

Promoting Inclusive Scholarship FAQ

Fact sheet for faculty vote in February 2020

Promoting an Inclusive Definition of Scholarship at UW Bothell¹

One of the recommendations from the Faculty Rewards Carnegie Working Group is that the following “Promoting an Inclusive Definition of Scholarship at UWB” be adopted across UWB, and that the VCAA work with the Deans to support that definition as schools/divisions assess their own practices in the context of the campus’s and UW’s commitments to community engagement and diversity, equity, and inclusion:

We are committed to diverse forms of scholarship, and we believe that scholarship should be made public in meaningful and significant ways. Scholarship and research may contribute to disciplinary or interdisciplinary knowledge; be conducted in collaboration with community and organizational partners; or offer new theoretical insights or forge new fields of inquiry. Because of the breadth of scholarly activity and its conduct, the path and gestation period of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit.

In order to ensure alignment with school, and division-based statements, we recommend that:

- each unit complete a review of its P&T criteria (tenure- and lecturer-track) for inclusion of any work on community-engagement and diversity, inclusion, and equity.
- each unit should then review its P&T policies and practices to remove obstacles to the valuing of work that matches those criteria in P&T processes.

¹UW Executive Order 45 provides guidance on scholarly attainments for all UW faculty.

Purpose and Development

Given the increasing commitment and interest in community engagement at UWB, and the identified gap in faculty rewards specifying work in community engagement noted by working groups of the Carnegie Community Engagement Classification application, the inclusive definition of scholarship was developed to serve as an affirmation statement for Schools regarding the inclusion of work on community based learning, diversity, inclusion, and equity. Further, it is a call to action in promoting the inclusive definition and removing obstacles in order to help drive institutional change in the years to come.

The development of the inclusive definition of scholarship was developed by the Carnegie Community Engagement Classification application working group on Faculty Rewards in 2018-19 after:

- (1) collection and review of scholarship statements from peer institutions and internal P&T documents of all UWB schools,
- (2) engagement with school leadership teams (deans, associate deans, divisional chairs),
- (3) a creation phase to propose a broad framework that would unify the campus in promoting scholarship, and
- (4) a reengagement phase that brought the work to campus in “Learn and Input” sessions held by the Community Engagement Council about initiatives coming from the Carnegie application and announced through the nbfac listserv, and finally brought to the GFO EC across three meetings in late 2018 for representatives to gather feedback from schools after which the GFO EC endorsed on December 4, 2018.

Next Steps

GFO Vote: To approve the statement: We are committed to diverse forms of scholarship, and we believe that scholarship should be made public in meaningful and significant ways. Scholarship and research may contribute to disciplinary or interdisciplinary knowledge; be conducted in collaboration with community and organizational partners; or offer new theoretical insights or forge new fields of inquiry. Because of the breadth of scholarly activity and its conduct, the path and gestation period of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit.

FAQs

Q. How might my school/division change our promotion and tenure policies and practices if this statement is approved?

A. The recommendations call for reviewing the P&T criteria in schools for any work on community-engagement and diversity and inclusion. As well, the recommendations call for removing obstacles to the valuing of work that matches those criteria in P&T processes. The details of what to include will be at the discretion of the schools.

Q. What are examples of obstacles that may need to be removed?

A. Obstacles may include a) expectation for a certain number of publications, b) expectation of solo authorship, c) evaluation and understanding of scholarship products outside of discipline and traditional scholarship outlets. Community engagement, diversity, and equity scholarship is often collaborative, interdisciplinary, and takes additional time. For example, it can take time to develop relationships, co-create knowledge, and translate academia knowledge across disciplines and for public audiences.

Q. Who benefits from this statement?

A. There are benefits to faculty, community partners, and students.

Faculty may gain greater visibility and support for their scholarship that addresses community-based learning, diversity, inclusion, and equity.

Community partners may mutually benefit from the retention and promotion of faculty that do such scholarship and are able to sustain long-term regional partnerships.

Students may have greater opportunities to participate in research and activities related to community-based learning, diversity, inclusion, and equity due to supporting faculty that base their scholarship in this work.

Q. What kind of changes would this statement create?

A. The approval of recommendations to promote an inclusive definition of scholarship can create short- and long-term changes at UWB. For example, it should help to identify and remove barriers for such work in near term across our schools/divisions. In the long-term, it should be a precursor to and evidence of UW Bothell's commitment to such scholarship that supports institutional change in our tri-campus faculty code.

Q. What's occurring across UW?

A. The Faculty Council on Research has been charged "per strategies presented in the UW Faculty 2050 document, examine Faculty Code Section 24-32 and begin to discuss how might "Community Engaged Scholarship" be better defined, assessed, and recognized at the University." This Council is at an information gathering stage.

Q. If I don't do any community engagement, diversity, and equity scholarship or research, will this affect my P&T?

A. No. The Inclusive Definition of Scholarship will not negatively affect faculty where this scholarship and research is not part of their work.

Q. Does this replace the UW Faculty Code?

A. No. The Inclusive Definition of Scholarship does not replace the UW Faculty Code. This is an affirmation statement for Schools regarding inclusion of work on community-based learning, diversity, inclusion, and equity.

Q. Is this in violation of the UW Faculty Code?

A. No. The UW Faculty Code provides guidance on scholarly attainments for all UW faculty. The inclusive definition is meant to drive recommendations for removing obstacles to valuing the work in P&T processes.

Q. Why a vote?

A. After review and input by campus stakeholders, the General Faculty Organization Executive Council voted to endorse the statement. The Vice Chancellor for Academic Affairs and Council of Academic Deans are in favor of the statement, and want the full faculty to review and vote on the Inclusive Definition of Scholarship because of the importance to faculty P&T, merit reviews, searches and other personnel processes.

Example Scholarship Statement

Multiple universities are making such changes. Here is one example of a statement that was drawn upon to develop the proposed UWB statement.

University of North Carolina Greensboro

Scholarship may be conducted by a variety of methods, across a variety of contexts, and in pursuit of a variety of purposes. Such scholarship can enhance or revise disciplinary knowledge; have an impact on various populations or organizations; or offer new theoretical insights. Because of the breadth of scholarly activity and its conduct, the path of any scholarly agenda will vary according to the nature of its questions and the means of their pursuit." (UNCG Guidelines, Section II.C.4).