engagement from a number of faculty members at a given time in the scope of the project and that they were not always the type of opportunities that formalized programming that could continue beyond the grant period.

Through the COPC grant, we established a policy think tank and offered policy roundtable discussions with community stakeholders and field experts. We were responsible for establishing a nonprofit resource center for the community to address technical assistance needs and a women's fund organization to support the educational needs of women in the community. Research for the latter had been accomplished during the earlier Kellogg funding period in partnership with a local women-serving organization, and in collaboration with a number of faculty members and their service learning courses.

Students were involved in the formation of the organizations and the policy think-tanks, but the majority of the work was performed by the center staff and its faculty director. All these efforts yielded impactful outcomes and results, but once again, it was difficult to sustain all

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efforts established beyond the project period. The mission of the center had been to engage students and faculty in the community in community-based teaching and learning opportunities, yet the staff were doing the majority of the work directly, rather than facilitating the engagement.

Shortly after the COPC grant, the center secured another Kellogg grant, this time with the commitment from the university to the funder to institutionalize the center. We challenged ourselves to develop programming that met community needs, facilitated the engagement of a larger number of stakeholders (faculty, students and community members), and engaged in strategic internal cooperation at the institution, to embed community engagement in the University's goals.

Through this grant, we also connected with a wider set of community organizations to learn about common needs and focused on developing engagement opportunities that could be fulfilled by the faculty who were already proponents of engagement. We also focused on further institutionalizing 20-hour service learning engagement models, as recommended by researched best practices.

Faculty recruitment was initially a challenge. We encountered many of the scenarios that I had learned about through training. Faculty had questions about legitimacy, logistics, liability, and about the potential challenges they might encounter. We had participation from tenure-track, tenured, and non-tenure track professors, initially highlighting the various challenges and demands each faced respectively. We also engaged faculty who already made it a practice to work with community organizations but had not previously known it to be considered service learning. Insights we gained about faculty engagement during this period of time would later inform our efforts and approach to faculty engagement and development in later years.

We had three years, the duration of the Kellogg grant, to identify the best ways to ensure that engagement and community engagement participation could be sustained. In Sustaining a University Engagement at Borders: Taking Risks in a Risk-Avoidant Atmosphere (Staudt & Gonzalez, 2008) founding director and I discussed some of the strategies we undertook to sustain the Center beyond its soft money operations. We explained and explored issues associated with institutions that may not inherently be prepared to adopt community engagement practices as a funded and integral part of its operations. We resorted to creative ideas, in the spirit of community partnership building, one of which involved the possibility of creating a center that supported both the institution and the community college. We found it logical to serve the same community through two institutions that also shared a large portion of their respective student body populations. At the time of publication, we anticipated moving forward with that strategy, but instead, experienced the economic downturn that almost unilaterally affected most in the U.S. that and the following years. Still novel, however, was the intent to fund a center by sharing the costs between two institutions that had to that point been unable to institutionalize community engagement.

The next strategy we employed was positioning the center closer to the Provost's Office by reporting to a different unit. Positioning the center at a higher reporting level in higher education institution implies an elevation of importance and value. To do so, the founding director stepped down in order to reclassify the director position into an administrative professional one (instead of the equivalent to one third appointment of a professor's time). This was a challenging and risky move to make. On the one hand, we could lose the weight of a center being led by a full tenured professor with a strong reputation at the institution. On the

other hand, we could also assume the bureaucratic administrative nature of operations might ease the institutionalization more effectively.

The move eventually opened up opportunities to form additional partnerships with other units and departments at the university, further mainstreaming the center at the core of the institution's operations. The transition included full-time support for my position as director, previously funded in part by soft money. This freed up my time to secure additional grants while building up the programming of the center.

Carnegie's Community Engagement Classification

After the first decade of the center and its institutionalization efforts, the University prepared to secure the elective Carnegie Engaged Institution Classification of 2010. The process for preparing the application typically involved, at a minimum, a year-long process of data collection and documentation of campus-wide efforts. As described in Chapter 1, the application was, and is, an inventory of indicators that demonstrate the institution's commitment and support for community engagement. The 2010 application was the third cycle of the designation first established in 2006, and mostly required descriptions of evidence for approximately 40 indicators, and quantitative data with regard to student and faculty participation.

This first application was an important benchmark for the institution. It was important and meaningful that it successfully earned the designation due to its efforts around community engagement across the campus. It is also important to note, however, what the application process itself revealed about its progress and the efforts that were still necessary in the future for the effective institutionalization of community engagement. As a matter of best practice, it is recommended that the application process be completed by a committee or a representative group from the institution. What happened instead, was that I completed the application as an

individual actor with knowledge about community engagement at my institution, with little to no input or participation from others on campus. Essentially, there was enough engagement to document through the application process, but not enough awareness among leaders and units to recognize it as an important designation at that time. In fact, leadership signed off on it, but when it was announced that the university was among the institutions successfully recognized, it was almost a non-event.

I attribute this not to the disingenuous commitment to community engagement by the institution. Instead, it was evident that the institution still had work to do to further mainstream the terminology across campus. The reality was that many at the institution engaged in the community because contextually, it was in alignment with the university's organic relationship with the community. The institution was grounded in the historical context of its community, reflecting in its student body, the community's demographics. Collaborating and partnering with community entities was a common practice among some faculty, it was simply not a common practice to report it or communicate it as community engagement to a central unit or individual. What was also not common was describing all community interactions under the umbrella of "community engagement" and in the context of the community engagement movement across the country.

Other benefits materialized as a result of the designation and the application process. Once the designation was secured, a few conversations ensued, especially among the deans. Since the application process had been completed with information that I, in my role and position, had been aware of, the application was not a full representation of the all the engagement that had taken place through the efforts of individual colleges or schools. Some deans expressed disappointment and disapproval that their unit's community engagement work

had not been reported in the application. Consequently, this process raised the awareness among leaders on campus about the importance of communicating and showcasing community engagement activity on campus. It eventually led to the institution's ability to work through collective efforts, with interest and contributions from various actors from the campus.

Change in leadership

In 2012, the institution had a leadership change at the provost level. The new provost came to the university with a background in health and was familiar with the classification. He was the first upper administration leader to give prominence to the designation and recognized the role and value of community engagement in higher education institutions.

At the time, the university was focused on increasing its research portfolio to reach R1 status. He recognized that the institution was uniquely positioned to accomplish this goal if it also increased its community-based research. He noted the institution's unique place-based mission as an asset and indicated increasing community-based research was possible through faculty community engaged scholarship.

To better understand the breath and scope of the university's capacity to engage further in community engaged research, he commissioned a task force on community engagement. The task force had two charges– to inventory what the university's level of engagement was (beyond what was originally captured through the Carnegie application), and to explore what and how "exemplar" institutions across the country approached community engagement efforts at their respective institutions.

I was a co-chair of this task force and I chaired the subcommittee on "exemplars." Through this process I learned about other institutions' organizational structures, resources, approaches to community work, and programming for faculty. Through this exercise I

specifically noted the emphasis put by others on establishing academies, institutes, incentives and rewards for faculty to engage in community engaged scholarship.

The taskforce concluded its work and presented the Provost with a report with 50 short and long-term recommendations under the categories of institutional organizational structure, assessment, community programming and input, faculty support, student programming, funding and dissemination. The top two recommendation were in the institutional/organizational structure category. The first was to establish a Community Engagement Council comprising representative members from across the institution responsible for elevating the profile of community engagement at the university. The role of the council would also be to coordinate strategies and make recommendations to support, strengthen and sustain community engagement across units in alignment with ongoing university-wide efforts. The second most important recommendation was to expand the focus of the center for community engagement and provide it with additional support. This additional support was envisioned to help in the implementation of many of the recommendations stated in the report which included specific efforts targeting faculty.

Seven years of progress

From the year 2013 to the 2020, at the time of this study, the institution achieved a number of set goals to further institutionalize, mainstream and support community engagement. The institution established the recommended community engagement council and re-organized the center to receive additional support and prominence at the university. A direct reporting relationship to the Provost's office was established, with ties for infrastructure support from Student Affairs (a well-funded division that could provide additional operational support for the Center).

As a result of these actions, the institution engaged in a number of regular systematic practices to enhance community engagement. The council engaged in annual strategic planning, making use of updated Carnegie Community Engagement Classification application guidelines to identify gaps in achievement for goal-setting and direction.

Assessment and tracking

The institution also began campus-wide data collection efforts modeled and informed by the Higher Education President's Honor Roll through the CNCS. This effort began in 2013 and continues to date. What has been learned through this data collection process is that there has been a significant increase in the numbers reported by various academic units. This is attributed in part to an increase in awareness around the definitions of academic, service-learning engagement, and other forms of engagement. The terminology and request for the distinctive forms of engagement have also incited dialogues in departments and colleges seeking to improve their ability to report on their community engagement success. In the span of 5 years, reported community engagement hours increased by 300%.

Faculty support and recognition

Another significant strategy that took place at the institution was the creation of faculty fellow positions for community engagement. These fellowships were established through the Provost's office as "in-residence" appointments at the center, structured with the intent to grow support for faculty community engaged research, in collaboration with the center director (me). Fellowships have had terms limits, but all fellows build on the work and accomplishments of previous fellows.

Through faculty fellows, the institution held faculty townhalls, workshops, institutes and launched a community of practice to raise awareness around community engaged scholarship.

Fellows were also responsible for proposed changes to the tenure and promotion guidelines, adopted by the faculty senate, that recognized community engaged scholarship as a legitimate form of scholarship in the research domain of the tenure and promotion evaluation process. Passing these changes through the faculty senate propelled additional discussions around community engaged scholarship.

Passing changes through the faculty senate was not as contentious as we initially thought. At that point in time, we had increased our awareness of who the engaged faculty around campus were and discovered a critical mass of them in both the committee and senate responsible for the approval of the changes. Over a few years, through the organized townhalls, community-based participatory research trainings, and the creation of the community of practice, we were able to identify a considerable number of faculty who were community engaged.

Faculty who participated in these activities also formed affiliations, especially through the community of practice. Three specific affinity groups formed (1) a group focused on sharing service-learning best practices, (2) a group focused on developing faculty capacity around community engaged scholarship, and (3) a group interested in advocating for community engaged scholarship in higher education and the university.

Based on the expressed faculty interests, we facilitated dialogues and trainings, and launched an effort to search for programming ideas and frameworks to support faculty development in CES. We drew from our research from exemplar institutions, brought experts to campus to give trainings, and as a result, launched a faculty institute with significant time requirements from the participants. The institute was modeled after the Blanchard, et al., 2009 competencies, which we expanded into 25 distinct competencies. These competencies generally focused on the history of community engaged scholarship, theory to practice efforts, community

awareness, scholarship integration, faculty mentorship, assessment and dissemination and communication.

Last, the institution established a community engaged scholarship award out of the President's office to recognize exemplars in community engaged scholarship at the institution. This award was accompanied by a modest monetary award, but the winner and finalists were publicly recognized at an annual event, also established by the President's office, to acknowledge engaged faculty and their community partners. This annual event was hosted at the president's home.

Widespread engagement

The progress that took place in the span of seven years was significant compared to the previous 15 years at the time when the Center had first been established. I attribute this to the overall growth in knowledge and awareness of community engagement in higher education. There were more tools, initiatives, frameworks and visibility around community engagement and community engaged scholarship. There was also more evidence of its inclusion in grants administered through prominent entities like the National Science Foundation and the National Institute of Health. Integration was also evident in accreditation standards for colleges and universities.

Over this period of time, engagement in courses increased by 18%, representing 28% of all courses at the institution, or 480. For the 2020 reclassification application, 50 departments out of 57 reported having at least one course that incorporated community engagement learning. There was also a 12% increase in the number of faculty who taught community engaged courses, representing 327 or 29% of the university faculty. The number of students who were taught in these courses also increased from 6,521 to 10,316, representing about 41% of the student body.

With regard to research, the institution also integrated Boyer's scholarship model into its online portfolio management system. For three years leading up to the 2020 reclassification, the institution captured the scholarly products faculty categorized as the scholarship of application or scholarship of engagement. By 2018, 350 products had been categorized as such. Research in the form of grants was also quantified to determine how much of the research portfolio was community-focused or engaged. It was determined that 88 or 17% of the research projects and grants had a service or community engagement component. Furthermore, this proportion of the grants made up 43% of the total portfolio value.

CONCLUSION

In this chapter, I have described the evolution of the community engagement movement as it materialized at a single institution. Explaining large-scale efforts at the institutional level was important to explain the complexity that is involved in operationalizing and institutionalizing community engagement in higher education institutions. I described the evolution of the institution from a small-scale pedagogical programming approach, to a professionalized and broader scale adoption. Through its wider adoption, the institution identified community engaged scholarship as a strategic avenue to further the institutional public mission and pursue its research goals.

I also offered an account of my own evolution as a community engagement professional, and an actor in the institutionalization of community engagement at the institution. I reflected and detailed examples of interactions and experiences to give color and meaning to community engagement. I shared the critical dispositions I learned and strengthened to inform may approach to my role, but also to explain the lens through which I view and comprehend community engagement.

Last, with this chapter I describe the backdrop and setting of this study and illustrate the environment as understood by administrators and institutional actors who have been involved in its evolution as a community engaged institution. Moreover, I define and explain what constitutes an engaged institution, and how frameworks have guided and informed how institutions employ strategies to sustain and support community engagement efforts. Consequently, in the approach to enhance and support community engaged scholarship, it is important to study precisely, and to the extent possible, how institutions may affect the way that faculty view and perceive community engaged scholarship. It is in this elaborate context that I seek to explore how faculty have come to understand, view, and engage in community engaged scholarship at an engaged institution.

Chapter 3: Methodology

As the literature reveals, community engaged scholarship as a scholarly field has grown over the last three decades and continues to develop as a distinctive scholarly approach. Terminology, examples, challenges and strategies have emerged to propel its role in higher education, but ultimately the individuals who are at the center of the practice and use of community engaged scholarship are faculty. Faculty not only design and direct their own research agendas and methodologies, but they are also the ones best positioned to explain or advocate for their research, mentor others to do similar work, and the ones who will exist through the ranks of higher education to evaluate and peer review others' scholarship (Franz, 2011; Seifer, Blanchard, Jordan, Gelmon, & McGinley, 2012; Vogelgesang, Denson, & Jayakumar, 2010). If community engaged scholarship is to become a more recognized and deeply institutionalized practice in higher education, and by way of that, contribute to helping higher education meet its public purpose, it is imperative that we continue to explore how faculty make sense of community engaged scholarship in the context of their respective institution.

Making sense of how faculty view and understand community engaged scholarship requires an exploration of how they define and perceive it as it relates to their role in higher education and the community (Franz, 2011). Exploring this role in the context of a higher education institution also means exploring how it relates to their role in their respective academic departments, colleges, education systems, and disciplinary fields. In this process, one must seek to understand what ultimately contributes to faculty interest, willingness or ability to engage in community engaged scholarship and what, if anything, would change that. Much has been learned about what systematically discourages and motivates faculty to conduct community engaged work broadly, this with the assumption that faculty already possess an understanding of

CES and some level of experience in adopting the practice. To gain a deeper more nuanced understanding, one must also learn how faculty make sense of community engaged scholarship while operating under known or unknown assumptions in their own institution. More specifically, while changes at various levels of higher education continue to demonstrate growth, one cannot assume awareness and understanding of community engaged scholarship will have reached many faculty members who may be interested or are already participating in some form of community engagement or engaged scholarship. As Doberneck, Glass and Schweitzer (2010) found, the understanding of community engaged scholarship is broad and is commonly reported in different forms. To effectively change the field, faculty must have a better understanding of what it is and how it is to be evaluated, recognized and articulated.

For this reason, I conducted this study to explore the answer to the question: how do faculty perceive and understand community engaged scholarship at a community engaged institution? Learning and understanding this perspective with respect to definition, context, policies, disciplines structures and overall individual perception of their own interest and ability to do so, will inform the extent to which institutions may be responsible for affecting those perspectives. By increasing our understanding, educational leaders can devote institutional efforts or resources towards the goal of incentivizing, supporting and motivating faculty to effectively do community engaged scholarship. The following is a description of my research study design.

PARADIGM

This is an exploratory study of faculty attitudes utilizing a constructivist grounded theoretical approach, one where the individual's reality can be explored in relation to a specific

environment (Girbich, 2013). The environment in this particular setting is an engaged institution in U.S. higher education ecosystem.

The grounded constructivist approach emerged as a post-modern approach to grounded theory. First, grounded theory assumes understanding of a subject will emerge from data sought and reviewed, and that this happens without first having a particular set of expectations as to what it will reveal (Charmaz, 1996; Morse, 2001). This approach typically leads to the creation of theory that helps individuals make sense of what the empirical data reveals. General characteristics of grounded theory include a focus on process and trajectory to illustrate stages or phases, documenting change and action through the use of gerunds, the existence of a "core variable" or category that ties the emerged theory of the stages and action together, and it is typically abstract nature but clearly connected to findings (Morse, 2001, p.1). Through this research approach, there is no testing of a theory, but rather one may emerge from the data that is gathered (Charmaz, 1996).

The constructivist approach to grounded theory by contrast assumes that the story or the information gathered from the perspective of the participants ultimately builds the reality or knowledge that they operate in or social constructions (Guba & Lincoln, 1989). This view of construction stems from an objectivist approach to data which argues that there is not one true reality, but rather that the perception of reality is socially constructed by individuals even when this reality may be shared by a given group (Guba & Lincoln, 1989; Jonassen, 1991; MacDonald, 2001). The construction of knowledge happens based on experiences the subjects have had and how they make sense of them.

In this study, I set out to understand and interpret the reality faculty have constructed through their experiences in a specific higher education institution. More specifically, I looked to

learn what perspectives faculty formed about community engaged scholarship by operating in an institution that is declared to be a community engaged institution. In Chapter 2, I elaborated the extent to which the institution went to strengthen, formalize, and permeate CES practices across the institution, and yet, one cannot presume that all faculty members became aware of these efforts or that they received them in a manner that would in any way impact their work or understanding of CES in general. Given the need to understand faculty perspectives in relation to a specific context, in this study, I directly explore faculty perspectives in relation to the described university's overall trajectory towards becoming an engaged campus.

Additionally, I also described my professional role as a community engagement professional at the institution. This was necessary as the constructivist grounded theory approach takes into consideration the role of the researcher in helping construct meaning in the grounded findings. It acknowledges the role and knowledge of the researcher and the interrelationship between the researcher and the participant(s) (Mills, Bonner, & Francis, 2006). While in all studies it is important to employ rigorous and effective methodology to ensure the data is not "contaminated" by potential research bias, this approach acknowledges the benefits of the knowledge in the subject matter that a researcher may bring to the study (Barge & Schokley-Zalaback, 2008; Mills, Bonner, & Francis, 2006). By taking this approach, the researcher may decipher nuances that would otherwise be missed in the data if the researcher had little to no knowledge on the matter. Similarly, this approach also permits the researcher to make of use of various sources of data. The researcher may rely primarily on interviews, for example, but also from observations made in the process. In the previous section, I described my evolved role at an institution that along with my development as a professional, was too evolving as an engaged

institution. This historical knowledge and experience positioned me to properly contextualize participant responses and expressed perspectives in relation to this specific environment.

SETTING

I designed this study to explore faculty attitudes and perspectives of community engaged scholarship as formed in relation to a single community engaged institution. To define and determine what an engaged institution is, I utilized the widely accepted and previously introduced Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. As introduced in Chapter 1, this classification framework includes indicators on the institution's overall commitment to community engagement and community engaged scholarship that range from the manner in which it presents itself through its mission, communications to how it practices this engagement in the form of curriculum, research and partnerships.

The engagement classification is not a static designation but rather one through which institutions demonstrate progressive growth and ongoing commitment to evolved necessary practices that sustain and promote the work. Community engaged scholarship-specific indicators include the infrastructure and overall support for faculty who engage in this form of scholarship. The university I selected to conduct my study in is designated as a Carnegie Classified Community Engaged institution and has a few to other characteristics that make it an appropriate to setting to conduct this particular study in.

Besides categorically being a community engaged institution, the institution of study, is also a research-intensive university, otherwise classified as an R1 institution. Institutions in this category meet a specific threshold of annual research expenditures and have particularly high expectations with regard to faculty research productivity. Research demands and community

engaged scholarship are often viewed as competing interests and typically require the institution to negotiate between its values, research expectations and what is ultimately rewarded through the tenure and promotion process.

Another characteristic that makes this institution a valuable setting to conduct this study is its context. It is a public institution set in a U.S.-Mexico border community, comprising a predominantly Hispanic student body of more than 25,000 students, with a clear mission to serve the region. The articulation of its mission and purpose support its role as an engaged institution with a community that has a clear connection to the institution. This articulation of a mission makes the setting more definable as a common environment where faculty operate and take cues and messaging from. It is also the type of dynamic that when juxtaposed against the research demands, make it necessary for faculty to reconcile what it means for their own trajectory in the institution.

FACULTY SAMPLE, CRITERION, AND RECRUITMENT

To study faculty views and understanding of CES in the context of an engaged institution, all faculty participants were selected from the same institution. Each participant also needed to meet three primary criteria (1) they needed to have a general interest in CES, (2) be tenured or tenure-track, and (3) they needed to have research responsibilities in relation to their tenure status. The rationale for these characteristics is as follows.

To have a constructed view of CES in an institution, faculty must have some level of awareness and interest in the topic. CES is not a mainstream practice and therefore it is possible that many may not recognize the term all together. If the faculty member has little to no knowledge of the existence of CES, no interest, or is simply dismissive of the topic, perception of its role within higher education and how it relates to the individual faculty member in the

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context of the institution, discipline, or department, may not have been formulated. This interest is also necessary as it may relate to a general intent to engage in the practice if the individual is not already engaged.

With regard to tenure and research responsibilities, given what is known about the challenges associated with CES in relation to institutional support and legitimacy concerns, this would not be as applicable to faculty who are not expected to produce research. Similarly, this would also not be applicable to someone who is not pressed against tenure and promotion expectations directly related to their scholarly portfolio

Having established the preliminary criteria for the faculty sample, I also designed a recruitment screening tool to help identify a maximum variation sample. A maximum variation sample is one where there is a wide range of characteristics represented in the sample. Patterns that emerge in such a sample can therefore be deemed more meaningful in depicting a particular phenomenon on or setting (Merriam, 2009). In this case, the setting or phenomenon are the faculty perspectives in the context of the engaged institution.

The screening tool (Appendix A) included questions to help me identify varying levels of tenure status, time at the institution, engagement level, interest in and familiarity with CES, demographics such as gender and ethnicity, and discipline and discipline home. I offered the "three cultures" in higher education that group academic disciplines under natural sciences, social sciences and the humanities for faculty to choose from (Kagan, 2009). It was particularly important to seek diversity in disciplines to ensure I did not interview solely participants from disciplines more closely aligned in practice and epistemologies with community engaged scholarship (i.e., social and health sciences). I also made use of "academic homes" to help

protect participants if their specific characteristics would make it possible or likely that their identity could be deduced.

To recruit the faculty sample, I e-mailed the screening tool in the form of an electronic questionnaire via QuestionPro. The request to complete the questionnaire was distributed via e-mail to two groups. The first group is a group of institution members who have participated in at least one community engaged scholarship related event in the last five years. Not all of the members are faculty or have research responsibilities, but it is the most comprehensive list of people with interest and engagement in the community at university. Since the study calls for individuals who have interest and are not necessarily expected to be experienced in CES, the second pool of faculty I sent the e-mail request to participate in the study was of interdisciplinary researchers. In the e-mail request I indicated my study's participant general criteria with the indication that this would help me generate a pool from which to select my study participants.

Thirty eligible participants completed the screening tool. From the pool of thirty potential participants, I categorized and sorted them first by tenure status. Nine were pre-tenure; 11 were post-tenure, ranging from 2 years to 10 years post-tenure; and 10 were more than 10 years post-tenure.

My target pool size was 10 to 12 faculty members, an appropriate sample size for a grounded theory study (Strauss & Corbin, 1998). To select and form the maximized sample variation, I first prepared a spreadsheet where I grouped all members of the pool by tenure status. I then highlighted or separated them out by level of engagement, where level 1 included 6 people who indicated they were "not engaged or minimally engaged," level 2 included 9 people who indicated were "somewhat engaged or engaged," and level 3 included 9 who indicated they were

"very engaged." After determining the levels of engagement, I looked for variety in discipline homes, followed by gender, ethnicity, and last, specific discipline.

Tables 3.1-3.3 illustrate the characteristics associated with participants per tenure status to help contextualize participant voices and perspectives in the analyses. Participants will be referenced per assigned pseudonyms as listed in these tables and I intentionally left out specific disciplines to protect the identity of the participants. Figures 3.1-3.4 depict the overall composition of the sample, overall variation of characteristics in the study, and the specific disciplines represented in this study.

Pre-tenured faculty

Out of the 4 pre-tenured faculty who were part of the sample, 2 were from the social sciences, one from the natural sciences, and one from humanities. More specifically, the disciplines represented by the four were theater, public health, psychology, and education. Three were female and one was male, three self-identified as Hispanic/Latinx and one as White. Three were somewhat familiar with community engaged scholarship, and one was "familiar." Two indicated they were "not engaged," one indicated being somewhat engaged and one "very engaged. Last, with regard to interest levels, two were very interested, one indicated being interested and one "somewhat interested."

Table 3.1. Pre-Tenure Sample Participants

Attributes of pre-tenure sample participants						
Pseudonym	Gender	Ethnicity	Discipline Home	CES interest	CES familiarity	CES engagement
Adam	Male	Hispanic/ Latinx	Social sciences	Interest	Somewhat	Not engaged
Yolanda	Female	Hispanic/ Latinx	Humanities	Somewhat	Somewhat	Somewhat
Lili	Female	White	Natural Sciences	Very	Somewhat	Somewhat
Mayra	Female	Hispanic/Latinx	Social sciences	Very	Familiar	Very

Early Post-tenure

Out of the early tenured faculty, the time at the institution ranged from nine to 16 years.

This group included three people, one whose discipline is within the humanities and two who

indicated that their discipline was not categorically in the humanities, natural sciences, or social

sciences, but in the "other" category. The disciplines represented by this group are Engineering,

Business, and English, with the latter representing Humanities. Business has at times been

categorized under humanities and in this case, the engineering discipline included aspects from

natural sciences, humanities, and even social sciences. This grouping also included two males

and 1 female, two Hispanic/Latinx and one White. Of the three, one was somewhat familiar with

CES, one familiar, and one very familiar. Two were "somewhat engaged" while another was

very engaged. Last, one was interested and the other two were "very interested."

Table 3.2. Early Post-tenure Sample Participants

Attributes of post-tenure sample participants						
Pseudonym	Gender	Ethnicity	Discipline Home	CES interest	CES familiarity	CES engagement
Eric	Male	White	Other: Engineering	Very interested	Familiar	Somewhat engaged
Natalia	Female	Hispanic/ Latinx	Humanities	Very interested	Very familiar	Very engaged
Anthony	Male	Hispanic/ Latinx	Other: Business	Interested	Somewhat familiar	Somewhat engaged

Post-tenure/Full Professor

Four participants held the rank of full professor and ranged from 16 to 30 years at the

University. This group included one person from humanities, one from social sciences and the

other two indicated their disciplines had "other" academic homes, one noting health sciences in

particular and the other Math. The specific disciplines represented are educational psychology,

math for social sciences, and communications. This group included 3 males and 1 female, three

self-identified as White and one as Hispanic/Latinx. Of this group, one indicating being "very

engaged," two as "somewhat engaged" and one as "not engaged." With regard to levels of

familiarity, two indicated they were very familiar, one was familiar and the other was somewhat

familiar. Last, two people indicated being very interested, one somewhat interested and on

interested.

Table 3.3. Post-Tenure Sample Participants

Attributes of post-tenure sample participants						
Pseudonym	Gender	Ethnicity	Discipline Home	CES interest	CES familiarity	CES engagement
Dave	Male	White	Other: Math	Interested	Familiar	Somewhat engaged
Norman	Male	White	Social Sciences	Somewhat Interested	Somewhat Familiar	Not engaged
Vincent	Male	White	Other: health sciences	Very interested	Very familiar	Very engaged
Karina	Female	Hispanic/ Latinx	Humanities	Very interested	Very familiar	Somewhat engaged

Overall sample distribution and characteristics

As previously mentioned, Figures 3.1.-3.4. illustrate the overall distribution of tenure,

status, gender, ethnicity, and disciplinary home of participants, Table 3.4 illustrates community

engaged scholarship interest, familiarity, engagement levels, Table 3.5 shows all disciplines

represented in the sample, and Table 3.6 lists other diversity attributes represented by the sample.

The other diversity attributes or characteristics emerged as result of the interviews. These were

not solicited from the screening tool nor were they used to select the sample, they are

nonetheless additional attributes of diversity that were volunteered by participants and self-

identified as meaningful to their shared perspectives. All of the following figures and tables help

illustrate the maximization of the overall sample.
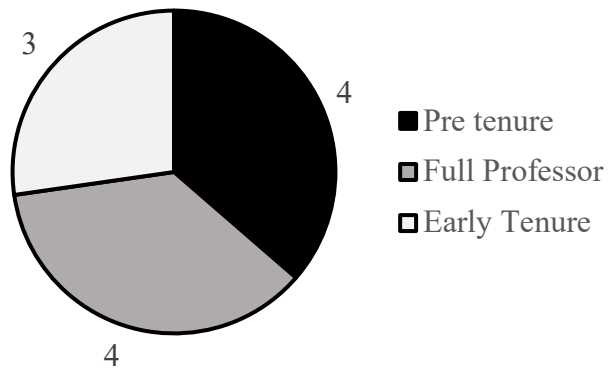
Figure 3.1. Distribution of study sample tenure statuses.
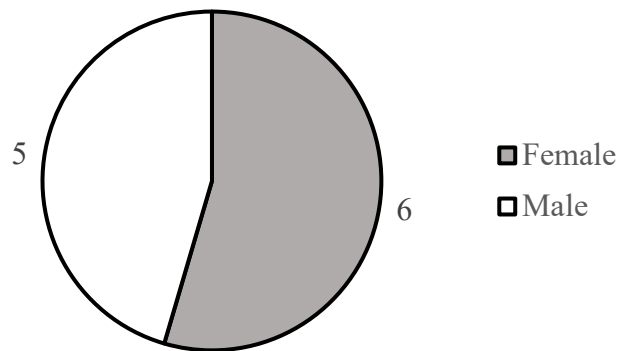
Figure 3.2. Distribution of study sample gender.
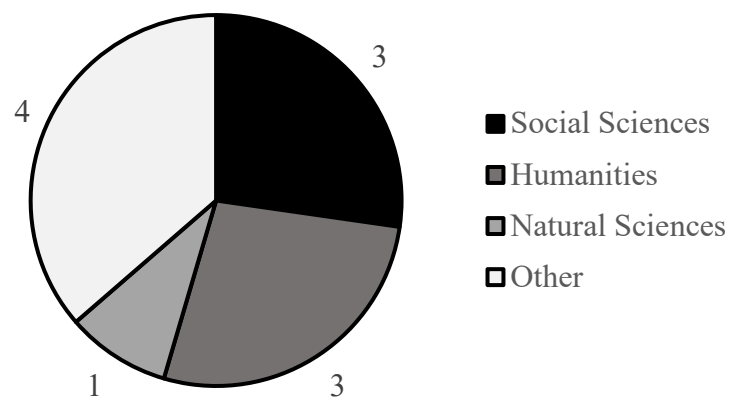
Figure 3.3. Distribution of disciplinary home among study participants.

Participants who selected the "other" disciplinary home came from Engineering, Business, Math and Health Sciences.
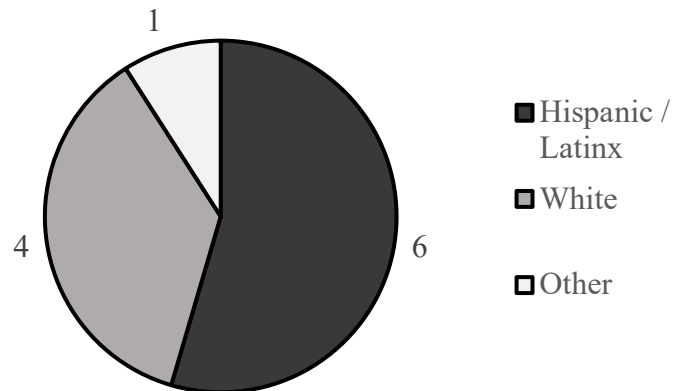
Figure 3.4. Distribution of ethnicity as identified by sample participants.

Table 3.4. Community Engaged Scholarship

Community Engaged Scholarship engagement, familiarity and interest levels.					
Engagement level		Familiarity level		Interest level	
Not engaged	3	Somewhat familiar	5	Somewhat interested	2
Somewhat engaged	5	Familiar	3	Interested	3
Very engaged	3	Very familiar	3	Very interested	6

Table 3.5. Disciplines represented by sample participants

Disciplines	
Cognitive Psychology	Kinesiology
Communications	Math
Education	Marketing
Educational Psychology	Public Health
English	Theater
Environmental Engineering	

Table 3.6. Other Diversity Attributes

Diversity attributes as volunteered by sample participants that had an influence in their community engaged scholarship views or engagement.	
Diversity attribute	Quantity
From surrounding community	4
International (not from U.S.)	3
Religious affiliation/influence	3
LGBTQUI Community	1
Disability	1

DATA COLLECTION

To study faculty attitudes and perspectives in an institution, I conducted semi-structured, in-depth interviews that lasted an average of 1 hour and 15 minutes. While interviews were semi structured, each interview included the questions as outlined in Appendix B. After each of the interviews, I prepared raw memo notes where I jotted thoughts of my impression of the interview, what I heard and what I felt was important to remember when analyzing the data. Given the grounded approach to the study and my role as the researcher in this constructivist approach, it was important I captured my impressions and observations after each interview

(Charmaz, 2006; Corbin & Srauss, 2008). In these raw memos, I also generated key themes or keywords that emerged from the interviews. Lastly, I noted preliminary impressions and analysis about the manner in which faculty made sense of CES in their own setting (Savolainen, 1993).

At the completion of all interviews, and since interviews were recorded with participant consent, I used the TEMI software and service to generate the first draft of the interview transcripts. To review and edit each of the transcripts for accuracy, I listened to each interview a second time giving me an opportunity to write down additional notes in the memos. This second round of notes allowed me to take into account all that I learned from having completed the interviews. Though I wrote a number of key terms and observations after each interview, some themes observations became more significant or "emergent" the more interviews I completed; this was certainly the case for the interviews I completed early in the process in comparison to the last two or three interviews I completed. Last, as I completed the transcript revisions, took the opportunity to highlight sections that I anticipated would be helpful to note in the coding process.

DATA ANALYSIS

Analyzing the raw memos was part of my analysis (Auerbach & Silverstein, 2003; Boyatzis, 1998; Smith & Osbort, 2008). To generate my nodes, I made use of the keywords and themes that emerged from my memos as part of an "open" or "initial" coding process (Charmaz, 2006; Corbin & Strauss, 2008). I then made use of NVivo12 software to code the transcripts. I employed eclectic coding where I simultaneously coded while making interpretations of the meanings of the codes for larger sections and paragraphs (Saldaña, 2013b). Through a number of coding cycles, I was able to organize themes and sub themes (nodes and sub-nodes) into four major themes as follows: (1) descriptors of the participants that seemed significant (these were

added to the sample attributes); (2) engagement, which included how the types of engagement models adopted by participants and motivations for such engagement; (3) institutional cues which included quotes associated with the institutional role or context in direct relation to my research question; and (4) general perspectives about CES which included a number of sub nodes. The perspective node comprised the most references which included challenges, definitions of CES, familiarity with CES, sources of understanding of CES (which often crossed with category 3), and "other" perspectives.

Once all my transcripts were coded, I generated different categories for organizing the data to present to an "expert panel." I employed the use of an expert panel as a measure of trustworthiness (explained below) but in the process of presenting my data and organizing it in a manner that would help others understand it, I was further able to consolidate and organize some of my findings.

TRUSTWORTHINESS

My "panel of experts" included seven faculty members, not part of the sample, from the same institution with expertise on community engaged scholarship in the context of the EU setting. This served as a form of members check and peer examination to ensure my interpretation and analysis of faculty perspectives did not raise inaccuracy or incompleteness concerns (Krefting, 1991). I facilitated the panel discussion via a virtual meeting platform at which time I presented my preliminary findings via PowerPoint. After presenting the data to the panel, I asked them to share what resonated with them, what did not and if there was anything that surprised them. I used this panel's feedback to review my analysis and help better articulate themes and make sense of the findings.

In addition to the panel of experts, I complemented my in-depth knowledge of the institution's engagement profile via the completion and review of the institutional 2020 Carnegie Community Engagement Re-classification process and application. The institution's level of engagement is comprehensively documented in this 79-page report through a series of institutional indicators. The application compiles data from across the campus, from various units, was completed by multiple contributors and it is not based on subjective perception, but rather specific evidence. I will make references to some of this data and documentation in the analysis sections referencing institutional indicators and cues as they emerged from the interviews.

POSITIONALITY

I have provided an extensive account of my role within the EU and how my own knowledge has evolved in conjunction with the overall evolution of the EU. I have unique understanding of what the intent behind much of the action taken by the institution has been. I am also very much aware that intent does not equal reality. The paradigm I am operating under accepts that there are multiple realities and that the reality that faculty are operating under may or may not be the same as that intended by the institution (Grbich, 2013). I approached this study with interest in learning what faculty from different disciplines, experiences, level of tenure and engagement have come to make sense of community ganged scholarship at the EU.

Chapter 4: Data and Thematic Analysis

In this study, I set out to learn what faculty think and perceive of community engaged scholarship, and how their perceptions influence their function and role as faculty members at an engaged institution. I wanted to understand how community engaged scholarship was something they engage with the kinds of dynamics that play a role in the process, with the acknowledgement that an institution comprises leaders, subordinates, departments, programs, and multiple organizational actors (Moore, 2014). As discussed in the methodology section, I first asked a series of questions that allowed me to have a sense of what faculties' experience was at the university, in order to gather an understanding of how they perceived CES and what kind of factors influenced their level of engagement.

My analysis organizes what was shared and articulated by the faculty participants in response to a series of questions. In this process I selected a number of quotes from different participants, followed by observations and connections among themes to present an interpretation of their perspectives and understanding. The themes under which I summarize this data and analysis comprise level of familiarity with CES, both as self-identified and as made evident in how faculty utilize the term; and overall understanding of CES as it relates to forms of community engaged research. The difference between the two themes is primarily based on how faculty have come to understand the CES and then how they utilize or make sense of it in the context of their own practices, disciplines and understanding.

After presenting an overview of their perception of community engaged scholarship, I describe participants' motivations for engaging in their respective form and understanding of community engaged scholarship to illustrate their choice for participation in the context of the institution. In that section, I review faculty expressed and inferred challenges. For purposes of this study, two major categories of challenges emerged: challenges innate to the establishment, development and nurturing of community partnerships in the context of community engaged scholarship efforts and challenges inherent in community engaged work in the context of a

university institution. As I explain in that section, not all challenges and barriers were directly attributed to the participants, yet in offering examples of experienced or perceived challenges, many of these challenges could be traced to specific institutional operations, functions and organizational culture.

Following this section, I provide an overall analysis of faculty perceptions in connection with the intuitional context. I describe how faculty have come to understand community engaged scholarship, and how that has been impacted by the institution. I present the cumulative effect of these findings on the tenure and promotion process. I analyze how terminology, distinct disciplines, institutional influences and the overall academic environment within the institution influence how faculty interpret the concept and practice of community engaged scholarship in relation to their success at the university.

In the final section, I describe other emergent themes. There were a number of unique findings that did not fall neatly in any one of the aforementioned categories but pointed to issues and concepts worth additional exploration. Some of these themes illustrate areas for further study.

FAMILIARITY WITH CES

When participants were asked to indicate their level of familiarity with CES, five out of the 11 participants selected "somewhat familiar" (the lowest level of familiarity out of the options provided), three indicated "familiar", and three indicated "very familiar." Most of the participants described their level of understanding conservatively or accurately, but not one overrepresented their understanding. When describing their own understanding of the term, participants referred to community engaged scholarship variously as "a bridge from lab to community" and a "cousin of social justice". Each individually related community engaged scholarship to the type of engagement or engaged research with which they were most familiar.

For example, some participants associated community engaged scholarship with teaching-oriented engagement, student community-based engagement, service-learning, scholarship of teaching, and practice-based teaching and learning. Others made connections between CES and participatory action research where "community" could extend beyond an education focus and others made key associations between CES and community-based participatory research (CBPR). All of these associations were made to various degrees. Most participants (Dave, William, Adam, Karina, Natalia, Eric and Yolanda) expressed they understood the meaning of CES as a practice and discussed knowing how some of their engagement activities comprised CES, while other activities did not. From this group, all but Natalia, who had originally expressed a high level of familiarity with CES, expressed a lack of confidence in their understanding of the term.

Mayra, who had categorized her familiarity with CES as "familiar," had strong associations with CBPR, primarily from her field and discipline in health. Eric, however, also related much of his understanding of CES to CBPR though his training was in engineering. CBPR has been one of the more widely adopted models of community engaged research, especially in public health (Holland, Powell, Eng & Drew, 2010). CBPR as a research practice holds commitments to community impact and ethical standard highly; both scholars made it clear they understood this and held the same commitments. Eric described engagement and community engaged scholarship as having three levels of partnership complexity described as follows:

> [T]here are different levels of engagement. So maybe at a basic level just trying to help people with the skills that you have offering services to the community. And then maybe at a medium level where you actually have some longer term collaboration with certain stakeholders in the community, empowering certain community leaders with knowledge so that you're helping them have a better understanding of the situation and then they can exercise agency and catalyze an organization or certain activities on behalf of their

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community. And then at a higher level, I guess from the academic perspective of them actually helping develop proposals and you know, peer review research publications where we're rigorously documenting the collaboration and co-developing research questions and methods to answer those questions and, and provide benefits and services to, or solutions to the community, but doing that in a formal academic research method.

Mayra did not necessarily separate CES from CBPR in the same way, but also indicated a commitment to contributing to new knowledge for the benefit of society. In her definition of scholarship, she determined the need to learn new knowledge in a "critical and objective way." When I asked her to differentiate between scholarship and community engaged scholarship, she added that the latter involved "engag[ing] community in that scholarship so they learn with you, what you learn with them," perhaps in the same fashion that Eric explains in level three.

As with Mayra, all faculty were first asked to describe what they defined scholarship to mean and then were asked to define (as a way to contrast) what community engaged scholarship was. Collectively they defined scholarship first by its most traditional components. They defined scholarship as being the process of discovery, empirical, peer reviewed with the existence of levels of selectivity in the process. It was also defined as scholarship that needed to support existing knowledge and where its dissemination was "the final step in the scientific model" (Eric). William, Adam and Karina indicated that scholarship was synonymous with research. Last, Anita and Karina suggested that scholarship was part of the professional profile or job of the faculty member.

Moreover, participants added factors they characterized as possibly outside the norm of scholarship but nonetheless part of how they perceived it. Anthony indicated that he considered his view of scholarship to be more "flexible" and Dave characterized his view of scholarship as "broad." Dave, for example, has produced scholarly products of community value that are beyond his discipline. For David, all elements of the scholarship process were employed in the

development of the scholarly products, but because they were "outside his field," he indicated that they may not quite "count" or be valued in the same manner as his other scholarly products directly related to his discipline. The issue of "what counts" is an issue I analyze further in later sections.

Another time in which a participant offered additional components to the traditional view of scholarship was when Karina indicated that scholarship is "useful" when scholarship has "practical benefits" and "is accessible to different audiences." Natalia similarly expressed that "someone needs to benefit from the scholarship" as a crucial component. In Adam's description of scholarship, he described it as research in alignment with his own values where it could be driven by and for communities, specifically citing particularly vulnerable communities and populations that he also self-identified with. Similarly, Yolanda described scholarship as a way for scholars to create impact through whichever mode was appropriate for their discipline (speaking from the perspective of coming from the arts).

Vincent discussed how he organized his community programming around his research interventions. He described how his research studies differed from traditional methods in his field where data tends to be collected for a short period of time. His approach, by contrast, involved working with longer periods of data collection in order to provide his study participants and stakeholders with more data. He acknowledged the larger investment of time but referenced the more meaningful benefits.

Lili expressed a similar approach or intention; however, she expressed that she was in a much more nascent stage of establishing her community project. She compared the challenges associated with designing and implementing treatment interventions for existing populations, to establishing a control environment, which can be a more commonly used intervention. Given her

interest and commitment to test treatments that could serve the vulnerable populations that she

wanted to help, her challenge often lied in sustaining participation throughout the duration of the

experiment cycle. She extended the use of scholarship to engaging in advocacy and producing

useful data to effectively inform changes in related public policy. Karina, Adam, Yolanda, Dave

and Vincent also described dissemination as a significant element in their approach to

scholarship that contrasts with traditional scholarship. For these participants, informing policy

and creating scholarship for a greater purpose was an essential component of their own

scholarship.

In one form or another, all participants indicated that they had an expanded view of

traditional scholarship. When asked to describe their definition or understanding of community

engaged scholarship, it was evident that their broadened view of scholarship made it possible for

them to embrace and develop an interest in community engaged scholarship. As I progressed

through the interviews, it became evident that although each participant approached community

engagement and community engaged scholarship differently, there were key indicators of

purpose and motivation that cut across all participants' views. In the following section, I present

specific participant views about community engaged scholarship as they understood it. In this

portion of the interviews, some of the interests, barriers, challenges and motivations began to

emerge as well as indicators of the initial and evolved understanding of the concept of

community engaged scholarship. Motivations, barriers and challenges will follow this section.

COMMUNITY ENGAGED SCHOLARSHIP AS A TERM AND CONCEPT

It was evident from how participants described their understanding of community

engaged scholarship that the term itself was not one that for which they had a thorough

definition. Their understanding of the term often came from their experience with or association

to the model of community engagement they were most familiar with – sometimes in connection with models most prevalent in their discipline. In a number of interviews, when I asked participants to first share their familiarity with the term and concept, they asked for definitions to ensure that they had a proper understanding of the term. In those instances, I explained that I was interested in their views of the term.

As evidenced in the literature, there is often a conflation of terms and practices that are generally associated with community engaged scholarship (Doberneck, Glass & Shweitzer, 2011; Ortiz, Nash, Shea, Oetzel, Garoutte, Sanchez-Youngman & Wallerstein, 2020). As I mentioned in the previous section, associations were made with the scholarship of application, scholarship of teaching, participatory action research, practice-based research, community based participatory research and advocacy related work. While there was a consistent connection with research, there was also a connection to service-learning or community engagement through teaching. When participants were asked about their knowledge and understanding of CES, most indicated that they became familiar with the term over time and through some type of exposure from the institution.

While none of the participants indicated that they were aware of the term "community engaged scholarship" prior to entering their existing academic institution, many had had some level of experience or exposure to some form of community engagement or related practice. Mayra explained that at her previous institution, she had participated in community engagement programing geared towards faculty. Her view of the term and practice in the context of that institution was what she characterized as something she was interested in but also viewed, to some degree, with a level of skepticism. She also explained having once viewed "community engagement" as a buzz word or term to indicate that it was a "fashionable" practice at that time.

Dave had similar sentiments with regard to practices or priorities that are sometimes elevated or highlighted by institutions at different points in time. He also shared these thoughts with a level of skepticism about the true reasons behind how things are promoted in institutions. Speaking of engagement, he said the following:

> …it's telling that you know that things matter only if it translates to money or rankings and reputation ... Now, ironically, the community engagement stuff perhaps is now at a higher footing than teaching because there's a way to get ranking buzz from that, Carnegie or money. And so for that reason alone, now that's the hot thing.

The role of money, rankings, prestige, image and institutional priorities is something I discuss more in depth in a later section. Nonetheless, it is important to highlight that some of the connections made with the community engagement term are drawn to an extent from experiences with other initiatives that institutions at times promote. In some instances, community engagement and community engaged scholarship have been viewed as a temporarily popular concept or passing fad.

A similar connection can be made by Karina's view of the term, although she did not characterize it from a skeptical perspective. She recognized the use of the term as useful when communicating with leadership and colleagues in her college who shared common practices around community engaged scholarship. While she primarily characterized her scholarship as practice-based research, she recognized the manner in which it could also be viewed as community engaged scholarship. Most of her work was grounded in social justice values and while not all of her scholarship involved community, the majority of her experiences, teaching and research portfolio had practical connections to community issues. When I asked her about her terminology of choice in describing her work she indicated "Oh, I don't mind the word at all. It's just not something I've thought of to use, I guess until maybe recently. Probably in talking to you today, I'll probably start using it." When I asked her whether she found it of any

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consequence or not to use it, whether she found a drawback to its use, she answered the following:

> No, I mean, I think at our college it is [of consequence]. So maybe you know, in our college, if I were talking to our dean or [colleague] or some of the folks that I know, maybe it's because like in our discipline, I don't hear the term. And so I don't use it because I'm not sure that people would know it. But because in our college we're hearing it and we're on this committee and there was a lot of emphasis on that term, I would probably use it more there because there would be more of a shared understanding of what that means.

Similarly, the majority indicated that as they became more aware of the concept, they realized they may have engaged in the work before, not having known what it was called. For example, Lili explained that what she now understands to be CES was simply treated as research or scholarship at her previous institution (one outside the country) that had a public health benefit. At her previous institution, it was not novel to pursue research interests that had a public benefit but rather an expectation. She felt it was instilled in her by her mentor that her scholarship needed to help people in order for the scholarship to matter. Once in the U.S., Lili indicated that much of her familiarity with the term came from her college dean. She described a number of instances her dean had made references to the term and in connection with Ernest Boyer's definition of scholarship (1996a; 1996b). As a professor, early on the tenure-track, she related that this made an impression on her. She derived the understanding that she could describe her community engaged work with this terminology.

From a different perspective, four professors' (Natalia, Dave, Vincent and Anthony) connection with the term initiated from practicing service-learning or field-based learning as a teaching method. Three of them published on this practice from a teaching perspective. Vincent, whose research and community programming I described earlier, also began much of his work in an effort to provide his students with a field-based experience. Through the integration of his

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research, teaching and service, he was able to also expand the curriculum and field-based experience for students in a manner that strengthened his program and research. His understanding of community engaged scholarship is well-structured with a balance on the benefits that each of the stakeholders' experience in relation to the partnership and programming.

Natalia built her scholarly profile around this teaching practice and shared that her familiarity with the community engaged scholarship term developed over time and as a result of her interactions with structured activities and committees that made use of the term at the institution. At the time of the interview, she explained that her evolved understanding of the term increased her interest in broadening her research focus to include special community issues. Her practices as the time already involved strong community partnerships, ones where she made it a practice to include them as co-authors in a number of scholarly presentations and publications. She realized, however, that she could increase her impact by making some changes to her research focus. She also clarified that this would need to happen once she achieved full professorship, an insight included in the section I discuss community engaged scholarship in connection with tenure and promotion.

Anthony was another faculty member whose familiarity with community engaged scholarship stemmed from his experience with student-centered community engagement and service-learning. He traced back his familiarity with the term to the center he once sought out the support of to integrate community engagement into his courses. As he agreed to participate in this study, he associated my role at the institution with his experience with community engagement in the classroom. At the onset of the interview, for him, community engaged scholarship was synonymous to service-learning.

Anthony was the only participant with whom I shared the institution's definition of CES. As I mentioned previously, when other participants asked for this definition, I told them one existed but that I was interested in how they understood and viewed the term at that point in time. In Anthony's case, it was evident that community engaged scholarship as a research associated practice had not really been something he had been exposed to. For the sake of informing the conversation, I shared with him the institution's definition at that time. That definition is as follows:

> Community engaged scholarship is the creation, exchange, and dissemination of knowledge, information, and expertise between community and university representatives aimed at addressing social issues and promoting the public good. It is based on interdisciplinary, reciprocal, sustainable, equitable and mutually beneficial scholarly partnerships (Civic Action Plan, p. 2, 2019).

After sharing the definition with Anthony, a very fruitful conversation ensued. In this interview, Anthony shared a number of views on how the definition could be problematic and also how he was having difficulty processing as a way of how research could be done with the community. His discipline is under business, and he shared concerns for how when speaking about the "public good" as part of the definition, that it may not translate to business because it might appear in contrast to a "private good," thus potentially disqualifying business disciplines faculty from seeing themselves as community engaged scholars. In the same vein, he also expressed that the term "community" or view of community might vary because his partnerships were with business entities. He wondered if by engaging businesses as community partners disqualified him and other colleagues from also being considered community engaged. This led to a conversation about a general sentiment he felt is often held toward business disciplines. He explained that business was often cast as some wrong doer, explaining that businesses are a big

part of a society's economic health, that by contributing to the health of businesses, a community could thrive.

This interview lasted the longest and became a collegial discussion where he challenged me, a practitioner of community engagement and representative of the institution, to further explain how business disciplines could effectively be included in the community engaged scholarship realm. I shared with him examples I knew of where such engagement scholarship was possible. In doing so, he was quickly able to articulate a number of challenges that would make it difficult to engage in that type of scholarship within the framework of academia and higher education. This particular interaction and portion of the interview stood out for me because Anthony was able to articulate a number of common challenges and barriers associated with CES even though he had not personally experienced these at the time of the interview. He pointed out likely timing constraints, challenges with partnership matching and development, and the prohibitive nature of the tenure and promotion rewards system for this type of work. He spoke of all these in terms of incentives or disincentives and how they might deter a researcher from exploring community engaged-related research projects. These are all challenges addressed and discussed in the barriers and challenges section.

After this interview, I had a few e-mail exchanges with this professor. In these e-mails, he continued to reflect on some of the challenges business disciplines face, but many of these applied to various disciplines as well. He also identified a few examples where he saw the connection between business disciplines and the community engaged and public focus. One article's headline read "Academic focus limits business school's contributions to society" (Jack, 2020). Another link he shared was to the Responsible Research in Business & Management website, where it was described as a community "project with the goal to transform the research

culture toward meaningful scholarship for the business and management research field" (A brief history of RRBM). In this process he was making better connections between what he now came to understand community engaged scholarship to refer to, and what it may look like in his field.

One of the important things to note from this exchange was the reflective process that was involved. I learned more about his perspectives and the nature of the discipline that factored into my analysis and findings from this study. In this process, he also thanked me for the exchange and stated, "just talking about the topic made me reflect and realize how much more faculty can do to help society." It is possible that this is something that can be explored as a way to better connect with faculty and their process for understanding community engaged scholarship. In fact, Karina's statement about her likelihood of using the term as a result of our conversation similarly fell in line with this reflection. Both Adam and Eric also indicated that as a result of the interview and the conversation, that they were further able to amplify their own understanding of the term and practice. All this points to the potential use and value of exploring institutionally introduced terms in conversations where faculty are asked to reflect on them. More on this later.

As I have stated, participant disciplines played a significant role in how they defined and understood the term. In the previous examples, faculty derived their understanding from having first engaged through teaching-focused engagement with the community and their students. Other researchers were drawn to models of community engagement as a result of the type of research more likely involved in their discipline. For example, Adam's perspective of community engaged scholarship was still being conceptualized at the time of the interview. His discipline involves participatory action research which typically involves schools. When viewing this from the lens of community engaged scholarship, schools or other educational institutions are considered the community or community partner. In the education discipline, schools are the

field and the primary location for conducting research. In this case, having a school as a community engaged partner would not be seen as unorthodox or non-traditional. Community might otherwise be seen as the community surrounding the schools or the university.

For Adam, besides drawing this connection, he explained that his understanding of community engaged scholarship was what I would otherwise describe as community-based participatory research. His experience with community engaged scholarship was as a graduate student where he described himself as being actively part of the "community" he represented and studied through his research. Adam indicated a slightly different description of community where community meant an identity group in addition to a geographic location where community might be described as local, regional, state, nationally or global (as the definition indicates).

Another aspect that Adam brought forth in connection with his understanding of community engaged scholarship was the role activism could or not be part of his understanding of community engaged scholarship model. Adam found himself at a time when he was still working to make better sense of what community engaged scholarship could look like for his own research portfolio. His prior experience with community engaged scholarship had involved his research, activism, engagement and writing all together, but as a faculty member, these activities were not fully integrated. His activism was separate, and his research publications were not community engaged or derived from his previous community engaged work. Since he had engaged previously and was no longer as active (mainly because he moved from that community) he did not categorize his work as still community engaged. The pause in engagement, to him, made him unsure as to whether it could still be considered community engaged.

Another example of the way a discipline shaped a researcher's view of community engaged scholarship was in Lili's case. Her research field typically involves human subjects, and the approach by which recruitment is conducted can vary. The populations she was interested in learning from is what informed her need to engage with specific kinds of community entities that could help her both recruit and serve a specific group of people. For example, she was interested in studying military members suffering from PTSD. Given her discipline and focus, her understanding and conceptualization of the term involved establishing community partnerships with hospitals and non-profit entities that would allow for her to conduct her study on this population. Her commitment to the partner and the research involved the production of findings that could inform the use of effective treatments for PTSD and other similarly affected populations.

Additionally, Lili made it a point to integrate her research and teaching where she involved students from her courses in some aspects of her community-based research. She also mentored undergraduate students as part of a campus program meant to support undergraduate research. Through service-learning and undergraduate participants, she found a way to build relationships with these entities, offer a form of engaged service, and further the collective goals to serve the population of mutual interest.

Some could question whether or not this is a true form of community engaged scholarship because she established a research question that may not necessarily have been driven by the community's input. Yet, her scenario presents an interesting dynamic –one where her research question was about testing the effectiveness of an intervention or treatment that may not have been known to the community. In this case, the community is the entire city and its medical community –one she described as having little access and information to some of the

exploratory and emerging treatments. In the debate of whether or not the research question should emerge from the community and not just the academician potentially presenting themselves as the expert coming from the ivory tower (Van de Ven, 2011), it is possible to see how the need was established through community data, the identification of the population in need, and the community partner's agreement to support the research as mutually beneficial.

What was also apparent, though, was that Lili was in need of additional support in this process, one that I did not discuss with her during the interview. She explained having difficulty with sustaining some of these partnerships in a way that would yield the right level of participation in her study. It was apparent to me that she needed more support in identifying successful ways to recruit participants from the community she was relatively new to, and though she was following protocols and engaging in well-intended strategies, she was experiencing roadblocks that could be effectively addressed with more guidance and support.

William's experience with intervention-based research also informed his practice and understanding. He used his experience in a community-based research project where he had been tasked with completing a funded project that asked for a particular study to be conducted in the community. While he was able to garner support from the community partner and stakeholders to accomplish this, he realized that the community where he conducted this study actually identified different interests in a different type of research project that they identified as useful and important. William recognized the importance of a research agenda being driven by community, but he emphasized that the researcher involved with that community project may not have the particular expertise required to further the community-led research agenda. He explained the need to have the capacity as an institution to be prompt to respond to those opportunities where those matches between researcher knowledge and skill sets can be connected

with the research projects initiated by community. Given this acknowledgement, William was hesitant to describe a number of his community-based research projects as engaged scholarship, and yet, throughout the interview, he had keen knowledge and respect for the type of partnership that is involved in community engaged research.

Yolanda's discipline also shaped her understanding of the term. Faculty in the arts in higher education already experience a different set of challenges when presenting their scholarly profile in an environment most understood by traditional scholarly products like journal articles and books. In the arts, scholarly and academic products take many forms. When it comes to theater, for example, "publishing" may be in the form of a play or a script. The time it takes to prepare, produce, and stage a play entails a different timeline than other scholarly projects. There is also the choice in the type of production and targeted audience. For Yolanda, herein is what distinguished her from other more normalized forms of theater. She opted to offer theatric productions and choices that both supported cultural grounding of the students from the region and that by way of preparing such productions, these were culturally relevant for the community.

This form of community engaged scholarship is presented differently. The community engaged component takes on a different angle where the research not only lies in the production of the play, but also in the determination that theater of this cultural relevance is needed in educational settings outside of the university in community centers where it reaches neighborhoods that would have the opportunity or means to attend a campus performance. Relationships with community partners are established and the productions are put together outside of a theater infrastructure with lights, sound and elaborate costumes. In this setting, the production might take place in school cafeterias with little manipulation for the lights and sound and with simple costumes.

Yolanda explained these dynamics and how it was possible that this type of engagement could be conceived as outreach. Throughout the interview and through the process of explaining her work, and scholarship, I observed Yolanda come to the realization that her work was indeed community engaged scholarship. She admitted struggling with what she called a "blurred line in terms of community engagement." In her particular field, she could reflect on instances where the work could be perceived as community engagement, and yet, when the impact value was added through her scholarship, she deemed it community engaged scholarship. In practice, she found a different approach and home in her discipline for the community engaged work, also like Karina, with a social justice lens. This work could be contrasted with more traditional works like Shakespeare, where in her discipline would be deemed as safer or more widely recognized or regarded. As is the case with community engaged scholarly approaches, these always tend to find themselves in the margins of what more traditional scholars would describe to be part of the respective fields.

Eric too reflected on the fact that his field in engineering was more likely connected to a community application and focus than other engineering disciplines. His understanding of the term evolved while at the university and as he became more acquainted with its use and exploration through university sponsored events. He pointed to a number of instances where he gradually expanded his views and attributed part of his understanding to his interactions with me in my capacity as director of the center responsible for building up some of this awareness. Nonetheless, prior to the interview, he had formulated an understanding for himself that organized community engagement and community engaged scholarship in hierarchical levels of community involvement in the process. He also shared what he had considered to be unsuccessful outcomes in community based participatory research efforts he had attempted.

In this critical reflection, he acknowledged that he might have had more success had he moved forward with publication efforts that honored the process and the learning that took place, where the fidelity to CBPR had not fully been accomplished, but much of the reciprocal engagement and engaged scholarship had indeed taken place in good conscience. Ultimately, his foundational understanding of community-based participatory research, his discipline's connection to community needs, and his exposure to the terminology on campus consequently shaped a fairly accurate understanding of the term.

MOTIVATIONS

It was clear that participants had a number of different reasons or motivations for their interest or engagement in community engaged scholarship. For this section, I will reference Colbeck and Weaver's (2008) use of a motivation's system theory to help illustrate some of the findings in this section. They categorize motivations by individual characteristics, goals which are further divided into six categories, capability beliefs, context beliefs and emotions.

Participants in the study demonstrated a variety of motivations, but in all cases they were all self-motivated and driven by intrinsic values. For example, Adam spoke of his positionality as a self-identified, gay male devoted to Latino culture and the impact on education. Vincent expressed his motivation as "ambition" and a desire to be impactful by producing research that was meaningful beyond what others in his field produced. In addition to providing his field with more research, Vincent specifically sought to produce research, and community programming that could provide a meaningful impact for the population he was working with. Lili and Mayra also expressed a commitment to produce research that could be used to develop improved interventions for an underserved population.

Yolanda, Mayra, Natalia and Adam are all from the community this study takes place in and expressed a strong motivation for helping the community they are from. This is what Colbeck and Weaver (2008) refer to as integrative social relationship where there is a strong sense of social responsibility. Mayra, Dave and particularly Eric cited their religious affiliations, commitments and beliefs to have strongly motivated their community engaged work. Among most, there was a commitment to impact society, to "make the world a better place," with the intent to produce more meaningful research of greater impact. Also common was a passion for the work. There were a number of instances where a sense of duty was expressed as well as an attribution to how personally rewarding their work and research is.

Another motivating factor was what Ford (1992) would label as capability beliefs. Four of the participants spoke about the importance, value or interest in putting to use their skills and knowledge to good use while applying them to the community. The belief that they possessed a certain set of skills that could be of help to the community stood out. In fact, in conversations about what would increase their level of engagement or what their desire was to be engaged, often revolved around their ability to be helpful. Karina specified an interest in selecting her research projects based on where she felt she could contribute. Dave too expressed a desire to organize projects and initiatives in a manner that could integrate the talents and skills of many, not just his, to ultimately impact a social issue or need.

Community issues and social justice were also brought up as motivators. Natalia, Adam, Dave, Yolanda and Karina specifically cited social justice and the socio-political environment that they saw as calling for and requiring a certain level of social justice grounded work. They specifically cited the election of the current United States administration, President Donald

Trump, who to them signified the creation of an environment where the uplifting of diverse and minoritized populations voices was necessary.

Vincent, Natalia and Antony spoke to the use and need for this type of engagement to support student engagement and professional formation. Giving students a field-based or real-life experience where they put into practice what they were being taught. The role of community engagement –an element of community engaged scholarship –was helpful in improving their teaching and ability to impact their students in a more significant way.

Lastly, participant motivations were also connected to the immediate past leadership of the institution. The University, at the time of the study, had transitioned from a president of 31 years to new leadership. The past leadership had become a renowned leader, recognized in higher education as a proponent and staunch advocate for a mission of "access and excellence." She was known for a commitment to the university's region and people. This mission, which drove the university's agenda for the duration of her tenure, was characterized by faculty as inspiring and encouraging of community-based efforts and partnerships. While no one indicated being particularly motivated solely because of her leadership, or that of other institutional leaders, the appearance and perception of support was deemed helpful.

BARRIERS AND CHALLENGES

In addition to gaining a better understanding of how participants perceived community engaged scholarship, and what led them to be engaged or interested, it was clear that they each operated in a particular institutional context that shaped their experience – and to some extent their perspective. This context represented a variety of different things to faculty. Some shared common perceptions, while others' perceptions were very particular to their departments, time at the institution and their (direct and indirect) interaction with leadership.

Some of the challenges that participants pointed out emerged in conversation while discussing what would be helpful to practicing CES. More comments materialized when faculty identified barriers and how they influenced their level of engagement – for better or worse. Some of the contextual challenges associated with the institution also emerged when I asked about the origin of their understanding of the term or when they shared about their experience at the institution.

Examples were provided by participants to illustrate what each had experienced at a given time that had proven to be a challenge in community engagement or a lesson from which they learned. As far as institutional barriers, few pointed to the institution as a whole, or indicated that it needed to change to support and address the issues. Instead, many of the challenges related to the institution were illustrated as case scenarios. For example, Mayra spoke of an organized research event where it was clear to her that it was geared to what we refer to as the "hard" (physical) sciences. She described getting to the event and seeing table seating organized by research fields, and finding that her discipline was categorized as "other". Through this observation, she described how some of the support was not geared toward her discipline, yet it was organized with different understandings of what research constitutes at her institution. She explained how this narrow understanding of traditional research led to even less support of non-traditional forms of scholarship, such as community engaged scholarship. This can be considered a drawback given that to do community engaged scholarship effectively, many faculty members and researchers may require additional orientation and guidance on how to do this properly in connection with the community (Jordan, Jones-Webb, Cook, Dubrow, Mendenhall & Doherty, 2012). If support is not geared toward the diversity of disciplines with multiple research methodologies, less support can be expected for research that integrates community.

In another example, a participant indicated that she could use more support that acknowledged the complexities of the nature of her funded research project – a challenge that I cover in different parts of the next sections. In all, faculty could visualize a number of things that would be helpful, but not all challenges in relation to the institution were explicitly stated

categorically as I group them below. The next example is part of an analysis that identifies the tenure and rewards system as the backdrop or driving force for a number of other perceived challenges.

For this reason, challenges are grouped by barriers that are inherently connected to the layers of complexity associated with faculty community engagement that involves the establishment and development of community partnerships. Moreover, challenges are also grouped under those that are uniquely part of the institutional culture and structure under which faculty operate. Some of those challenges include institutional messaging and the faculty reward and evaluation structure.

Complexity of Community Partnerships in Community Engaged Scholarship

By definition, community engaged scholarship is the collaborative work of academics and communities partnering in the spirt of reciprocity to co-create knowledge in a way that resources are shared and that the scholarship is peer reviewed and disseminated to appropriate audiences. Achieving equitable and mutually beneficial partnerships requires intentionality and long-term commitment to mutually agreed upon expected outcomes. In theory, this is something those who wish to embark on this work can agree on its importance; yet in practice, there is much that goes into the process and the challenges presented. Many challenges are simply difficult by the nature of what it takes to establish, build, structure, strengthen, sustain and adapt such partnerships.

Community-academic partnerships entail a number of elements, behaviors, understandings and attributes. Different disciplines, approaches, and practices have developed lists, principles, or tests for ensuring equitable and meaningful partnerships, but all at the core include similar values. In general partnerships are built around actual community needs identified by community, where the community is recognized as a unit of identity (Israel, Schulz,

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Parker & Becker, 1998). The approach for community partners includes an acknowledgement of power structures and need for diversity – values both the academic and the community partner view from an asset-based approach instead of from a view of deficiency. The partnership promotes an ongoing iterative process, structured with ethics and in the co-constructing knowledge (Fitzgerald, Bruns, Sonka, Furco & Swanson, 2012; Hardwick, L., & Metcalf, L. (2020).

The process engages partners through all phases of the partnership where decision-making is shared and research findings are disseminated to partnership-relevant audiences. Best practices suggest that academics and community partners identify the mutual benefit, the process by which the partnership can be reciprocal, establish a common understanding of the goals of the partnership, and outline expectations and procedures (Sadler, Larson, Bouregy, LaPaglia, Bridger, McCaslin & Rockwell, 2012). Last, resources must be shared and the process of engaging in partnership should be accessible. According to the Kellogg Commission of 2001, the approach to the research should be interdisciplinary and academic neutrality should be pursued when addressing sensitive and socially contentious topics (Fitzgerald, Bruns, Sonka, Furco & Swanson, 2012).

Though the degree to which all of these elements and components were employed by research participants, each had depth of understanding of what creating and sustaining these partnerships entailed. In the following section, I elaborate the various challenges participants identified in relation to the complexities inherent in university-community partnerships and community engaged scholarship.

Concept of Time

When I asked participants about the perceived challenges associated with community engaged scholarship, all indicated that time was the primary challenge. Time was described as a constraint in a number of different ways. First is the time it takes to develop partnerships. In order to engage in community engaged scholarship, there is a considerable amount of time needed to identify, establish and develop the trust necessary to work in partnerships. In addition to developing those partnerships, the time required to maintain those partnerships can also be extensive. Both Adam and Eric spoke about feeling as though the time they needed to devote to the writing and publication aspect of the CES work was time that they could be perceived as disconnected from the community partner. As such, they felt it was important to create opportunities to maintain connections or communication partnership during this period of time.

Another aspect of time that was explained as a challenge was that time is not finite when it comes to the responsibilities that faculty researchers must devote to all of their duties and activities. Time that is dedicated to activities related to community engaged scholarship is time that cannot be devoted to writing publications or grants.
In another section, I discuss the manner in which institutions represent to faculty priorities and expectations. Several participants said that securing external funds is a priority in faculty annual reviews.

Participants also discussed teaching loads in the context of faculty research and teaching expectations and the time allotted to each. As mentioned previously, the institution recently attained Carnegie R1 designation. A number of faculty attested to the fact that teaching loads are often higher at this institution when compared to other R1 institutions. The mission of the institution where this study took place is one that calls for a dedication to the education of its

student body and all of the participants seemed to embrace this mission. With that said, teaching was not something that participants took lightly and therefore felt the need to weigh in the balance of their work and their teaching responsibilities, with the expectations of what it would take to do community engaged work adequately and even responsibly.

In addition to the time that it takes to develop partnerships needed for CES and what it takes to balance this work with other faculty responsibilities, it is often the case that the data derived from community-based partnerships take significantly longer to come by. When compared to other research disciplines where data may be accessible through databases, establishing research studies in conjunction with community partners often require years for design, implementation and gathering of data. Additionally, community engaged projects often require the participation of human subjects. Convenient samples are not often an option (nor the desired population), and project periods cannot be strictly limited to an experimental design with parameters solely established by the researcher. When designing research projects with community, project periods may be longer in accordance with what makes sense and is helpful to both the researcher and the community partner. Oftentimes, these projects involve a benefit to community members and that benefit may not simply be stopped or interrupted.
In other words, the very nature of the study design that would make it more relevant and useful to community or for community consumption may in itself require more time to conduct the study. This was certainly a time challenge that was cited by most if not all participants.

One last example of manner in which time was cited as a constraint of challenge for community engaged scholarship was when it involved project management. Mayra and Lili specifically spoke about the time that is required when engaging students in the study or project. Both Mayra and Lili had grant funded projects to manage that included funding for hiring

undergraduate student assistances. Mayra included community partner subgrants or contracts in her project and spoke to the challenges associated with the administrative aspect of these grants. These grants were deemed necessary for the success of the project. Eric too spoke to how essential it is to have funding to compensate those who help with the project to include community leaders and participants. Oftentimes this funding and project management tasks are a big component of the CES endeavor, but the time that it takes to manage tasks like payroll, hiring, training, and other administrative duties take the time away from doing the community-partnership building and research associated with the grant. In all, time was certainly indicated as a significant challenge and limiting factor when conducting CES.

Interests and timeline alignment

Another challenge cited was the difficulty in aligning the timelines of community needs and academic needs. When engaging in community engaged scholarship, there is an expressed intent to make sure that the process and outcome is mutually beneficial and reciprocal between scholars and community partners. In the effort to achieve this, it is inevitable that there are times when this does not occur. The reality is that much of this process requires significant effort and some of the variables in play may not always be those that can be easily aligned. This particular challenge was described in a number of ways.

One of the more common challenges shared by a number of participants included how a community organization or partner requires the research information more quickly that the research can be produced. One such example was provided by William. He spoke of times when he engaged in a process of conducting a study in which preliminary findings were useful to the community partner and they wanted to make use of that data to promote their cause or their efforts. These data, however, were preliminary and still needed to be validated and additional

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steps were needed to ensure they were reliable from a scientific standpoint. This validation was necessary to ensure that the study could be publishable, considered peer reviewed findings, widely cited as a legitimate study, and overall a study that could likely hold more significance. While this process, or steps may not be questioned as necessary in the academic world, they were sufficient for what the community partner needed. In Williams's example, the community partner wanted to put the good data to use, but the researcher could not allow for the data to be shared as valid as it stood. Gaining a thorough common understanding of this is not always possible at the beginning of the partnership development when it is recommended that the parties agree to expectations. Not all expected outcomes can be fully explained or anticipated until the partners, in their common or other partnerships, have experienced this to learn from it.

This was Mayra's experience. Her background in community-based participatory research guided her process of establishing mutual benefit and expectations from the start. She explained that she felt she achieved a great foundation with her partner for moving forward; however, her challenged involved a leadership change at the executive level. While the organization was still interested in honoring the memorandum of understanding, some of the foundational work that Mayra established did not quite transfer. Mayra worked diligently to re-establish and strengthen the partnership, one that also involved grant funding, and was unable to do so successfully. As a result, Mayra had to put some of her work on hold to start over with another community partner. This was an unexpected situation, but not one that is difficult to imagine when turnover in organizations is a possibility. In this case, the alignment with the community partner did not supersede the individual representatives with whom the partnership was established, though the agenda did not change nor the intended benefit to both parties. The partnership timeline was significantly affected.

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Another barrier with community and academic timelines that was shared by Adam and Eric referred to a similar issue, though expressed differently. Both shared a level of discomfort with what kind of engagement needs to happen with community partners when the scholarly timeline process reaches the point where the academic needs to focus some time on the writing and publication of the research. Eric specifically stated that he identified that as a challenge because he didn't want to give the impression that he had left the partnership. He found it challenging to identify the ways in which constant care and communication could be continued with the partnership once the active research component was completed. Adam also spoke of his engagement in a way that shared similar sentiment when he said he had not been actively engaged with his community partners in over five months. Both held an expectation to maintain an ongoing relationship and formal communication even during the times when they needed to focus on publications.

This appeared to be a challenge with the perception that engaging community partners in in every aspect of the research process seemed implausible. If not improbable, the time that the researcher must step away from the partner to write and publish appeared to be like a period of inactivity. The manner in which this could be communicated to community partners seemed to be inadequate or as though it would require a different approach for engaging partners. The timeline was presented as an issue but achieving a mutual understanding of what the timeline may mean to both partnerships might also be an issue to be addressed.

Another challenge shared by participants was the situation where research interests may not always align with what the community expresses as needed or of interest. Data may demonstrate a particular need is of relevance in a community, but the community may have a completely different conception of what type of study would be of importance to them. William

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shared this particular example where he built a partnership with a school where a study on car safety issues associated with parents and children would be helpful to conduct. The school was open and willing to participate but they were also interested in a completely different topic that impacted their school. The challenge was not that William did not want to go along with the community partner's preference, but rather the fact that this was outside of the scope of his expertise. He understood and appreciated the benefit of what the partner was requesting and hoping for, but this was no longer a study he could lead or conduct.

He did not specify this as guilt, but he did feel like it would have been nice for him to have been able to accommodate this or at a minimum be able to refer to him to a different researcher. He indicated that this sort of partnership matching should be readily facilitated by the institution and that he suggested as much earlier in his career. One can classify this particular challenge as one where the expertise of the researcher may not be in alignment with the needs of the community partner. This is not to say that these partnerships are not possible, but it does beg the question if partnership can exist beyond the scope of projects or studies that may or may not be longitudinal or long-term studies, or is it realistic to expect faculty to be able to facilitate a number of studies specified by the partner and not necessarily in line with the research of the scholar.

Another example was one that may be associated with action research. Research is conducted on a particular topic for which there is an organizational commitment. As explained earlier, there are challenges associated with the initial alignment of interests on the topic by academic and community, with the continued or disjointed level of activity and participation of both parties in the process, and the manner by which the partnership may continue beyond specific project periods. This challenge, as shared by Anthony, was one where the design of the

research could be one in conjunction with the partner. The researcher may hold the expectation of the implementation of an intervention, co-designed with the partner, to be implemented with fidelity. In the event this does not happen, the research associated with the implementation then may no longer be something the academic can count on to publish in a scholarly venue.

As Anthony pointed out, there is always a chance that that the community partner will not live out their end of the agreement, preventing the academic from contributing knowledge to their field. This was not expressed as a critique of the partner, but as an acknowledgement of the challenges or perils when the scholar is expecting to have a scholarly product come out of the partnership endeavor, as to be expected in the practice of community engaged scholarship. Mayra's example proved to be one where her ability to produce scholarship was also affected in the interruption and ultimate ending of a partnership.

Though several scenarios were shared to convey the experiences faculty went through in these processes where timelines and interest alignment were a challenge, there were also instances when participants rationalized a different way to look at them. William explained that when one of his grant funded projects may not have yielded the expected outcomes, at least not enough to reach a certain level of "significance," having been involved with the project, he was aware of the fact that it was possible that some lives may have been positively affected and even saved as a result of the intervention. He placed value in the community engaged work and perceivable impact, though he was not able to fully document the larger impact factor that had been hoped for.

Eric also recognized that one of his projects did not ultimately yield a publication as he had hoped, but he had drawn some comfort in realizing that he learned what he could have done better. In his case, he realized he should have involved his community partners in the design of

the research much earlier in the process. He placed value in his own and his team's capacity-building, and I would add to that, in the ability to recognize how to strengthen community engaged partnerships as a whole.

Both of these examples also illustrate the role of the researcher/faculty member in the establishment and facilitation of a complex community engaged project. Through interviews, participants reflected on some of their learning and their own evolution in their ability to do this work. Some of the initial challenges are highlighted next.

Individual capacity and knowledge

Individual capacity and knowledge of either community engaged scholarship or the community itself emerged as a theme among a number of participants. Some of the more seasoned scholars spoke about the process they underwent to acquire a better understanding and experience in effectively managing or engaging in successful community partnerships that yielded a form of scholarship. To most, this knowledge came with time and often after noble failures.

In the previous section I described a number of circumstantial scenarios that made the process of community partnership building and sustaining difficult, and in most cases, these were part of the nature of conducting research with and in the community. Not all factors can be controlled in a community setting in order to neatly organize research studies. In fact, William initially described community engaged scholarship as "messy," not because it was not useful or important, but because it cannot be contained as a place and setting the way other research can.

Taking the nature of the research and collaborations into account, there is also something to be said about being able to establish such relationships in the first place. Identifying the most suitable partner and establishing common outcomes is not necessarily a skill set faculty

automatically have, especially if they are not familiar with the community. There are a number of things that require some level of capacity, knowledge and training that can help address a number of challenges that faculty face.

For example, Dave communicated a definite interest in engaging in the community but often found it challenging to find the appropriate mechanism to do so. He described instances, such as one when the local community experienced an influx of refugees, and he felt unprepared to immediately find a way to help.

Adam, as a newer faculty member, said that he did not find it realistic to establish new partnerships in a short period of time, especially if these might require formal agreements between the institution and schools. He explained that if his department had the infrastructure in place to engage with partners, that this might make it more feasible and time efficient for him to do CES. He offered this as a solution or suggestion to especially help those on the tenure track who are under a stressful timeline.

From a different perspective, Lili spoke of challenges she faced when she initially began her tenure-status role and was working to establish new partnerships in the community. She was not only someone who was relatively new to the community locally, but also the country. Another one of the challenges she shared was that not only was she actively working to establish such new partnerships, but she was having to do so after a predecessor had "burned some bridges" with community partners. Trying to figure out how to restore trust and repair those relationships was something she now needed to do. Lili also spoke about the process of getting the administrative paperwork completed with her community partner. She described the process she had been actively engaged with involved waiting on feedback from her community partners

about her protocol. She expressed frustration in feeling as though she had little control on how to move this forward and along.

Mayra also shared some level of frustration with the administrative responsibilities that were inherent in managing a grant funded community engaged scholarship research project. She demonstrated a high-level capacity and understanding of the effort and work that went into building community partnership but what became burdensome to her were issues related to bureaucratic functions associated with things like payroll and subgrant management for her community partner. She explained in detail how much of her energy and time went into having to troubleshoot aspects of these functions, that to her, should not have required so much of her involvement or attention.

Funding /Cost

Money or funding sources are not required to conduct community engaged scholarship. However, these type of research projects often involve a number of people and often from vulnerable communities that may not have the time or resources to deviate from their day to day activities to participate or support community-based research. To that end, many community engaged scholars recognize the need to help fund the project. William spoke of the need for some of these dollars to be used for compensating student researchers when they are involved in the project. In his case, the research projects he was involved with, required students to show up at the community partner site every morning at 6 a.m. to facilitate the intervention that study merited. To properly engage researchers, money was essential to compensate them for their time.

Eric acknowledged this need for projects where he not only wanted to fund and support researchers involved in the project, especially students, but also community partners. He had engaged in a project that involved community leaders who helped involve other community

stakeholders. He recounted a time when one of his student researchers brought forward the idea of not only providing compensation for study participants, as if often customary in research studies, but also the community supporters that helped organize and make it happen. He recognized that this should have been something that should have immediately occurred to him but having been used to other more traditional forms of studies where community intermediaries were part of the process, this had not originally become part of his original planning. He was pleased that thanks to his student researcher, who was also part of the community and innately understood the community dynamics, he was able to modify his research expenditures to include collaborators in the process.

Funding community partners is considered to be a good practice in community-based and engaged research. This practice falls in line with the recognition that resources are shared, and community partner time and contributions are also valued. As described earlier, Mayra consistently made it a point to write her community partners into the grants so that not only individuals were compensated, but also the community partner organizations as subgrantees. Though she later came to experience the challenges this process entails operating from a bureaucratic university, this was something was she identified was a necessary component of an equitable process.

Institutional Culture and Messaging

In this study I set out to learn what faculty perceived about community engaged scholarship and how they perceived it in the context of their institution. For the purposes of this study, this context is not only how the institutional setting might be described through the use of institutional community engagement frameworks, but also how faculty themselves viewed this institutional characteristic in practice. The nature of community engaged scholarship brings

about challenges that faculty grapple with as they work to integrate their academic life with the work they pursue in the community through their research. Existing in the academy, or an organization, means that cues and understandings are received from leadership, colleges, departments, colleagues and peers (Tierney & Rhoads, 1993). In the following section, I present a number of insights shared by faculty that informed the way they perceived the institution, its priorities and how those might complement or affect their community engaged work.

Institutional Mechanisms

By interviewing participants in a semi-structured fashion, I asked questions of all participants that would help me understand whenever views in connection with the institution were offered by any of them. At the beginning of the interview I asked participants to share the length of time they had been at the institution to have a sense of the time they may have had to formulate an understanding of the institution. I also asked them to share what their experience had been like at the university, and this informed the first portion of the following section.

Many of the views of the institution and their experiences had been formed by a number of factors: the mission, what attracted them to the institution in the first place, and their experience working with colleagues and students. Participants had a wide range of views on the institution, its mission, its leadership and messaging. Participants views were mostly positive with the occasional acknowledgement that all organizations and institutions present challenges.

Many of the faculty indicated an appreciation for the student body demographics, describing students from the institution as particularly hard-working and great to mentor and work with. There was appreciation for the institution's connection with the community, which some attributed to the previous President's leadership, and some expressed as a unique quality of the region and its community composition. A number of them recognized having personally had

a certain level of success at the institution because they felt supported and with freedom to pursue their own academic and research agenda. None of the participants described their time at the university as a negative one, but there were a few things they felt were important to share as either challenges, drawbacks or frustrations. In some cases, these critiques were cushioned as potentially applying to all higher education institutions and not just the current institution, but nonetheless, these critiques represented concerns or grievances that at one point or another made their time at the university more difficult.

Along with their experience at the institution, participants also shared situations, events or observations from which they deduced what they felt the institution prioritized, leadership conveyed, or what they felt were expectations for them to meet. In many of these instances, I asked for them to clarify or to specify how they gained insight of what they shared, or what they could point to for their particular understanding. Through these series of questions, there were a number of sources for their understanding. These were matters associated with institutional prestige markers, recognition events, university publications, patents and adopted impact factors.

One mechanism that participants identified as a way the institution messaged what it valued comprised celebratory events on campus. One example provided was an event where researchers could enter a "Millionaire Club." This event is sponsored by the office that supports and promotes externally funded research projects and those who are able to secure a grant in the amount of a million dollars or more (or perhaps cumulatively) are recognized as being part of this club. I have heard a similar critique of this event among other faculty who were not part of my study. Another point raised about not just this particular million-dollar threshold was the perception that the value was being placed on the grant dollar amount and not necessarily on the purpose or impact of the funded research.

This particular issue was a source of concern for some of the study participants from the humanities and social sciences. The observation was made that these types of events give the impression of undermining the different types of funding needed to execute successful projects in the different disciplines. Yolanda noted, for example, that in her field a small $10,000 grant could go a very long way given the type of expenditures that would be needed in a theater production. Compared to the sciences where expensive laboratory equipment, for example, would drive up the costs of research expenditures, it hardly appeared to be an appropriate way to equitably value and compare the impact of sponsored research without factoring the amount that is necessary to achieve the same outcomes, comparatively speaking.

The issue of money and research certainly came up in a number of conversations. Dave explained how he perceived that the expectation was to bring in money to the institution and that it was set as a higher priority than other faculty expectations. He quoted an administrator from the research office as having said that "the color of all grant money was great." He further stated:

> I think money still trumps everything. So, if you're doing a community engaged scholarship thing that somehow brings money to [the university] that's going to be valued. But I don't know that most community engaged scholarship is about bringing in money *per se*.

Mayra shared a similar sentiment. She had experienced success in bringing in money to the institution through her community engaged scholarship work. Though she had experienced the challenges that delayed her publications as a tenure-track professor, she communicated to me that she had been told by peers that her ability to bring in money was holding her steady in her trajectory toward tenure. She was certainly interested in achieving tenure but did demonstrate a level of discomfort that this would be as a result of the value being placed on the amount of money she brings in, rather than the contributions she was making through her research and engagement with community.

Eric spoke similarly from his field and perspective where some of the expectations include securing patents. At this point in his career, he had achieved a patent – one that others advised him to commercialize to earn money. He too emphasized a stronger value on the impact that his work could offer, versus monetizing this achievement. In his case, some of the cues and messaging he perceived did not just come from his department, college or university, but also from peers he collaborated with through interdisciplinary research projects. He explained how the h index was one such measure that was often used to demonstrate impact among scholars and their research. This index originated in physics involves a formula where the impact of a scholarly contribution is measured by how many others may use your work and cited it (Hirsch, 2005).

Other study participants brought up this measure as one they also had problems with. Natalia explained that the leadership in her college represented conflicting messages in her view. She had heard the leadership of her college express an appreciation and support for community engaged scholarship but at the same time cite the h index as a way to measure impact. This represents a notable point when thinking through the dissemination aspects of community engaged scholarship where the audiences are both academic and non-academic. If incentives for faculty or the value of work is framed around this type of index, it is plausible that those who engage in community engaged scholarship may not necessarily benefit from this particular measure.

This concern emerges with Anthony when he describes why there might be lesser interest in community-focused or based research in business. He explained that at least in his field there was little appetite or respect for studies that had minimal generalizability. He posited that to do community engaged research in business may mean a research as a case study with very few applications to other regions, scenarios, companies or cases. While the research may have been of use to the community partner as a contribution to the field, this type of scholarly product may not be evaluated well.

Another institutional-based challenge that faculty had also worked to make sense for themselves, though it was not always brought out as a challenge, was the institution's recent designation as a Very High Research Institution, otherwise known as R1 institution status

(Natalicio, Hecht & Henson, 2019). The R1 designation of any higher education intuition represents a certain level of research level productivity that is viewed prestigiously; however, as the institution gained this status, faculty found themselves trying to determine the implications and expectations. In some cases, this was communicated directly or indirectly that this would mean higher research expectations. Participants, however, described this as part of their operational environment and something to figure out how to factor into the faculty workload and time.

As mentioned in a prior section about the time constraints, Anthony and Eric spoke about what they descried to be a conflicting expectation. On the one hand the R1 status meant they would be able to devote more time to do research and that usually a teaching load with this level of research expectation is reduced. They both acknowledged as part of the institutional context and that the institution has a culture of doing more with less resources. Yolanda made the observation that this also mirrors the spirit of the students where resilience and being the "underdog" can serve as a source of pride.

Another source for messaging identified was what the university publicized through the office responsible for university publications, website and social media. During the times when I asked for specific sources for how they knew something was valued, participants pointed to a particular story, article or message was published. Many of the examples offered were those that also highlighted some of the various issues mentioned – prestige, designations like the R1 and the Community Engagement Classification, grant awards valued or recognized. One participant expressed disappointment with times when they witnessed certain types of projects being featured and others not as much if at all having known firsthand that requests for featuring a particular project did not yield the result expected. This participant described this as a form or curation of content based on what the particular office viewed as being of interest to others from a lens that may not necessarily appreciate the nature that drives community-based) manifestations of the scholarship. This type of action represented to them a manner in which the institution either valued or didn't their specific project or effort. This creates role confusion in professors who in an effort to be evaluated well must navigate a minefield of multiple conflicting expectations.

Last, another source of messaging what could be considered the culmination of all factors is the faculty reward system embedded in higher education and the institution – also known as the tenure and promotion process. In fact, this was one of the points most affirmed by the expert panel I discussed my preliminary findings with. When explaining many of the perceptions and challenges shared by faculty, the observation was made that they all could indeed be categorized under tenure and promotion tensions or were in one way or another connected to the process. In the following section, faculty perceptions shared in connection with this process emerged, though none directly attributed the challenges with community engaged scholarship. In other words, when asked "what is a challenge to community engaged scholarship" all but two specifically noted the reward system as a point of concern. Yet, as participants shared the specifics of their challenges, they eventually led to the impact the issues with time, partnership complexity, and institutional messages would have on their trajectory through the tenure and promotion process.

In the following and final section of the analysis, I provide some additional barriers that participants identified in the tenure and promotion process related to being community engaged scholarship.

Tenure and Promotion Faculty Rewards System

In most higher education institutions, and the setting of this study, the faculty rewards system is mainly centered around achieving tenure and progressing through promotion to full professor status (Fairweather, 1993; O'Meara, 2011). This progression is dependent on peer evaluations at the department level, with support from peers in the discipline, and approval from upper administration at the individual's institution. As study participants related their experiences as faculty researchers, teachers and members of the academic and institutional community, this progression was the backdrop and framework of reference for their experiences.

In the previous section, I elaborated on a number of reasons faculty discussed having presented a challenge in engaging with community engaged scholarship. All directly and indirectly

led up to how faculty felt they needed to prioritize their time, energy, and research focus, and how they needed to articulate their involvement in a manner that was in alignment with the goals toward tenure or promotion. Study participants understood the risks associated with community engaged scholarship, and these risks were always related back to the impact it could have in their tenure and promotion trajectory. Those who were less engaged, also explained their reasoning as they knew that to engage in community-based work would mean that some other aspect of their academic duties would be taxed. As faculty articulated the institution's messaging of what was important, how they viewed and perceived community engaged scholarship, and how and why they chose to engage or not engage in community engaged scholarship, it was clear that community engaged scholarship was viewed as peripheral and not a mainstream practice in academia.

As I set out to determine how their institutional context was part of their overall understanding of community engaged scholarship, four main things became evident about the concept itself (1) their familiarity with the term was derived from institutional exposure from administration or organized activities on campus, (2) it did not translate to something that was immediately recognizable by their disciplines and departments, (3) they had no clarity on how this institutional priority weighed among other priorities, and (4) in many instances, they were unaware of any tangible institutional support they could access to effectively engage in community engaged scholarship.

Each of these four findings in connection to the concept and term have implications for a faculty researcher who is on the trajectory to achieve some form or promotion. Familiarity with the term is useful to help them associate their work to similarly contextualized work on campus. In fact, having learned the concept from the administration of the institution implies that to some degree they recognize it holds some value to the University. At the same time, having only become familiar with the term from upper administration means that their level of exposure to the term did not come from their own departments where most of the evaluation takes place.

Similarly, if this term was not recognizable by their departments and disciplines, valuing it and rewarding it through the review process might prove to be more difficult. It was evident

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from the participants who published using CES made use of different terms or concepts to define their work. The practice or research project may have been categorized as CES work by people who understand CES, but in their field, it was enough to label it practice-based, service-learning, application focused, and the such. The research focus was the primary attribute of the work and not so much the modality as a having been community-focused or driven.

Not having clarity on where this practice fell in the priority scale at the university also made it difficult for faculty to wage how they might prioritize a community-focused approach to their work over all other competing demands. If the messaging from the institution is one where securing external dollars and contributing to the institutions R1 status, and doing so with a high h-factor rating, perhaps it is possible that community engaged work, while institutionally applauded, may not immediately appear at the same level of importance as those other priorities by which they are operationally evaluated.

Last, the appearance or absence of tangible support for this work, might have made it difficult for faculty to be either successful toward tenure while engaging in CES or made it less likely for faculty to engage in more projects without such support. It was the case that faculty who regularly engaged in CES work did so because of their own convictions and not because they were looking for institutional recognition. This type of research would still have facilitated their level of success had the institution made it more possible and practical for them to do so. Adam, for example, expressed a disposition for the work, but was unaware of any support at the institutional or department level that could help him move forward on such interest. In fact, those who described some of the community-partnership development work as barriers to the work, might be otherwise supported with tangible ways the institution could ameliorate some of the operational burdens.

The ability to address all four of these issues have a direct impact on faculty's tenure and promotion trajectory. Faculty's institutional context did not appear to be conducive to their ability to engage in CES any more in quantity or quality than where they found themselves at the moment. Those who self-identified as having been very engaged, did so through their own volition and commitment to their own practice and discipline. Not one portrayed a case of someone who

followed an institutionally guided and supported trajectory towards being a successful, recognized community engaged scholar.

In addition to the ambiguity around the term, its operationalization, and the role of the practice at their institution. There was one additional insight that the role of tenure was insightful in this study. The participant existing tenure status informed part of my understanding about their willingness and interest in community engaged scholarship. Having recognized the possibility that their concern for tenure might inform their perceptions of community engaged scholarship, I wondered if their views might be different once faculty had achieved tenure. What I found was that the aspect of tenure and promotion plays a significant role but in various forms and degrees.

First, achieving tenure was important to all participants. Not all of the study participants had done community engaged work pre-tenure, but of those who were at the time of the study not tenured, and those who recounted having engaged in CES work before attaining tenure, it was certainly a point of stress and concern. Unilaterally, however, none of them were willing to compromise their approach or desire to engage in CES work and therefore, the risks associated with not attaining tenure were not on their own deterrents from engaging in the work. Those who achieved tenure in this manner, recognize that they might not otherwise recommend that trajectory for others, but they knew that this was their own interest and passion that led them to do the work despite what it could mean for tenure.

Secondly, the concern for tenure was not only a matter of "job security" as the pursuit for tenure status might imply. It was evident across all tenure statutes that there was a level of discontentment with the work not being valued by their peers or institution. Some were aware that the institution had recently adopted language in the Handbook of Operating Procedures that specifically named community engaged scholarship a legitimate form of scholarly work. However, as one of the study participants put it:

> Sometimes people who write policies have this art of making it seem like they're promoting something while still giving enough flexibility to all subunits to still do whatever they want, but it looks good because they have something they can point to and

say, "See? We're behind this," and you know, I just don't see that, that teaching or community service or community engaged scholarship are given the same weight as a traditional research here.

Without clear definitions and structures for reviewing and properly evaluating the work, faculty felt their work was devalued and not acknowledged as a legitimate contribution to their department, discipline and institution. Moreover, it was not clear that faculty across the institution were aware of this policy, and only three of them made mention of its existence throughout the interview. Without knowledge of specific policies or guidelines where this work is acknowledged, it is understandable that faculty also raised concerns about their peers being able to recognize the work.

Natalia explained that her department's knowledge of the practice was limited. She made it through the tenure process with what she categorized as little support and understanding from her peers and the institution. She was able to recognize that there was more visibility at the institution for the practice, but she emphasized that at her department level this was not the case. Whenever the institution collected data on anything related to community engaged work, they knew to highlight her work in representation of the department, but when it came down to recognizing her role and contributions to this institutional inquiry through the performance evaluation process, she did not believe this was properly weighed.

Third, the concern for the tenure process also applied to the promotion process. Those who had achieved tenure and were up for full professor promotion, and those who had achieved full professorship having done so with CES as part of their portfolio expressed that this too was particularly challenging. There are many in the field of CES who would advise faculty to wait until they achieve tenure before they engage in more "risky" work, and yet, when it came to CES, there was also hesitancy on behalf of faculty to devote too much of their time to this type of engagement if it was not clearly aligned with their existing research portfolio and discipline.

As explained earlier, for some participants, CES was more clearly aligned theoretically and practically with their respective disciplines. As such, they were able to integrate community engaged scholarship from the early stages of their career. For others, CES was more difficult to

integrate and align and would be considered in the outskirts of the margins on more traditional forms of scholarship in their respective fields. Stepping outside the mainstream expectations presented a risk in their pursuit for tenure, and promotion thereafter.

Moreover, for those who fell in this category where alignment was not as feasible, working through integrating CES at a later point in their career presented a challenge, even after achieving tenure. As they explained, another impediment for engaging in this form of scholarship was the possibility of giving an impression through their dossiers of being incohesive or disjointed. Even if in the institution their work was more widely recognized, they feared outside reviewers might not be as knowledgeable about the practice and produce less favorable reviews. Cohesion was described to be a necessary attribute of a full professorship packet where the scholar could be deemed an exemplary or recognizable expert in their field.

This was further confirmed by those study participants, Karina, Dave, William and Vincent, who had already attained full professorship. They spoke differently about their status and an ability to select project they were most enthusiastic about. They each in their way acknowledged the freedom, privilege and opportunity to fully embrace their scholarly pursuits, which they proudly claimed were of greater value or quality when compared to productivity performed against the pressure of a clock or the existing tenure and promotion reward system.

Even though Dave expressed frustration with the devaluing of this type of scholarship for not always fitting falling within the traditional parameters of his discipline, he acknowledged that his full professorship made it more possible for him to in projects he found worthwhile. Nonetheless, all full professors also made it a point to note that tenure and promotion were not the motivation for productivity and that their level of productivity did not suffer or decrease with each promotion. In fact, all professors indicated a level of pride for the quality of their work and that fact that what drove them was their professional and academic curiosity and interests. As they implied, they did not see the tenure and promotion process as the most effective motivator for quantity and quality of scholarship in general. If anything, it served as a roadblock for creativity, and one could argue, for interdisciplinarity.

There were three themes that emerged that I identified as worth noting and exploring for further analysis. I label these the (1) outsider/insider dynamics, (2) the "others'"" perspective, and the (3) impact of recent socio-political climate and events that may shape this work at any point in time. Not all of these themes were brought forth by all participants, but a number in each of the categories shared insights in relation to these topics, unprompted, each pointing to key areas that can inform institutions of higher education with regard to faculty perspectives on community engaged scholarship, the purpose of this study. I present these themes to conclude this chapter and discuss implications of these themes and all relevant findings in Chapter 5.

Outsider-insider dynamics

The role of the academic as an outsider in communities is not an uncommon notion to deliberate, acknowledge and work through. Academics and the university are typically seen as outsiders who sometimes descend into communities to capture data and return to the ivory tower (Bond & Paterson, 2005). Since the conceptualization of community-university partnerships, issues of balance of power and the validation of both the knowledge community partners and the academics to cocreate knowledge were a part of it (Jull, Giles & Graham, 2017; Madsen & O'Mullan, 2018; Silka, Cleghorn, Grullón, Tellez & Group in collaboration with the Lawrence Research Initiative Working, 2008). In this conceptualization, academics were invited to recognize their outsider role and to enter communities invited with the intent to learn, build relationships and trust. Many higher education institutions populate their research professoriate from various parts of the country and world, and very seldom have a professoriate that reflects the community, much less that comes from it.

When selecting a pool of participants for this study, I did not look to identify individuals who could be self-identify as being from the community or not. In the process of conducting the interviews, however, I realized this was an attribute common among four out of the 11 participants. Additionally, two of the people who were not considered from the community, Eric and William, brought forth this dynamic in conversation as well. William recognized that to him, not being part of the community posed a challenge when building trust. More specifically, he stated that his inability to speak Spanish (language spoken by more than half of the local community) was another impediment. Eric acknowledged the usefulness of having someone from the community in his research team for this purpose as well.

There were a number of common attributes among those who self-identified as being part of the community. The commitment to the work was expressed differently. Each of the four, Natalia, Adam, Mayra and Yolanda spoke of their involvement as a sense of personal duty and responsibility. There was no question to them that their engagement was necessary and that the involvement with the communities needed to be done so with genuine interest and knowledge. They felt it is not always possible to completely understand the nuances of communities and their needs if one is not from the community.

Mayra explained intricacies involved in engaging with communities from both the perspective of an insider and outsider. She engaged in community-based research at her previous institution and its surrounding community and learned that even though she was committed to the process of respectful relationships with the community, she was still seen as an outsider. She also recognized that her level of commitment in that community was limited because she knew wanted to return to her home community, meaning she would at some point leave that community. Last, she also recognized that even though she was equipped to engage with that community, she could

never fully learn and understand the true context of the community without having originally been part of it.

These observations were important because having the ability to do community engaged scholarly work in her own community meant her level of commitment, knowledge and her role within the community were strengthened. Her insider role, she explained, afforded her the ability to develop interventions and projects she felt were more effective and appropriate. Similarly, her ability to work with the community felt more genuine and not as though she was exploiting data. The characteristics of community engaged scholarship, in her view, required this explicit commitment to the community.

Adam had a different experience but similar sentiments. His graduate research involved community-based engagement, but his community was defined by identity. He worked specifically with "immigrant, undocumented Latinx queer and trans" communities. Definitions of community engaged scholarship typically refer to geographic locations, but in this case, his identity qualified him as an insider. By contrast, when he returned to his home community, he did not automatically assume the role of insider. He recognized that there were steps in building trust and community in this new location. His identity would once again offer him an opportunity to be welcomed in in groupings of the community, but to conduct research collaboratively, he knew he needed to do more in benefit of the community before exploring these options. Even though his research would be in benefit and partnership with this community, he knew this was not an automatic process but rather a genuine, intentional one. Like Mayra, he emphasized the important ethical considerations that went beyond having "access" to a community or population. The ethical and commitment concerns made it important for him to feel he could serve by building community before engaging in a research-based project.

Yolanda's commitment to the community was also different and presented an internal conflict for her as an academic on the tenure-track. Before entering the tenure-track, she was a faculty member who often engaged with the community. When she entered the tenure track (at the time of the interview she was approaching her 3rd year), she felt conflicted about having to say "no" to activities or efforts she would have otherwise involved herself with in the community. Having to prioritize her time towards tenure, she expressed a sense of guilt for not being able to serve and respond to her community as she did before. She explained it in the context of describing her community as being her family, her roots and to say no felt disingenuous.

Last, Natalia attributed her ability to engage with numerous community organizations to being from the community. Over time, she had been able to secure a number of long-standing partnerships in the community on her own, which is not typical of most faculty at the university. She felt her innate understanding of the community, its needs, context, and its population made it possible for her to engage her students in relevant and impactful collaborations. She felt confident in her ability to establish truly reciprocal and mutually beneficial relationships that were culturally appropriate for her students. She also recognized her constant ability to represent community views in settings where bringing community voices to the table was essential. This commitment and understanding also raised the importance for her to co-author with community partners.

All of faculty insider faculty were critical and skeptical of assumptions that external researchers could garner such deep understanding of the community without being part of it, stating this is not something that could simply be studied and learned. These observations brought to the forefront questions about what truly makes commitments to community genuine, reciprocal, and ethical. Can engaged scholars truly build strong and reciprocal relationships in the community without this innate knowledge? Are there levels of depth to these relationships

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and commitments? What does it mean to truly "know" a community? What kind of practices or behaviors can indicate the genuine partnership and are existing standards of community-partnership building enough to ensure these? These questions also emerged as a result of some of the observations that surfaced from how faculty participants in this study often described "others" to illustrate their points or views.

Others' Perspective

Throughout the interviews, there were a number of things that I learned about faculty perspectives when they contrasted their work or views to others. There were three general areas faculty referred to others (1) how study participants would differentiated their work from others as a way to depict the "right" approach to community engaged work versus the less desirable ways of engaging in the work, and thus outlining ethics and views on community engaged scholarship in the context of the institution; (2) the manner study participants externalized how they thought others might otherwise be motivated to engage in community engaged work, which was different from the manner in which they themselves chose to engage, and (3) the manner in which faculty expressed a desire for others to understand and recognize community engaged scholarship for the purposes of validating the legitimacy and impactful nature of their choice of scholarship.

Contrast

As previously discussed, faculty engaged in the community displayed a strong set of ethics and convictions for helping others and society. They had a clear understanding on the purpose and need for equitable, reciprocal and mutually beneficial collaborations in the community, and what they considered to be the right motivations for being engaged. Several examples were shared when they witnessed professors, colleagues and other researchers engaging in practices they knew were wrong. In reflecting on these instances, they recognized patterns of individuals chasing the money,

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recognition, or some tangible benefit for themselves without truly considering the impact of their

interest and actions on the communities they researched. These experiences strengthened their own

convictions towards more ethical standards.

The following participant quotes elaborate on these points:

And in many ways from my current and former colleagues whereby individuals come into communities, they extract resources in terms of knowledge, experiences, pain, and trauma. They publish and then they leave to a more elite institution. It's the idea of them coming in, taking the gold and then making a name for themselves and leaving nothing for the community itself or giving anything back to the community. We see that very often with many minoritized communities because of the richness of our traumas. (Adam)

A junior scholar made the comment something along the lines of "I'll do community engagement work. As long as it benefits me" they think "what am I going to get out of it?." I still think that some faculty still believe – "I'm going in, do my work, get publications out of it, get everything I need to get the scholarship out of it, and I'm done." They're not invested in the community, and I think that is so important if we are really thinking about the true value of community engaged scholarship. (Natalia)

It just feels like it's wrong. Like you should just do good things because it's the right thing to do, right.? (Yolanda)

I don't want to single-out people or projects, but yeah, I've seen some of that… It's a really pure thing and they're doing it right... To do it with depth, to do it with integrity, to do it where it's a reciprocal relationship… And, and for me, that's what it means to do it right. It's about really doing something that can change lives. (Dave)

Other participants explained how this view informed their own practices and considerations:

And so I think those are really important considerations that you can't just walk into a place and collect information and you especially can't do that and then just take it and go home and be done. Because that's not fair to the community. (Karina)

I think there were instances over the years where I've seen people go into schools or other places and say, "I've got this great idea. I want to implement it now" without thinking about how it affects everybody. And I wasn't going to make that same mistake…. by witnessing, I was watching my own reaction to it…I just realized this is how I would not want to experience this. And then I would remember that. And so we were again, very conscious [about working with communities].(William)

But I remember as an undergrad being very offended by that and a little resentful. And I think that's what led to some of my resentfulness of [certain] research and I wanted to do real community work. I wanted to not chase the money. I want to, to do research that the community needs. (Mayra)

Making sure that we're not in any way taking advantage or speaking for certain populations that we're working with. [I think it is important] especially now because we definitely …should be well aware that there are many populations that are not equitably represented. And I think sometimes folks can take that opportunity to say, I'm going to speak for this particular group and it's not, and it's not accurate.

In summary, by contrasting community engaged work done for the wrong reasons, faculty emphasized the characteristics they found of most importance when working with communities. These set of examples were also used to explain their own motivations, their choice to engage in sometimes more challenging work when compared to other forms of research, and to further elaborate the careful nature and complexity involved in developing, establishing and sustaining community engaged partnerships.

Others' motivation and value

It was my observation that faculty who engaged selected this pathway despite the challenges and risks they faced through tenure and promotion. It was also my observation that a number of them spoke of what they perceived would be incentives for others to engage, as well of taking a position of not recommending the same pathway for others given the challenges. For example, Vincent explained that he often advises graduate students to not create a program or intervention that requires a community component. Vincent was a professor who was invested in the success of his graduate students and newer faculty and he felt concerned for their ability to surpass the risk.

William, Mayra, Lili and Karina also spoke about the importance of faculty having multiple strands of research to not fully depend on community engagement for tenure and promotion. William spoke of not discouraging others from doing this kind of work but that

having greater support for community partner matching would make it helpful for others. Adam too indicated that departmental support for engagement might make it better for others to become involved or if it was better articulated in teaching and research expectations.

Natalia also spoke about how important it would be for her department to be more supportive of community engagement so that others might see the value and do community engaged scholarship. When I asked her what would be helpful for community engaged scholarship, she answered "other faculty feeling motivated to do this type of work." She further explained that people in her department would not seek to do community engaged scholarship if they weren't recognized for it and would not be inclined to invest the time. She felt it would be impactful if her chair indicated "we are going to make it [CES] important."

Dave spoke candidly about how other's "narrow" view of scholarship made it very difficult to properly recognize and value community engaged work. Though as a full professor he did not let this serve as a limitation, it is my observation that it was important to him that his work was valued, even if it "didn't count" in his evaluation. Yolanda also spoke about how others failed to recognize the complexity of her theater work which was very different from other type of scholarship in her college. She shared the following when I asked how she knew how others perceived her work:

> I think very often just the dialogue around what we do. And it's even from people with good intent…they make comments like, "Oh, you know, it must be so fun" or "It must be nice." And I'm like, "it is, but just like your field, I'm sure you enjoy it too." Just because my product is different… I think very often people don't recognize the amount of effort. People just assume you just get up and do something. And the amount of, of time, effort and research that it takes, even if even if the product isn't good, that effort was still there.

In all, it was evident that study participants found the value of greater engagement from others. I cannot make a clear assessment of the rationale they held for their suggestions. On the one hand,

I am not sure if they were trying to provide assistance to me in my role at the institution, where I might improve my and the institution's ability to engage additional faculty. At the same time, it is also my interpretation that they had an interest in seeing change at the institution to be more conducive and supportive of this type of scholarship. To them, if others better understood community engaged scholarship, their work would be more widely recognized, valued and understood. I do not contend they were seeking recognition in the form of an award, but there was a certain desire for validation. Given their level of integrity in the work that they do, and the challenges they had experienced in the process, validation should be at a minimum granted.

Socio Political Climate

The last emergent theme and finding from this study consists of the impact the socio-political climate can have on community engaged scholarship at any point in time. As previously discussed, motivations for engagement in CES ranged from personal, religious to professional values. However, in addition to their motivations, the social political environment had an impact on some of the study participants. This impact was communicated as an additional motivator or the source for a sense of urgency to engage and make an impact, and in another instance it was used as a reference to how scholars and higher education institutions must constantly navigate whatever environment is in effect while still moving the work forward.

At the time of study, the U.S. experienced serious political and social polarization and division that many categorized as a direct attack on minorities and vulnerable populations. As I described in my positionality, I am an immigrant, Latina, from the U.S.-Mexico border, from an institution that is Hispanic-serving, and committed to serving students with from a lower socio-economic status. With that said, it was not difficult for me to understand what faculty were referring to when they brought up the social and political climate as described.

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Dave described his work in the context of the climate as follows:

> Plus, in our country right now we've got all this prejudice and polarization and ignorance and attacks on minorities; and you know, I just felt like I kind of needed to do something to be a partial antidote to all that stuff.

Yolanda, as a self-identified Chicana, also spoke of her work being necessary as a way to better give voice to underrepresented people, in society which is not disassociated from the political climate. She spoke of the current climate as a "sphere we [Chicanos and underreported people] are living in" and the need to "survive." She elaborated on her view of the current climate to the current president's remarks about Mexicans when first announced his candidacy (Saul, 2017). She said further stated:

> I feel like what I do is even more important. I often feel that some of the work that I, that I work on is like my form of resistance. Like you're not going to tell these stories and make people believe that I am part of an invasion or I am a drug dealer or a rapist. You're going to see that we are beautiful, and we are kind and we are smart. And so that for me it is like I'm using my tools, what I know how to do to combat that.

Karina explained that her research agenda is often informed by societal and community problems. She made an observation about the experiences Asian Americans were currently facing at the onset of the COVID-19 pandemic and being targeted as sources of blame (Tessler, Choi & Kao, 2020). She described asking herself about the manner in which academics could "interrupt these kinds of racists practices" but admitted she did not know at that moment where to go with that.

The socio-pollical climate had an impact on faculty and their engagement, but there were also examples of how the impact extended to areas beyond their research agendas. For example, Eric spoke about instances where funding may not always be available for the work he does in communities, but depending on the climate and national administrative priorities, he may find instances where he may frame the work from a different interest in order to continue his

environmental work. Natalia explained how the current climate had also had an impact in her disciplinary home where she described changes had taken place to emphasize the importance of engagement, citizenship and social consciousness to counter what the disciplinary association viewed as threats to society from the existing administration. She pointed to the previous presidential election as the timing when many of the changes began to accelerate.

Last, the impact can become quite targeted and specific to the successful retention of faculty. Adam was in the process of having his tenure packet reviewed at the time of the study and admitted that he could not discount the potential impact the political environment might have on decision-makers granting his tenure. As described earlier, his research intentionally highlighted LGBTQI/Queer, Immigration and Latinx topics, and while he was not concerned over the quality of his academic performance, he had concerns about the receptivity of the administrative leadership for his research.

CONCLUSION

There are a number of factors that contribute to the way in which faculty view community engaged scholarship in the context of their own institution. In this chapter, I presented perspectives with regards to how faculty defined community engaged scholarship, what motivated them to engage or not engage, what challenges they viewed in connection with CES, and how the institutional context contributed to those views. The institutional context was explored from the department level, to colleges and schools, the university, and the respective academic homes. These findings helped answer the questions as to what ultimately contributes to faculty interest, willingness and ability to engage in community engaged scholarship and what might influence or changed that. In the following chapter, I discuss what these findings mean and how this study may contribute to changes in higher education in the pursuit to serve a public mission.

Chapter 5: Discussion and Conclusion

Faculty perspectives and attitudes about community engaged scholarship varied and their individual insights were valuable for the purposes of this study. Although studies exist with regard to how to support and understand faculty engagement, it was important to understand how faculty might draw similar or different constructions of community engaged scholarship while working in the same community engaged institution. Having had an inside look at how the institution has evolved to positively affect faculty engagement through its long-term efforts, it has been equally helpful to reach a deeper understanding of how effective these efforts may be at the level of individual faculty members. It has been my intent to illustrate how faculty view their academically defined, community engaged practice, and what one can learn from how the institution may inform that understanding.

To conclude the study, in this chapter, I provide a summary of the findings presented in Chapter 4 followed by a deeper analysis and discussion of the implications of such findings. Given the constructivist approach to this study, I integrate my knowledge and experience as a community engagement professional to offer a series of recommendations that universities might adopt. I also delineate the contribution this study makes to the literature on faculty and community engaged scholarship and identify areas for future research. Thereafter, I provide a reflection of the study process itself and how it might be improved. Finally, I position the completion of this study at a time of social unrest when institutions of higher education will inevitably be compelled to grapple with their role and responsibility to society and the public good.

Familiarity with CES

To form an understanding of faculty attitudes and perspectives on community engaged scholarship, I first identified how familiar faculty were with the term itself and its definition. Faculty recognized community engaged scholarship as a term they were introduced to by the institution, namely in connection with advancing Ernest Boyer's definition of scholarship and associated it with community-focused research and teaching practice (1996a). Though confidence levels in their ability to define the term varied, they correctly associated the scholarly attributes of CES with those of traditional scholarship. Participants also used definitions most closely related to terms used in their respective fields. In some cases, however, a number of participants drew little distinction between "scholarship" and "community engaged scholarship," signifying how interconnected CES was to their own discipline and research. No participant conflated the term with "service" or the service academic domain, which has often been a finding connected with faculty perspectives on CES (Gelmon, Jordan & Seifer, 2013a; Ward, 2003; Wenger, Hawkins, & Seifer, 2012).

Motivations

Motivations among the study participants for making use of CES approaches were primarily intrinsic rather than derived from institutional priorities. Personal values and commitments to community engagement were drawn from social responsibility values, personal convictions about a better society, individual faith and religious beliefs, or were connected to their own sense of accomplishment, professional meaning and public contributions. In this study, I did not find that the engaged institution, with structured activities and incentives to support CES was a practical motivator for their choice to approach their work. However, I did find that

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the institution affected the quantity of their engagement as a result of identified challenges. More on this in another section.

Institutional Messaging

All participants could identify a number of institutional sources from which they constructed their understanding of what the institution valued. With regard to community engagement and engaged scholarship, most of the participants knew community engagement mattered because the institution collected these types of data annually and because the institution had recently received accolades for its community engagement classification through the Carnegie Foundation for Teaching Excellence. With regard to leadership, a number of participants cited institutional leadership, especially the immediate past president, as being inspirational and affirming of community geared work. Along with that, others described the institutional mission and context, with a commitment the student body and region, as a conducive environment in which to engage with students, colleagues and the community.

At the same time, most were minimally aware of other institutional efforts geared towards supporting community engaged scholarship, such as changes to the tenure and promotion policies that add legitimacy to CES in performance evaluation processes. Several participants noted a disconnect between other levels of leadership, namely deans, who they perceived to send mixed messages as to what was important to progress through tenure and promotion. All participants cited a number of perceived competing or conflicting interests such as research expectations, teaching loads, and the ability to secure external funds and commercialization of patents.

Challenges of CES

Faculty indicated that there are challenges to community engaged scholarship inherent in community partnership building and the nature of conducting research in and with community partners. These challenges included mismatched interests and timelines, bureaucratic and programmatic obstacles, and the amount of time community engaged work required. These challenges were heightened for a number of faculty when working to balance community engaged work with their responsibilities and perceived expectations from the institution. Other challenges were also attributed to participants' academic discipline foci and expectations. Consistent with the research, I also found that some disciplines were perceived to be more conducive to community engaged work, though based on the sample of participants, it was evident that all disciplines may have subfields that can be easily aligned with CES goals. In other fields, community engaged work was viewed as being at the fringes of the discipline.,

Tenure and Promotion

The tenure and promotion faculty reward system has consistently been cited as a primary challenge of institutions looking to support and promote community engagement at their respective institutions, and this research project validates that finding (Calleson, Jordan, & Seifer, 2005; Doberneck, Glass, & Schweitezer, 2010; Driscoll, 2008; Driscoll & Sandmann, 2016; Ellison & Eatman, 2008; Saltmarsh, Giles, Ward, & Buglione, 2009). What I found in this study that was new was that faculty did not expressly think this was a challenge to their own engagement. Participants were keenly aware of how much more difficult their work was or had been as a result of being community engaged but did it anyway.

Faculty who successfully achieved tenure while engaging in community engaged work did so with the awareness that their choice could have jeopardized their tenure, yet they had

pressed on nonetheless because they believed in the importance of what they were doing. They were also aware that choosing to engage in community engaged scholarship led them to produce fewer publications, which possibly gave the appearance of being "less productive." Pre-tenure study participants were also conscious of finding themselves in a similar situation, but also chose to pursue their research despite the risks.

Consequently, the tenure and promotion reward system served as a source of stress. It indicated to them that the university did not genuinely value engagement, at least for the purposes of tenure and promotion.

The tenure and promotion process, along with other institutionally driven faculty responsibilities, however, did influence the quantity of engagement. All participants had an interest in engaging in more community related work, but many admitted that not enough time could be allotted for this purpose given all of their other responsibilities. In other cases, when time was not the sole challenge, faculty found it difficult to do more engaged work if it meant their dossier would give the impression of not being cohesive. CES work is inherently interdisciplinary, transdisciplinary and requires a diversified approach to scholarship (Holland, Powell, Eng & Drew, 2010). Participant disciplinary homes were a factor, to varying degrees, as to whether or not faculty could engage in more CES work if it created challenges for their evaluation process.

Other emergent themes

Other emergent themes that arose were the (1) "outsider-insider dynamics", (2) the "other's" perspective, and (3) the impact of social and political climates at a given time.

The community insider-outsider dynamic was a theme among participants who identified as being part of the community and among a few of the other participants. Those who identified

as part of the community noted that this afforded a positionality with unique insights that served as an asset in community engaged work, but also as a source of personal responsibility to the community. Those who were not originally from the community brought this dynamic up as a challenge where they realized that not being part of the community presented blind spots for them. This also made it difficult for community members to not see them as outsiders, thus making community engagement partnerships, and trust, more difficult to develop.

The "others" theme included three components, (1) how study participants would differentiate their work from others as a way to depict the "right" approach to community engaged work versus the less desirable ways of engaging in the work, and thus outlining ethics and views on community engaged scholarship in the context of the institution; (2) the manner study participants externalized how they thought others might otherwise be motivated to engage in community engaged work, which was different from the manner in which they themselves chose to engage, and (3) the manner in which faculty expressed a desire for others to understand and recognize community engaged scholarship for the purposes of validating the legitimacy and impactful nature of their choice of scholarship.

The last emergent theme was the influence social and political events had on faculty motivations and commitment to their community engaged work. Community engaged scholarship in these cases was viewed as socially responsible and as an avenue for social justice and change. This theme contributes to the discussion of how these types of external factors may serve as impetus or additional motivators for faculty to increase their commitment to community engaged scholarship and how institutions may account for this.

There are number of things to be learned from the study on how faculty view community engaged scholarship. Such findings have implications on how institutions may approach

supporting faculty community engagement. In the following section, I discuss how they relate to the functional realities of the institution to draw further meaning. Based on this discussion, I offer recommendations both specific to this institution and for the adoption at other institutions.

DISCUSSION AND RECOMMENDATIONS

Community engaged scholarship terminology

At the onset of the study, it was important to determine how familiar faculty were with the term and how they defined it. Based on the findings, it was evident that faculty who engage with community found connections, meaning and similarities between the concept and their own engagement practices. The ability to draw connections with their engagement and by way of that their discipline, signifies the potential to use the concept across disciplines. Making use of terminology that expands across disciplines is a difficult thing to do when they represent wide range of terms, practices, epistemologies and levels of community integration or focus. It becomes more feasible to develop policy, communications, additional guidelines and support when terminology is recognizable, and faculty can connect their work to the concept.

The fact that study participants indicated having learned the term itself from the intuition signifies two things, (1) that the efforts of the institution to increase awareness were somewhat effective, and (2) that faculty are not exposed to the term as much outside the institution as in their disciplinary homes. For internal purposes, this means that the institution has the ability to increase awareness of the term and concept in meaningful ways that make it possible for community engaged faculty to receive recognition for their work by their colleges, units, or departments. As the institution continues to develop and employ strategies to support faculty, it can make use of the term to bring together likeminded scholars who may or may not use the term in their scholarship, but recognize it enough to self-identify as being part of this affinity group.

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Moreover, the fact that faculty are not as exposed to the term outside of the institution implies that faculty should be encouraged to draw connections between CES and their own practices relevant to their discipline. This is also important to limit the instances when faculty disqualify their own community engaged work from their dossiers because they did not adequately identify it and credit it as scholarly work. If progress is to be made at the institutional level where faculty research and community engaged scholarly productivity is positively affected by support for community engaged scholarship, faculty must feel confident that this is directed towards them, even if they use different terminology. Given study participants' level of confidence in their definition of the term (though fairly accurate), it is important to note that more work in this area is necessary.

My recommendations in this area are to increase awareness around community engaged scholarship with multiple definitions and examples of how this definition and term apply to various disciplines targeting engaged scholars, members of review committees, and college and school leaders. Also, to engage faculty in self-reflective exercises where they can distinctly draw parallels between their engagement and community engaged scholarship to support their ability to translate, articulate and represent their scholarship effectively across audiences. Lastly, to provide additional opportunities for faculty to learn about the various components that comprise community engaged scholarship to ensure that faculty properly use the term as an umbrella term for the proper engagement practices.

Faculty motivations and challenges

Faculty motivations for engaging in community engaged work revealed that to support community engaged scholarship by faculty, the university should purposefully recruit, promote, tenure and value faculty who demonstrate interest and expertise in community engaged work.

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While it is possible that some faculty might be persuaded by the institution to engage, based on this study, there was no evidence that this was the reason faculty opted to do community engaged work. It was evident that the institution had an effect on how much time faculty could devote to community engaged scholarship, but not on whether or not they chose to do so. Faculty chose to engage in this work despite a lack of ongoing support from the institution but did it because they found the work personally and professionally valuable.

To increase the engagement of faculty in CES, the institution should identify and limit the impediments to faculty engagement. As the data revealed, faculty faced numerous challenges in direct connection with community partnership establishment, development, and sustainability. These challenges also extended to programmatic and grant management challenges when these were externally supported programs. Faculty also indicated challenges with personnel support and with accessing resources that were not geared towards community engaged scholars. The following recommendations are focused on community partnership development and intuitional infrastructure support.

Community partnership and infrastructure recommendations

A number of faculty indicated challenges with identifying the proper partnerships to connect with in order to adequately match their skill set, expertise, knowledge, and interests. The institution should develop robust mechanisms to establish relationships with community stakeholders and partners. While the university has numerous ongoing collaborations and partnerships, they do not always translate into faculty engagement opportunities. Based on my knowledge of institutional partnerships, some of these are based on institutional and administrative collaborations. Also, when research is involved, partnerships are frequently grant funded. Without

institutional administrative infrastructure or grant support, there are few opportunities for faculty to establish ongoing research collaborations.

Study participants said that community needs and faculty areas of research are not easily aligned when these partnerships are developed by individual community partners or faculty seeking a partner somewhat spontaneously. Some of the partnership development work could conceivably be primed by boundary spanners or partnership brokers who are knowledgeable about community-focused research projects and the availability of faculty at any given time (Miller, 2008: Weerts & Sandmann, 2010). By primed, I mean, that brokers can take care of some of the preparation work to help facilitate the partnership because they have the experience, infrastructure, network and agency to represent and identify the institution and the partner interests while identifying the viability of the partnership and project. Often, without proper resources, the brokering is limited to introductions between faculty and community partners who may be a good match in theory. The viability of the project is left up to the faculty and the community partner to further, with little guarantee as to whether the time investment will translate into a benefit for either party.

Theoretically, the institution has invested in a center for community engagement, which is meant to fulfill this role. The challenge with this approach is that this is a center with limited staff and multiple responsibilities. This is not a properly structured or funded center to adequately facilitate this level of engagement. Institutions must reflect and strategize on how to invest their resources in a manner that will yield the most productivity. Investing in these types of brokers would consolidate this function, alleviating the time various faculty researchers would need to devote to this purpose. Investing in strengthening the role of professional staff would be more efficient than expecting all community engagement-interested faculty to invest time in the

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development of the partnerships and their own skills, with little to no guarantee that this investment in time will yield a promising project, outcome, or product.

Similarly, adding infrastructure to the institution to support the programmatic and grant-funded functions of partnerships would be beneficial. Study participants described instances when they had to involve themselves in administrative processes such as processing subgrant payments, payroll, and hiring student assistants. The learning curve and time to effectively carry out these procedures can be taxing of faculty time. It would simply be more efficient if the infrastructure was in place for faculty, who engage in collaborative partnerships, to devote their time to directly related community engaged scholarship activities; their productivity and community responsiveness would subsequently be more efficient. It can be stressful and demoralizing for faculty to find themselves spending too much time in administrative and troubleshooting activities, instead of properly dedicating the time to partnerships.

As with the example of centers designated to assist with partnerships, institutions (as with the study setting) have established offices that support contracts and grant funded projects. These are meant to optimize faculty research engagement in the way I propose partnership development could be consolidated. The problem with some of these offices, as was revealed in this study, is that they may operate in a way that favors traditional scholarship and research projects with little understanding of how community engaged scholarship partnerships work.

My recommendation is that these offices include support that is designated for community engaged scholarship work by individuals who have been properly trained or have experience with these types of partnerships. In the absence of this knowledge and experience, the support is ineffective and may communicate unsupportive, or contradictory messaging to community engaged faculty. It was the case in this study that participants noted how some programs, resources

and incentives, clearly communicated to them that these were not geared towards them. Language, functions, and incentives communicated to faculty that what was is most valued are external funds and size of monetary awards and not the potential impact these types of externally funded projects might have. Including community engagement knowledgeable staff members to these offices might help diversify and tailor support for community engaged research partnerships.

Messaging and incentives

Institutional messaging was a significant factor that emerged in this study in communicating to faculty what was valued by the institution. It is important to discuss it and raise awareness on the matter, as not doing so may hinder institutional efforts geared towards supporting faculty community engaged scholarship. Though faculty recognized instances when the institution seemed to value community engaged work, namely through data collection efforts, designations, rhetoric in speeches and stories featured through campus and community wide communication channels, the messaging did not translate into anything the study participants experienced as tangible support in their everyday role as community engaged faculty.

Faculty recognized and acknowledged increased visibility, wider understanding, awareness, and acceptance of CES at the institution compared to the past. This still did not translate, however, into anything faculty could point to as something they could classify as "helpful" for their community engaged work. It was in this discussion that the view of how others might be incentivized to do community engaged work emerged, mostly revealing how CES was not particularly incentivized.

It is my recommendation that the concept of incentives be explored from the view point of "support systems" for faculty who have an interest and inclination to do community engaged work. Faculty who are motivated to be community engaged demonstrate strong convictions, ethics, sense

of responsibility for affecting the public, and do not require (though merited) monetary incentives to engage. They could, however, benefit most from support systems to do their work more effectively, so that in turn they may engage at greater levels and in various capacities.

One other interesting finding of this study was how faculty engaged in this work primarily as individual scholars. Community engaged scholarship is generally interdisciplinary, transdisciplinary and ideally involves multiple people with different expertise (Barge & Schockley-Zalabak, 2008; Holland, Powell, Eng & Drew, 2010). However, it was evident that study participants who had a larger community engaged profile (high level of engagement) approached the work mostly individually. This is not to say they did not operate in team or collaborations at any point in time, but interdisciplinary approaches to community engaged scholarship in the context of the institution did not emerge in this study. Organizing their community engaged scholarship in the academic environment, it seemed, became operationalized as a mostly solitary endeavor.

In fact, there were only two participants who discussed interdisciplinary approaches, but they did so in the context of aspirational engagement, and not to describe their own work. This implied to me that community engaged faculty might need additional support or mechanisms to engage in such a format, if desired by the institution. I do not believe that the same motivational system that informed faculty engagement would apply to interdisciplinary teams. With this in mind, I recommend that interdisciplinary approaches to engagement be explored in the context of addressing social problems and that the support system and infrastructure be robust to facilitate this. This is an added level of complexity that I did not observe faculty engaging in without grant funded resources to do so.

With regard to more positive messaging, leadership should be cognizant of how they communicate the value of community engaged work and clearly delineate how they see this operationalized for faculty and the various departments. By providing clarity, faculty may be strategic in their engagement in a manner that does not create disappointment, stress, or view their work as risky. At the same time, faculty should create mechanisms by which they may inform leadership, institutional strategies, and goals in alignment with the goals of community engaged faculty. In other words, commitment engaged scholarship takes different forms in the various disciplines and may require additional specialized and nuanced approaches to support faculty that may only be successful if faculty from the various disciplines contribute to this knowledge. By increasing communication and articulating the interests of leadership, departments, and faculty, a form of negotiation must take place so that all involved in the evaluation of faculty may agree on the time and effort that might be dedicated towards community engaged scholarship. In this process, the contributions made to the institution, department, and college through faculty CES efforts should be factored in and rewarded.

Lastly, while I am suggesting that the notion of refocusing institutional efforts originally framed as "incentives" for faculty participation and engagement in CES be repurposed as intentional support of faculty CES work, I do believe that recognition should not be abandoned. Recognition for faculty who do CES can prove effective in rewarding and acknowledging the value of faculty led CES. As study participants revealed, while they do not require this recognition to motivate their engagement, the absence of such acknowledgement does not go unnoticed. Faculty experience stress and challenges in the academy without adding layers of complexity to the work; it is then understandable that recognizing any effort that goes beyond the "normal" faculty duties should be validated, especially if it contributes towards achieving stated mission objectives.

Recognition may take the form of seed funds, public acknowledgements, and letters of support. More importantly, recognition must be in performance evaluations, and promotion and tenure procedures.

Tenure and promotion

The role of tenure and promotion in community engaged scholarship is the most complex and necessary area of discussion. While this study revealed that achieving tenure does not necessarily dictate how faculty approach their scholarship, it is critical in how they view their work. Tenure indicates to faculty what the institution values. It also tells faculty if their work is important to the university.

In this study, it is clear that faculty had varying interpretations about what the university sees as acceptable levels of productivity. This ambiguity includes how much funding is required to be successful. The weight that is given to external funds, versus publications, and research was also not fully clear and articulated to all faculty. Expected dossier and tenure packet cohesion was also unclear to faculty, though each was left to decipher what peers or colleagues communicated as their own interpretation.

The conclusion to draw from this is that the tenure and promotion reward system is not perceived by faculty as valuing community engaged work. Ideally, tenure and promotion policies and procedures reward community engaged scholarship, and adequately value the time and effort, when comparatively speaking, it takes to be successful through this approach. In the institution's current form, it was clear that faculty did not perceive this value, and more so in a number of disciplines over the others. The manner in which "impact" was perceived to be measured was especially questioned, given that the impact of CES might be arguably more

tangible and publicly significant. In all, traditional forms of scholarship continue to be the *sine qua non* of research at the university.

As part of my recommendations, tenure and promotion as a reward of the faculty evaluation process should be revamped and discussed in depth to determine the best ways that CES can be properly integrated and evaluated. Short of this, it is likely that the same unformulated process that exists for all other factors will similarly prevent CES from being properly recognized. Having said that, intentional efforts should be made to reward community engaged faculty, with careful attention of retaining them, as they contribute to their disciplines, the institution, and the community.

To further emphasize this importance, it was my understanding that although securing external funds was not clearly articulated as a rewarded area of the dossier in a quantifiable manner, that it still played a significant role in faculty promotion. This illustrates how there are existent alternative mechanisms that can be explored to ensure that certain value is given to faculty who achieve impact in the community as promoted by the institution. The question then becomes whether institutions of higher education are serious about the manner in which they support and reward faculty for their work.

As the tenure and promotion reward system continues to be cited as the greatest bottleneck or impediment to a true engaged institution, concrete changes are necessary (Calleson, Jordan, & Seifer, 2005; Doberneck, Glass, & Schweitezer, 2010; Driscoll, 2008; Driscoll & Sandmann, 2016; Ellison & Eatman, 2008; Saltmarsh, Giles, Ward, & Buglione, 2009). Disciplinary fields continue to expand, and the professoriate and epistemologies continue to add to the diversity in knowledge in higher education. Institutional commitment to solving public problems and sharing knowledge should be operationalized and strategically planned for. If

faculty are identified as the actors from the institution to carry-out this goal, they should be retained, promoted and rewarded as opposed to being placed in the impossible situation of balancing all expectations with the awareness that their tenure or promotion is at risk.

While this may sound like a tall order, this was precisely the type of commentary that Ernest Boyer invited institutions of higher education to revisit and reflect up on in *From Scholarship Reconsidered to Assessed* (1996). He invited leaders and scholars to take an active role in questioning the manner in which we assessed and supported faculty, not through checklists, but through a process that valued and rewarded the overall work of faculty through a more thoughtful lens. More than two decades later, his invitation has created a field of research, and motivated numerous calls to action for institutions to support this paradigm shift. Discussions across campuses continue to emerge and the need for institutions to respond to societal needs will continue to necessitate more effective ways to transform the institution in a manner it can promote and sustain the work.

Other emergent themes

As Boyer analyzed the evaluation or assessment process for scholarship and scholars, he stated the following:

> If I were to choose just three of the characteristics that I think mark a scholar, but not necessarily a performer, I would say knowledgeability, integrity, and persistence. One might also add creativity to the list. You can define your own list, but what I am suggesting is that the evaluation of scholarship relates, in the first instance, not to a catalog of accomplishments, but to a quality of character-to the habits of rationality that so intrigued Wayne Booth. I recognize that these may be the most difficult to measure, but still I am convinced they are the most essential (Boyer, p.134, 1996b).

What I find important in this quote is the idea of recognizing the scholar's integrity, persistence, knowledgeability and the quality of character. These qualities were certainly present in all study participants. Participants' level of ethics, commitment, and conscientiousness stood out as they

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each described their community engagement work as well as that of others they did not believe was "right." This emergent theme illuminated the critical consciousness that is often needed when negotiating the role of the faculty researcher with their engagement in the community, at the same time they operate under the construct of a higher education institution.

The dynamic of the insider and outsider dynamics also indicated a desire among faculty to treat this endeavor in communities as something other than what could be seen as an opportunistic enterprise by the institution. As community engaged scholarship as a term and practice becomes more widely recognized by universities as a practice of interest, be it as a way to respond to external pressures of relevance to the public good, or as a genuine commitment, it runs the risk of being disingenuous.

Several of the participants noted the importance of community engaged work being intentional, respectful, and mindful. Working with communities, which may represent vulnerable populations, is not something that can simply be accomplished by just any scholar. Though I previously described an infrastructure where professional staff could serve as brokers or facilitators of community partnerships and relationships, this type of consolidated structure is proposed with the assumption that liaisons to the community own and demonstrate the type of critical dispositions that are required for reciprocal and mutually beneficial partnerships. However, when faculty are the ones who are building these relationships over time with community partners, it should be properly acknowledged that this is in itself a valuable contribution and asset such faculty bring to the institution.

Blanchard, et al. (2009) outlined a series of competencies faculty should possess in order to observe the type of mindfulness and critical understanding that is required when engaging with communities. In this study, it became evident that community engaged scholars who

effectively engage with communities with such commitments, do not receive a form of recognition or given credit for the set of skill sets they already bring to the table that the institution might otherwise struggle to set in place to effectively engage with communities. In the same manner that outstanding research skills might be valued and recognized, as community engaged scholars, the ability to conceptualize community engaged research cannot be taken for granted and viewed as a de facto capacity owned by all faculty.

As faculty expressed the value of the insider-outsider dynamic and the observations of "others" who did not achieve this level of genuine engagement, it led me to recognize that this requires additional acknowledgement, exploration, and research. In fact, the connections made by faculty to their own positionality, as well as their commitments to support society emerged in various conversations as they described the climate of the time as challenging to diversity. At the time of the study, the country was under the administration of President Donald J. Trump who was viewed as hostile to science, cultural diversity, and immigration. Based on the institutional context, social justice driven mission, and its community and student demographics, it was not uncommon for faculty to find themselves affected as scholars and people. Some of the study participants already displayed commitments to social justice and saw the connection between their scholarship and an opportunity to affect society through their engagement and work. Each of these emergent themes, I believe, should be explored and studies more in depth individually at institutions of higher education. In fact, in the following section, I further position this study at a critical time in history which might have implications for the way in which community engaged scholarship could continue to evolve, and the opportunities it might present for institutions to support it.

Faculty remain the focal point on how best to influence the culture of an institution toward serving as a responsive entity to the needs of society, but they must be supported by the leadership of their respective institutions. That is, faculty indeed have the ability to formulate research agendas that have the potential to address critical needs and populations in society, but they should be rewarded for their work. Through the depiction of each of the scholar's work and community focus, whether it was in the form of community engaged research or not, the disposition, interest, willingness, and motivations to bring value and impact in society are plentiful and available in a number of faculty on campuses. The key, however, is how best to elevate their ability to move on those dispositions and willingness to use their role as scholars to positively impact society.

It is important to take this theoretical and philosophical approach to this agenda, given that at the time that I prepare and write this portion of this study, I and the entire world find ourselves in the midst of a pandemic. Alongside this global pandemic, the United States is currently facing a reinvigorated reckoning with its systemic and structural racism. A number of events have shaped and created a demand for dialogue and purposeful action that has in many instances been centered in campuses of higher education across the nation. Adding to these very sobering times is the build-up towards a historic presidential electoral race of 2020. These events point to the unavoidable fact that higher education institutions have a critical role and responsibility to play in response to what society needs and demands. Science and research have become a platform topic among political pundits, where there has emerged a need for individuals to self-proclaim as "believers in science" as though it was a theological stance.

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Community engaged scholarship is not the answer to all of society's problems and challenges, but it is certainly an avenue by which faculty may engage in socially relevant and needed research in a manner that is sustainable in the contexts of higher education institutional practices. Exploring how best to support community engaged scholarship as a practice with intentionality might further higher education's ability to be more responsive to societal challenges to further a public purpose.

Taking this societal backdrop and the findings and emergent themes of this study, I find it important to move the study of community engaged scholarship and practices towards what Cynthia Gordon da Cruz calls critical community engaged scholarship (2017). She explains that most of the research around community engaged scholarship has focused on the intended outcome of the "public good" when in many instances the explicit intent is or should be justice. She argues that exploring CES through this lens, higher education institutions can limit the possibility of negatively impacting minoritized populations through "dominant cultures, values and traditions." She further invites scholars to envision how critical theory informed CES could support the co-creation of knowledge with communities that dismantle systemic racial and social injustice.

This concept is worthy of exploration for a number of reasons. It helps provide language to distinguish between social justice-oriented engagement and other forms of public engagement. Making these distinctions helps align similarly critically positioned institutional mission, initiatives and related efforts. This alignment can further help delineate and highlight the benefits that faculty contribute to these efforts, as would be the case in the study setting where the mission is social justice oriented. It is also helpful for drawing connections with similar critically oriented disciplines, making it possible for more faculty to associate their work to community

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engaged scholarship as was the case with a number of study participants. The term itself did not fully define their discipline specific engaged work but it was useful enough to serve as an umbrella term. For instance, at least three scholars shared having been influenced by Paulo Freire and his book, *The Pedagogy of the Oppressed* (1972). Critical community engaged scholarship may draw participation and affiliation from the various disciplines that integrate some form of critical theory.

From the institutional perspective, adopting and exploring the use of critical community engaged scholarship in conjunction with community engaged scholarship as an institutional driven term, would have its benefits. This strategy would provide an opportunity to (1) draw from existing faculty expertise and knowledge, (2) provide the framework that allows faculty who are skeptical about aligning their type of engaged work to CES because they are under the impression this is an institutionally driven and/or dominant culturally based, and (3) provide a second strand of CES to further build affinity groups in community of practice seeking to further mainstream this faculty academic enterprise that requires corresponding recognition and valuation from the institution.

In sum, this study revealed the need to engage in more research and exploration of faculty community engaged scholarship, their views, and how institutions may adequately support it. There are many avenues to pursue this research, taking into account faculty positionality, personal assets, institutional values and the mechanism by which faculty perceive and construct their views. As a practitioner and scholar, I have appreciated this approach to researching a topic that merits the view from those who build the infrastructure as well as through those who live it and experience it.

REFLECTION

As an individual who has been immersed in these efforts and the evolution of the institution, it was important for me to engage in a study that juxtaposed faculty views on community engaged scholarship against my awareness of what the institution had placed in effect to support faculty in community engaged scholarship. Given my first-hand knowledge of the institutional efforts, it was of particular importance that I design this study from a grounded approach that made no assumptions about what faculty knew or did not know about the institution. With this approach I was able to determine to what extent institutional efforts permeated to the setting in which faculty live and operate.

The reality is that faculty do work in the organizational and cultural context of a particular institution, but much of their work is independent and self-driven. It is possible that this is the case for most faculty, but it is also possible that those who engage in less traditional forms of research might find the need to further work independently from departments that are less supportive of the work that community engaged faculty do. Faculty take cues from the institution, but ultimately, they are driven by their own agenda and goals.

As an institutional actor, I have learned about the importance of being careful about the generalizations that are made in addressing faculty needs based on their discipline, disciplinary home, and their tenure status. As explained in the methodology section, I looked for this level of diversity in this maximized sample to draw themes in perspectives across the spectrum of all these attributes, and yet I learned that there are further areas to explore based on these differences. For example, I thought there might be distinctions that would emerge between those who were tenured from those who were already tenured; instead, I realized that those who are full professors find themselves in the desired and privileged position of being able to independently determine their

own research agenda. Those who were not in this position found themselves operating under external constraints that did not influence their interest in their work, but certainly in the quantity. Departments, colleges, and some disciplinary homes served as inhibitors to engagement and creativity. Faculty operate under academic rules that are grounded in very old traditions that do not seem to serve a greater purpose. As many participants observed, job security was not what primarily motivated them. However, appreciation and validation for their amount of effort, scholarship, commitment and passion, were at times sorely missing.

In the process of interviewing faculty, I also gained an appreciation for how unique each one was. Still, through this study, I was able to draw a number of themes that cut across their various perspectives and attitudes about community engaged scholarship. These themes were helpful to organize findings, strategies and solutions, and to identify future areas of research. At the same time, when I think through the types of strategies that I may adopt and support for implementation at the institution, I realize how nuanced and specific some of this support needs to be. The realities that each faculty member experiences in their own context are complex and it is not always possible to communicate support, strategies or solutions when they are not represented and articulated in a specific manner to them. Tailored support and communication are important, and generalized statements and strategies will require additional steps of either communication or operationalization to reach faculty more effectively.

With regard to how this study contributed to the literature, I reflected on the general categories of findings and how some of these have been documented in the field. Tenure and promotion are a key are of focus, faculty communicate and understand community engaged scholarship from disciplinary lenses, and the role of the institution is important. Yet, it was not until I conducted this study that I was able to formulate a more profound understanding about what

shapes faculty attitudes and perspectives about community engaged scholarship, and how important it is to not generalize based on findings deriving from studies that describe community engaged scholars. Each one operates in a different world of pressures, expectations, colleagues, leaders and projects that make it an individual endeavor to negotiate all of these factors with their own personal commitments and expectations of themselves.

Conducting this study within the same setting for all faculty, allowed me to use my detailed knowledge of the institution with how this overview of the whole factored into their specific realities. Consequently, the institution is not at a higher level of influence than any other factor, but it does have a role to play with resources, support and who it recruits and seeks to retain as part of the organization. Further research in this manner is needed to explore how individual institutions have an impact on faculty attitudes, to then draw comparisons across institutions.

Last, conducting this study as a community engagement professional was invaluable. It was a powerful experience and exercise to inform my own practice. As a non-faculty member, it was important for me to take a deeper dive into understanding the intricacies of faculty experiences. It also allowed me to value the impact that one-on-one conversations may have. It was clear to me that these conversations were also of consequence for the study participants as they were engaged in a reflective process that had it not been for the interview, they might not otherwise had have had. Inviting faculty to reflect upon their own work in the context of the institution, their discipline, and their own convictions brought clarity around their own choices, how they view institutional messages, and what how their own trajectory has been shaped by what they perceive and understand.

For example, the fact that faculty did not bring tenure and promotion as the first challenge to community engaged scholarship led me to believe that faculty might take the system as an

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institutionalized practice that may not be open for change. They operate under the construct of the institution and adopt responsibility for their work in the setting as it is. My view is that as institutional actors and assets in the pursuit of engaged institutions responding to the public good and ailments of society, that the institution has a responsibility to change and adapt in a way that is conducive for faculty success.

To conclude, I have shared the value of this study as a contribution to the literature, as well as what this study represented, through a grounded study approach. It allowed me to explore faculty views and perspectives in an open format. The challenge with this approach was the fact that everything became data as I worked to make meaning of all that I as the researcher brought to the study, and all that I learned from participants. Charmaz (2017) explains:

> Constructivist grounded theory relies on developing and maintaining methodological self-consciousness, which calls for reflexivity of a depth researchers may not routinely undertake. Methodological self-consciousness means detecting and dissecting our worldviews, language, and meanings and revealing how they enter our research in ways we had previously not realized. Thus, tacit individualism becomes visible. Methodological self-consciousness means examining ourselves *in* the research process, the meanings we make and the actions we take each step along the way. Methodological self- consciousness also means becoming aware of our unearned privileges as well as taken-for-granted privileges accompanying our positions and roles… This type of self-consciousness involves defining intersecting relationships with power, identity, subjectivity—and marginality— for both the researcher and research participants. Moreover, it involves seeing what constitutes these relationships and how, when, why, and to what extent they shift and change. We cannot assume and reify their stability (p.23).

In this process, it was a constant challenge to routinely reflect on what I was learning, how this informed faculty constructs, and my own in the process. I made a commitment to ask questions and seek clarification in the least presumptuous way possible. In doing so, I did not offer additional clarity or more information to faculty that had they become aware of what I had to say, might have led their responses in a different direction. It was challenging for me to realize

that in some instances, faculty understanding of "challenge" "helpful" or "institutional context" were understood differently by study participants. I accepted this aspect of the study as part of the data, adding to the finding that terms and concepts matter, and they are often viewed and understood through various lenses. Institutions make assumptions about how to communicate with, incentivize faculty, and engage faculty, and witnessing the variability inherent in terms and questions is part of the importance of in-depth conversations with faculty.

Lastly, making use of this constructivist grounded approach led me to reflect on my own positionality as a researcher, student, community insider, and critical scholar. At the onset of this study, I made it a point to explain my own evolution as an engaged professional to highlight my own critical dispositions and their source. I wanted to explain how my own experience in the community gave me a unique insight into how community engagement is not only purposeful, but when not conscientious, tactful, informed, and respectful of community can also cause harm. As community engaged scholarship has become an adapted academic term as a way to legitimize it in the academy, it runs the risk of becoming detached from the critical work it seeks to address. Through this study, I framed CES through the lens of faculty and how they operate in the institution, but it requires a constant reminder that the academic survival is not the main purpose, but the responsibility of institutions to live up to public commitments in a manner that is not exploitative of willing and talented faculty.

As I continue to reflect on my own critical consciousness, I look to question my own institutional socialization process and my positions of privilege and power afforded to me through education and my role at the institution. Moving forward, I commit to continue this process of self-reflection as I work to influence an institution of higher education to change and respond to community and public needs. As I make suggestions about venturing towards more

socially driven efforts, I present myself as someone from the community who shares some of the

values faculty expressed when their own critical dispositions guided their work and not the

institution.

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Appendix A: Sample selection questionnaire

Electronic survey to be administered via QuestionPro.

Thank you for taking the time to complete this brief survey which should take 5 to 10 minutes to complete. This survey is designed with the intent to identify and select the study sample. Approximately 10 to 12 faculty will be selected for participation in this study. By completing this brief survey, you are giving me, the researcher, permission to contact you to schedule an interview if you fit the criteria needed for the sample. All information provided will be kept confidential.

Please complete the following information about you as a faculty member at UTEP:

1. Name/Last name:
2. E-mail contact:
3. Faculty title:
4. Department(s) name:
5. Are you (select one):
   __ tenure track   __ tenured   __ non-tenure track or tenured (if selected survey ends)

6. If tenure-track, what year are you currently at?
   ___ between 0 and year 2
   ___ between 3 and 4
   ___ between 4 and 5 (or 6 if applicable)

7. If post tenure, how many years past tenure are you?
   ___ 0 to 2 years post tenure
   ___ between 3 and 5 years post tenure
   ___ more than 5 years but less than 10 years post tenure
   ___ more than 10 years post tenure

8. Please indicate the number of years you have been in your role as faculty at UTEP? ____

9. Do you have research responsibilities or scholarly creative activity as part of your annual performance evaluation for tenure criteria?
   ____ Yes.   ___ No (survey ends if this is selected)

10. Please indicate your research discipline (open-ended):

11. Under which of the following "academic homes" does your research discipline typically fall under?
    ____ natural sciences
    ____ social sciences
    ____ humanities

The following questions are about your level of engagement, familiarity and interest in community engaged scholarship.

12. What is your level of familiarity with community engaged scholarship as you currently know and understand it?

_____ not familiar. _____ somewhat familiar _____ familiar _____ very familiar

13. What is your level of engagement with community engaged scholarship as you currently know and understand it? Select the one that most closely fits your engagement level.

___ not engaged or minimally engaged
___ somewhat engaged or engaged
___ very engaged

14. What is your level of interest in community engaged scholarship and related engagement?

_____ not interested
_____ somewhat interested
_____ interested
_____ very interested

Please take a moment to complete the following demographical information about you:

15. Gender identify with: ___female ___ male ___nonbinary
16. Ethnicity:
        _____White or Caucasian
        _____ Hispanic or Latino
        _____Black or African American
        _____Native American or American Indian
        _____ Asian or Pacific Islander
        _____ Other not listed (please indicate): _____

Would you like to receive additional information about CES or be contacted with resources and information about community engaged scholarship whether you are selected for the study or not?

_____ yes _____ no

Thank you for taking the time to answer this survey.

Appendix B: Interview Protocol

Hi Dr. [name]. First, thank you so much for your willingness to participate in this study and for making the time to have me conduct this interview with you. I sincerely appreciate your willingness to share with me your thoughts, experiences and perspectives on community engaged scholarship.

I am here in my capacity as a Graduate Student in the Education Leadership and Administration Program. As you may be aware, I also direct the Center for Civic Engagement on Campus. Today, I am interested in learning more about your perspectives as a faculty member on community engaged scholarship in the context of this University.

There are no direct benefits to you for taking part of this study. However, the data I collect could be used in the future to inform academic and administrative leadership at this and other institutions on how faculty view community engaged scholarship at engaged institutions.

Taking part in this study is voluntary. While you have accepted to participate in this study at this point, you also have the right to choose not to take part in this study. If you do not take part in the study, there will be no penalty or loss of benefit.

As we proceed with questions, you have the right to skip any question or questions, or to stop at any time.

To keep a record of your responses, I will be recording our discussion on this audio recorder and taking some notes. Your identity will be kept confidential in all documentation, there will be no identifiers directly linking the audio files with transcripts, and your name will not appear in any report resulting from the study.

[if identified via the questionnaire]
Since you completed a brief questionnaire to participate in this study, I may reference your responses or ask you some of the same questions again, this time, with the option to elaborate.

Are you ok with these procedures? Do you have any questions before we begin?

Let's get started.

Questions: *[Questions may be omitted or added depending on responses provided, for example, if they've already answered the question without prompt].*

1. Would you please share your name, title and discipline?
2. How long have you been at UTEP and in what capacity?
3. How have you liked your experience so far?
4. What is your familiarity with community engaged scholarship?
5. Have you ever done community engagement and community engaged scholarship?
6. How do you define scholarship or what do you consider to be scholarship?
7. Where did you get your understanding about CES from?
8. Why do you do community engaged scholarship or why are you interested in community engaged scholarship?
9. What is most helpful when doing community engaged scholarship?
10. What do you perceive to be challenges to community engaged scholarship?
11. Is there something that would impact your level of engagement to increase, decrease or remain the same?

[Participants will be asked to elaborate on any particular issues or views that they bring up in their responses. They will be asked to provide what informs their thoughts and what kind of evidence paints their particular perspective].

Thank you for your time and willingness to participate in this study.

Vita

Azuri Lizeth Gonzalez was born in Ciudad Juarez, Chihuahua, Mexico and immigrated to El

Paso, Texas at the age of 8. She earned her Bachelor of Arts, majoring in Political Science in

2002 and a Master of Arts in Political Science in 2011 from The University of Texas at El Paso.

Ms. Gonzalez began the Educational Leadership and Administration Doctoral program in 2012

while also serving as the director of the Center for Community Engagement at UTEP. In her role,

Ms. Gonzalez co-edited the *Community Engagement and High Impact Practices in Higher*

Education book (Nunez & Gonzalez, 2018) and recently published on her experience as a

community engagement professional in the *Democracy, Civic Education and Citizenship in*

Higher Education (Flores & Rogers, 2019). Ms. Gonzalez also teaches for the Political Science

Department and Women's Studies Program on civic participation, leadership and social justice

values. She is a member of the Metropolitan Universities Journal Editorial Board and serves on

the Campus Compact Credentialing Board for Community Engagement Professionals. She was a

University Council for Educational Administration Barbara L. Jackson Scholar from 2012-2014

and an inaugural recipient of the UT Board of Regents' Outstanding Employee Award.