Resource Nexus for Sustainability (RNS)

Project Report Compilation

A compilation of reports emerging from teams in the RNS project between Fall 2022-Spring 2023. The present document has edited for presentation and accessibility by Michail Fragkias.

March 6, 2024

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Resource Nexus for Sustainability Recommendations and Summary Report

Leadership Team:

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Rulon Wood | Associate Professor, Film and Television Art

Abstract

We proposed to create an interdisciplinary, community engaged research ecosystem that addressed the Resource Nexus for Sustainability goal:

"With an integrative approach to catalyze a nexus of scholars, this initiative is focused on the interactions between the built and natural environment through the lens of our disciplines and our stakeholders to build more resilient urban and rural systems." -RNS solicitation

A team of 15 cross-disciplinary leaders and scholars and a key community partner converged to address this challenge. From the beginning, we recognized the pathway as twofold: (1) to investigate the current state-of-the-art, to better build the foundation necessary for Community Engaged Scholarship to sustainably thrive at Boise State University, and (2) and with that understanding, build capacity with and through the RNS ecosystem to catalyze and advance research 1) .

We implemented a two-phase approach over FY23. In Phase I (August - December, 2022) we completed a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, informed by the following initiatives:

- **Asset Mapping:** Mapping the sustainability and resilience landscape at Boise State
- **Benchmarking:** Exploring best practices and lessons learned of similar successful efforts at peer institutions
- **Community Engagement:** Internal and External community engagement to assess strengths, barriers, opportunities, and need

Our most pertinent finds are the immense interest in and need for interdisciplinary, community-engaged, solutions oriented work between university scholars and community partners, and (2) the need for time, infrastructure, policies, and culture for community-engaged scholarship to thrive at Boise State.

In Phase II we (1) tested a model for growing our RNS research ecosystem through RNS seed grant funding, and (2) investigated the foundation necessary for community- engaged scholarship at Boise State to thrive. To ensure an inclusive solicitation opportunity for the RNS Grand Challenge grant funds, we opened a funding solicitation to both Boise State faculty and external community members This funding solicitation builds on the mission of the RNS by providing funding and resources to support interdisciplinary, solutions-oriented, resilience and/or sustainability-focused projects co- developed by Boise State researchers and external community partners. The intent is for the opportunity to catalyze teams to be competitive for large-externally funded research, regardless of whether or not they received the RNS financial support.

We first invited participants to submit a brief project pitch with their ideas. RNS leadership reviewed pitches and facilitated partnering where necessary. Twelve pitches

were invited to submit full proposals, and teams were provided an RNS liaison and services to help them achieve success. The nineteen teams not invite to submit a full proposal **were** assigned an RNS liaison to explore other ways we might support those projects, including invitations to teaming and project development workshops, introductions to faculty and service learning opportunities, and introductions to other pitch teams, faculty, and/or community partners with similar goals. All 31 teams were supported in some way.

To investigate the foundation necessary for community-engaged scholarship at Boise State to thrive, the RNS team created working groups for reviewing university policy with a focus on Tenure and Promotion, infrastructure needs, and continued community engagement.

We provide a list of recommendations to support Community-Engaged Scholarship at Boise State and maintain the RNS on the next page. The rest of this document is a summary of our Phase I and Phase II efforts. The complementary reports go deeper into the process and findings of the community engagement, policy, and infrastructure teams. We also provide two-page summaries for each of these reports.

Recommendations for Building out Community Engaged Scholarship at Boise State University

1. Enhance coordination of Community-Engaged Scholarship (CES) efforts to reduce duplication and improve efficiency and efficacy

2. Develop a consistent language for community-engaged scholarship across all campus units

    a. **Community Engagement:** Intentional interactions with community members, organizations, or agencies for the purpose of disseminating knowledge, co-producing knowledge, developing relationships, learning from one another, and identifying challenges that might be addressed collaboratively.

    b. **Community-Engaged Scholarship (CES):** the creation and dissemination of new knowledge to address social, economic and environmental issues through collaborative relationships and shared activity between those in the university and those outside the university that are grounded in qualities of reciprocity, mutual respect, shared authority, and co-creation (Definition source: Campus Compact).

3. Establish metrics to evaluate community-engaged scholarship and update university reporting systems to capture relevant data to evaluate our achievement of metrics

4. Coordinate operations and provide infrastructure (coordinated information systems for metric evaluation, project management software, customer relationship management software, etc) and guidance (normalized process) to centers and institutes with a community-engaged scholarship emphasis.

5. Modernize University Tenure and Promotion policies to support both institutional requirements and community-engaged scholarship (e.g., SPS, HES); develop training for department-level T&P committee members to foster a culture shift to value this work

6. Maintain and grow community engagement opportunities between campus units and between campus and community partners by supporting topic-specific initiatives, such as the RNS

7. Work toward a CES Center that supports all facets of CES on campus

   a. Continue to collaborate, support, integrate, and inform institutional activities related to Community Engaged Scholarship at Boise State, through the NSF ART award and through other opportunities.

8. Maintain a Resource Nexus for Sustainability community-engaged research ecosystem by:

   a. Creating an effective website landing page that highlights relevant scholars, centers, institutes, and partners

   b. Publishing the RNS story through Marketing and Communications

   c. Providing support for several targeted RNS events in FY24

Resource Nexus for Sustainability (RNS) Executive Summary

The original Resource Nexus for Sustainability (RNS) grand challenge solicitation stated:

"With an integrative approach to catalyze a nexus of scholars, this initiative is focused on the interactions between the built and natural environment through the lens of our disciplines and our stakeholders to build more resilient urban and rural systems."

The RNS initiative aligns with the **Advance Research and Creative Activity** aspect of the Boise State BluePrint, and is called out as a specific subgoal: (c) Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

RNS Phase I – Strengths and Opportunities:

To address this call, a team of cross-disciplinary leaders and scholars from across the university converged to build a proposal for this opportunity, which was funded in 2022. We developed a shared leadership model, which includes a leadership team (Dr. Brittany Brand, Dr. Vanessa Fry and community partner and HCRI advisory board member Lance Davisson), and three sub-teams: Asset Mapping, Community Engagement, and Benchmarking (Figure 1). Each subteam had a chair to drive the group, and one member of the leadership team to serve as a liaison. This enabled an effective and efficient work environment and clear communication between the teams and with RNS leadership.

Leadership Team

PI: Brittany Brand

Leadership Team Co-Leads: Vanessa Fry | Lance Davisson

Asset Mapping Team	**Benchmarking Team**	**Community Engagement Team**

Asset Mapping Team

Chairs: Kevin Feris and Jana LaRosa

Will Reynolds
Sarah Toevs

Leadership Liaison: Vanessa Fry

Benchmarking Team

Chair: Stephen Crowley

Vicken Hillis
Michail Fragkias

Leadership Liaison: Lance Davisson

Community Engagement Team

Chair: Ru Wood

Carson MacPherson-Krutsky
Arie Weidemaier
Madeline Gregg
David Estrada

Leadership Liaison: Brittany Brand

July - September

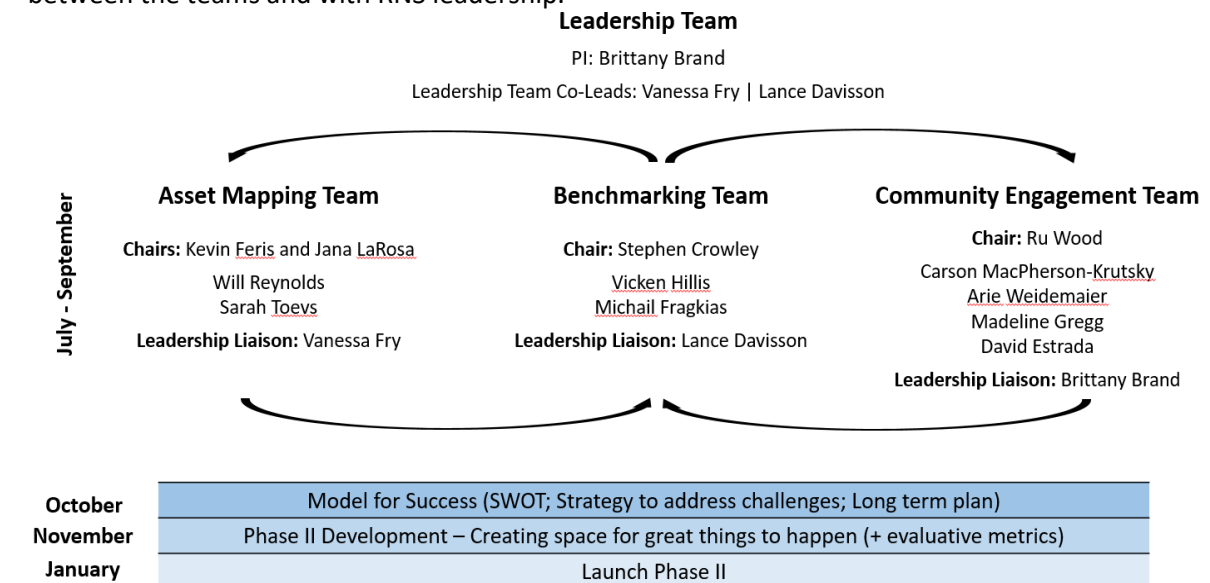|	
October	Model for Success (SWOT; Strategy to address challenges; Long term plan)
November	Phase II Development – Creating space for great things to happen (+ evaluative metrics)
January	Launch Phase II

Figure 1: Shared leadership model and subteam composition

Resilience and sustainability are incredibly broad, multifaceted topics. No single institution, including universities, can address every facet of these complex topics. During Phase I of this initiative (May – December 2022), a group of faculty from across campus convened and explore Boise State's strengths with respect to resilience and sustainability research by exploring the questions:

- How can we enhance and elevate these strengths through better connections across disciplines and with community partners?

- What are our opportunities to establish new lines of inquiry beyond what we already do well?

- What barriers could be addressed through financial support or policy change to enable a more inclusive, interdisciplinary research ecosystem?

Here is a brief summary of our team findings:

Asset Mapping Findings and Recommendations:

- There are many researchers, research groups, centers, and institutes working in this space. We need a way to better connect with each other and administrative support to run more efficiently.

- Several Academic units are leading the way for interdisciplinary CES that we could elevate and enhance to help build out this effort. We need more opportunities to connect with and learn from each other.

- There is a need to leverage and share resources across different units to provide administrative support to institutes and centers.

- Specific metrics to assess CES at Boise State are lacking

- Our data management systems (info-ed, faculty180) are not sufficient to identify and track specific research types and CES impact and success. It would be helpful to:

  ○ Develop metrics to assess CES broadly at Boise State

  ○ Update existing software to include the ability to search keywords and project summaries so the type of research conducted at Boise State is easier to identify

  ○ Require PIs to (1) indicate if work is considered CES, and (2) identify the community partners (both in Faculty180 and through Frevvo forms for grant submissions)

- We need an easier way to find each other, connect, and share success stories.

Community Engagement Findings and Recommendations - Internal:

- Faculty engaged in this type of work (interdisciplinary and CES) indicate it is time intensive
- While some academic units are set up to support CES (e.g., School of Public Service;

School of Public and Population Health, HES), not all of the policies and procedures within academic units across campus enable this type of effort. In particular, much of our tenure and promotion policies do not account for the following, making engagement is such scholarship risky for promotion, especially for early career faculty:

- The time-intensive nature of CES (trust/relationship building and project co-development), which may result in slower publication rates relative to traditional research

- The localized nature of such work may not achieve the criteria of 'nationally and/or internationally recognized'

- Faculty need the time and space to pursue this type of work, which is difficult to find in their current workload requirements

Community Engagement Findings and Recommendations - External:

- Community partners are interested and ready to work with Boise State faculty and students, but often do not know where to start or who to contact

- Community members across all sectors would like more opportunities to connect with and learn from each other and Boise State faculty (networking events, workshops, panels, presentations, and conferences)

Benchmarking Findings and Recommendations:

Resilience and Sustainability Challenges are complex and require:

- Innovation, risk-tolerance, humility, and persistence

- Interdisciplinary collaboration – difficult but essential

- More focus on applied, solutions-oriented research

- Leadership support to drive necessary culture change

RNS Phase II – Building the Foundation

We launched Phase 2 in January 2023 with a community engagement event (203 attendees, largely external to Boise State) and by releasing a $200K funding opportunity. We re-organized our subteams to investigate the foundation necessary to support an interdisciplinary, community- engaged research ecosystem (language of the original RNS call, hereafter referred to as CES) at Boise State *generally*. While we are focused on sustainability, **this effort extends beyond sustainability to include the resources and support any faculty or faculty team interested in pursuing interdisciplinary, CES would need to succeed and grow their research initiatives.** Phase II of our efforts, which began in January 2023, includes four strategies:

- Infrastructure and Building an RNS Hub
- Tenure and Promotion Policies
- Community Engagement
- Testing a model for success - Research Funding Opportunity

    Below is a brief summary of our teams' efforts and findings. Please see our full reports for more detail.

Infrastructure Team:

This team explored the infrastructure necessary to support the RNS and other interdisciplinary and CES efforts on campus.

    Infrastructure Recommendations:
- Develop metrics to assess CES at Boise State

- Advanced ability to capture and track data in existing reporting systems (Faculty180, interfolio)

- Enhance ability to more easily search and find Boise State researchers with specific areas of expertise

- Increase story-telling opportunities and/or software to showcase projects between Boise State researcher and community partners

- Provide software (project management, customer relationship management) and administrative support for centers and institutes engaged in this type of work

- Develop processes, standards, and a code of ethics for CES at Boise State with training opportunities for those seeking to engage in CES

- Build a Center for Community Engaged Scholarship (CES) that connects Boise State faculty, staff, students, and community partners to build out a research and creative activity ecosystem with a focus on community-engaged scholarship and service. The goal of the Hub is to promote activities (1) contributing to the betterment of the communities which Boise State serves, and (2) that will create interdisciplinary structures to facilitate meaningful connections, research and experiential learning opportunities for students, faculty, and staff. Through our recommendations, it should

achieve 5 broad goals:

A. Create a Community of Practice and advance community engaged scholarship (CES) at Boise State

B. Leverage existing efforts to build out and sustain a strong, community-engaged research ecosystem across disciplines

C. Engage communities through solutions-oriented initiatives that improve education, health, social or economic growth, and the environment.

D. Shared knowledge exchange between the community and campus

E. Promote capacity building through assessment and evaluation

Figure 2. Components of a Center for Community-Engaged Scholarship.
See infrastructure report for more details.

Tenure and Promotion Policy Team:

This team completed a literature review and interviewed leadership at universities with successful interdisciplinary, community-engaged cultures to establish what policies, in particular those related to tenure and promotion, best support and reward this type of work. They present their findings and recommendations for modernizing Boise State promotion and tenure policies in their full report in hopes of shifting the policies and, ultimately, the culture at Boise State to embrace and reward interdisciplinary, community-engaged and solutions oriented work.

T&P Team Recommendations:

- The multidimensional challenges that societies face globally can be addressed by higher education, but only if significant structural changes that allow for new forms of scholarship to emerge are enacted. We identify community-engaged scholarship as a critical need. CES allows for the acceleration in the rate of co-creation of transdisciplinary scholarship that can help bring change in our communities and world for the betterment of humanity.

- Boise State and Idaho's communities are ready for this change. There is an apparent, vocal, and broadly distributed community of scholars interested in expanding the definition of what counts as scholarship. Communities are also actively engaging with scholars on multiple fronts: the RNS initiative, the environment, education, innovation/entrepreneurship, the arts and other areas are all examples of this.

- Streamlining of terminology: Right now the university has too much variation in its terminology around what faculty do in terms of scholarship and what types of work, activities, and outcomes are rewarded. This plethora of terminology is poorly defined, and often in multiple ways. Recommendation - tidy up our language - see the Policy Team's report's definition section.

- Recognition and reward policy changes: We can achieve the goals outlined in this report by updating our policy to specifically recognize community engaged scholarship and work in sustainability. Both types of scholarship are inherently transdisciplinary and not explicitly recognized and rewarded in our current policies.

- Culture change: We need new norms and traditions for recognizing and rewarding novel types of scholarship. In particular, we need to develop a culture for assessing/evaluating community-engaged scholarship.

- All campus units need to be on board with a plan for a CES alignment: stakeholders should not be surprised by a new strategy of a higher mix of CE scholarship as a proportion of the total amount of scholarship within the university – especially as it relates to impacts on external funding. While there is a real need and value for this kind of work, there could be important tradeoffs to be considered.

Community Engagement Team:

This group led community engagement activities and collected information relevant to building a CES at Boise State aligned with RNS topics. The full report summarizes our engagement and

provides recommendations for sustaining community engagement and the types of effective engagement strategies as this work continues. The goal is to continuously build relationships and trust between Boise State faculty and community partners, increase opportunities to learn from each other and understand some of society's most pressing resilient and sustainability challenges, and ultimately build a Community of Practice on the topics of Resilience and Sustainability.

The Community Engagement Team created a **video** explaining the RNS efforts and value.

Community Engagement Team Recommendations:

- Provide time within workload allocation for interdisciplinary and community-engaged work, including time off campus to attend conferences.

- Revise Tenure and Promotion policies and procedures to enable CES, especially by broadening definitions of scholarly work.

- Leverage existing networks and community events/resources - meet people where they are. Enable faculty to attend local events and conferences. (Financial support to attend local events, perhaps a fund set up specifically for community-engaged efforts for graduate students, research staff, and faculty)

- Provide allocated time from University communications and marketing professionals to ensure they have the bandwidth and a specific charge to share our stories.

- Enhance the ability to share our stories of CES work through a variety of mechanisms (e.g., networking events, youtube videos, story collider events, campus websites).

- Provide dedicate time, space, and resources to create more opportunities to connect (networking events, workshops, panels, presentations, and conferences).

- Ensure we are reaching out to all communities through targeted community engagement, coordinated in partnership with relevant non-profits and other trusted community sources. Ensure community engagement materials are culturally-sensitive, again through working with non-profits and other trusted community sources.

- Create events (panels) specific to and for underserved populations.

- Develop and provide consistent guidance on how the University wants faculty, staff, and students to be doing CES (values, processes, expectations, rewards, etc.)

- **Create a centralized community engagement center that (1) assimilates resources across campus related to enabling community-engaged scholarship, (2) shares stories through a variety of means, (3) offers event coordination and support, (4) provides training and professional development opportunities for our campus and external community members, (5) assimilates funding opportunities**

Testing a Model for Success - Research Funding Opportunity

To address some of the opportunities identified in Phase 1 and ensure an inclusive solicitation

opportunity for the RNS Grand Challenge grant funds, we opened a funding solicitation to both Boise State faculty and external community members. This funding solicitation builds on the mission of the RNS by providing funding and resources to support interdisciplinary, solutions- oriented, resilience and/or sustainability-focused projects co-developed by Boise State researchers and external community partners. The intent is for the opportunity to catalyze teams to be competitive for large-externally funded research, regardless of whether or not they received the RNS financial support. Here we detail the solicitation process and results, including how we strove to support ALL teams.

Step 1: Submit a Project Pitch:

To capture a wide range of ideas from campus and the broader community, we first requested Project Pitches. Pitches were accepted from Boise State University researchers *AND* external community partners. We emphasized that although awards must be distributed to Boise State research teams, subawards to support community partners are permitted.

We received 31 pitches; 9 from Boise State Faculty and 22 are from community partners.

Step 2: Submit a Full Proposal:

We invited 12 teams to submit full proposals. Each of these teams was assigned an RNS liaison, who provided the following services:

- Responsive point of contact for all things RNS
- Introductions to potential research partners
- Advice for getting started
- Connection to additional resources (we will pull together a list for you to share)
- Facilitation of first meeting to establish shared values and vision for project, if the partner is interested (we can provide a guideline for this)

TIG then provided two reviews of each proposal, an evaluation using the rubric, and a recommendation. TIG shared their reviews with VPR Dr. Nancy Glenn, who recommended three proposals for funding. The proposals, reviews, and recommendations were then approved by Dr. Tromp. The funded proposals include:

Distributed energy resources and ecosystem restoration for Idaho's remote, rural, and tribal communities: A partnership with the Shoshone-Bannock Tribes for solar power and energy sovereignty **PI: Stephanie Lenhart ($72K)**

Sustainable Agriculture, Resilient Communities: A Study of the Social, Ecological, and Economic Factors Shaping Experiences of Global Gardens Farmers **PI: Rebecca Som Castellano ($83K)**

Rangeland Carbon Credit Feasibility & Pilot: Determining the Economic Value of Regenerative Ranching as a Climate Solution in Idaho **PI: Jared Talley ($49K)**

Proposals that did not Receive Funding: Chad Watson, Director for Research Development, reached out to the teams who did not receive funding to offer additional project development and proposal writing support. TIG reviews were shared with the PIs so they could strengthen their projects. We are encouraging these teams to take advantage of Boise State resources to strengthen their projects and apply for extramural funding.

How we Supported the Rest of the Teams:

For the 19 Project Pitches not chosen to move to the proposal stage, we assigned an RNS liaison to work with the author(s) to explore other ways we might support those projects.

ALL teams were followed up with and supported in some way by Boise State faculty, ensuring that even those not funded this round would have an opportunity to build a relationship with Boise State and find other ways to support their projects (Figure 3).
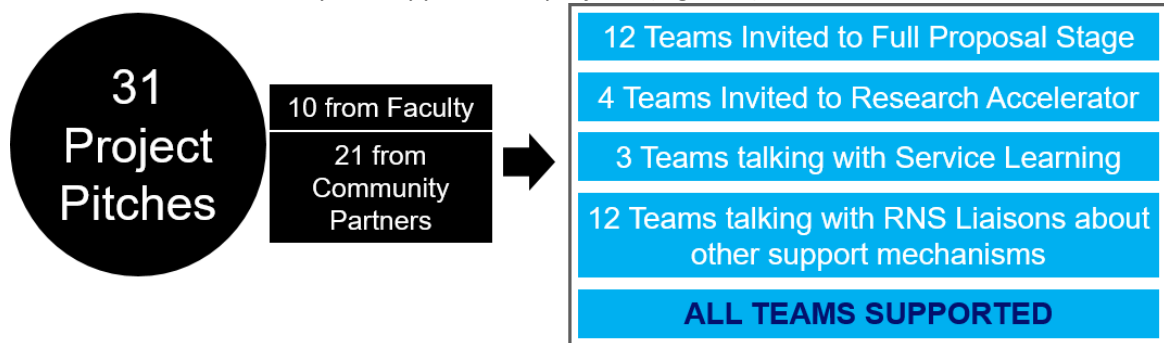

Figure 3: Pitch Demographics and Support Types

Evaluation of Team Building:

We developed an IRB exempt survey to assess participant satisfaction, the extent to which new connections and/or projects were developed, and plans to submit RNS project ideas for extramural funding. We will send this survey in August and again next summer to assess short-term and long-term impact.

Lessons Learned and Recommendations:

The success of this initiative went far beyond those who received the funding. Each person or team that submitted a pitch was supported by Boise State in some capacity, and we have learned that many groups are pursuing projects together as a result (the actual numbers will be reported following our August survey).

To ensure we reach a broad group of scholars and practitioners, and to ensure an inclusive process, we recommend future CES RFPs to follow a similar approach.

It is important to note that the leadership team spent no less than 80 hours reviewing, connecting, and supporting teams. Our broader RNS teams also devoted up to 10 hours to the success of this approach. Future initiatives should compensate faculty appropriately for their efforts, either through summer salary support or workload credit to ensure the work happens 'instead of' rather than 'in addition to' existing obligations.

Revised Timeline:

One of the major challenges of this process was the lack of time for the RNS team and project pitch authors to go through a teaming process. The turnaround to submit a proposal following the invitation was too short to develop deeper connections between partners, especially for new partnerships. To enable a more successful process with the *primary* purpose of building a RNS CE research ecosystem, we suggest a revised timeline:

1. **Building the RNS Team:** Each spring semester, identify faculty interested in serving on the RNS Project Proposal Review Team.

2. **First week of May:** Hold an RNS Networking event (similar to our JUMP event) and announce the funding opportunity

3. **August 31:** Project Pitches Due

4. **September - October:** RNS team reviews project pitches and facilitates team building, as appropriate.

5. **November:** Facilitating Team Success

   a. Teams invited to submit proposals, supported through their RNS Liaison. Liaison provides teaming assistance as needed, such as facilitated meetings to establish goals, values, and team norms. The Boise State Center for Research and Creative Activity (CRCA) will support project development and proposal writing, as needed

   b. Teams not invited to submit proposals supported in other ways through their personal RNS Liaison. For example, we may introduce teams to others with overlapping interest, connect teams to Service Learning opportunities, and direct teams to extramural funding opportunities aligned with their project goals

6. **March 1:** Full proposals due and reviewed by TIG, DRED, and other leadership, as appropriate to the call.

7. **May:** Proposal Notification and award distribution. Additional CRCA support provided to unfunded teams to help them prepare for extramural funding.

Building out Community-engaged Scholarship at Boise State

Much of our findings were integrated into the NSF ART proposal

Benchmarking Team Report

Team Members:
Stephen Crowley (lead)
Lance Davisson
Michail Fragkias
Vicken Hillis
Taylor Oxley

Motivation

- Not reinventing the wheel
- Leveraging lessons learned
- Building bridges between Boise State University institutions / departments and the greater community
- Derive best practices to inform sustainability research initiatives involving both researchers and practitioners

Purpose and Background

To ensure that Boise State's Grand Challenge effort is effective, efficient, and sustainable. A lot of similar efforts have been undertaken at different institutions. As we move forward at Boise State it makes sense to learn from those other efforts

Questions we are Addressing

- What do we aspire to achieve through our Grand Challenge? And which institutions are the best examples to learn from?
- What research and community-based Sustainability Driven Institutions are our best peers to inform success for our Grand Challenge?
- Who are the thought leaders we need to connect with / survey / interview?
- What are the most important lessons learned in other Grand Challenge-like efforts?

Processes/Approach

Each team member interviewed 3-5 colleagues in peer institutions across the U.S. and the world (between Sept 12 - Oct 7, 2022). In aggregate, we conducted a total of 13 interviews. A summary of who was interviewed (and targeted for interview, but unable to reach) is provided below.

(Peer) Institution / Organization	Interview Candidate	Category	Status	Location
Sun Valley Institute for Resilience	Nate Twichell, Executive Director	Community Org / Institute	Interviewed	USA / Idaho
Bittercreek / Red Feather / Diablo & Sons / Woodland Empire	Dave Krick, Business Owner & Community Entrepreneur	Community Org / Business	Interviewed	USA / Idaho
Oliver Russell	Russ Stoddard, Business Owner & Community Entrepreneur	Community Org / Business	Interviewed	USA / Idaho
Nature Based Climate Solutions	Brett KenCairn, Resilience & Sustainability Professional	Municipal government / Resilience Leader	Interviewed	USA / Colorado
Warm Springs Consulting	Amber Bieg, Business Owner / Enterpreneur	Community Org / Business	Interviewed	USA / Idaho

Nature Based Solutions Institute / University of British Columbia - MS of Urban Forestry Leadership	Cecil Konijnendijk, resilience leader / academic	Academia / Community Org	Targeted - not interviewed	International
Christensen Global	Aimee Christensen, Sustainability leader	Community Org	Targeted - not interviewed	International / Idaho
Arizona State University - School of Sustainability	Chris Boone, former Dean of School of Sustainability	Academia	Interviewed	USA / Arizona
Utrecht University	Niki Frantzeskaki, Lecturer	Academia	Interviewed	International / Netherlands
The Ohio State University	Elena Irwin	Academia	Targeted - not interviewed	USA
Yale University	Karen Seto	Academia	Interviewed	USA
University of California - Davis	Dan Stokols	Academia	Interviewed	USA
Appalachian State University	Christine Hendren, Director of Ascenta	Academia	Interviewed	USA
Zurich / Swiss Federal Institute of Technology	Christian Pohl	Academia	Interviewed	International / Zurich Switzerland
University of California - Davis	Mark Schwartz, Conservation Scientist	Academia	Interviewed	USA
Stockholm Resilience Centre	Louise Hard af Segerstad, Communications Strategist	Academia	Interviewed	International / Stockholm Sweden

National Socio-	Margaret	Academia	Targeted - not	USA

Environmental Synthesis Center (SESYNC) - University of Maryland	Palmer, Researcher / Staff		interviewed	
Australian National University	Stephen Lade, ARC Future Fellow	Academia	Targeted - not interviewed	USA
The Ohio State University, School of Environment and Natural Resources	Jeremy Brooks, Associate Professor	Academia	Targeted - not interviewed	USA
The University of Maine, School of Economics	Tim Waring, Associate Professor of Social-Ecological Systems Modeling	Academia	Targeted, not interviewed	USA

Results & Recommendations

The full breadth of the interview notes and summary of those notes are available in these 2 documents: Peer Institution / Organization Interview folder & Benchmarking Team Interview Synthesis google sheet

Executive Summary / Report

We interviewed individuals with relevant expertise in academia and the community, locally, nationally, and globally. Our interviews generated a number of important themes with respect to the implementation of Grand Challenge-like efforts. Here we synthesize and organize the key themes that we identified.

It is clear from our conversations with sustainability leaders across Idaho, that the community and industry are poised to engage with Boise State University. They are ready to partner on a Resource Nexus of Sustainability that can help advance research to support climate action, economic development, human and natural systems and much more!

Themes

In what follows we have organized recurring themes from our interviews. The rest of this paragraph is an attempt to capture central tendencies from our topic analysis and develop recommendations for an effective Resource Nexus for Sustainability at Boise State University.

Governance levels for recommended actions
(We pinpoint the governance level that is responsible for each recommendation listed below)
- G1: Governance at the level of the University
- G2: Governance at the level of the umbrella organization (ie. Resource Nexus for Sustainability Initiative, DRED, etc.)
- G3: Governance at the level of the individual project

Central Tendencies
1. Everyone we talked with focussed on the question, "who plays"? That is which groups should be involved in this work.
    a. Answer - community partners need to be full partners and indeed to drive significant parts of the RCA agenda.
    b. Answer - students need to be full partners and indeed to drive significant parts of the RCA agenda.
2. Equally prevalent were thoughts about responsibility/leadership which I'll call "who cares"? Once again two answers appeared with regularity.
    a. Answer - there must be significant buy in by the organization (in practice by senior leadership).
    b. Answer - projects must have someone thinking about them all the time (in practice projects need staff more than faculty).
3. The importance of metrics and reflection came up frequently. They help make sense of project goals and progress.
4. The value of proto-typing, agility and the ability to respond to crises were all praised. Folk were keen on 'ecosystems' that could grow incrementally and that were sensitive to their context/environment (aka could respond promptly and constructively to emerging challenges - e.g. pandemics).

Recurring Themes & Recommendations
1. **Institutional change on campus starts with leadership**
    a. Campus leadership should demonstrate a committed and inspirational belief in the need for sustainability solutions. Leadership can make this commitment clear in a number of ways
        i. Active participation in the community of practice around sustainability and yearly activities [G1]

      ii. Inclusion of grand challenges in strategic plan, and other campus materials including those that acknowledge ongoing success. Ideally, the University will elevate the Grand Challenges to the level of its Strategic Plan. Addressing Grand Challenges will be at the core of what the University does. [G1]

      iii. Educate or hire leaders across colleges and at all levels that believe that finding sustainability solutions and the grand challenges are the centerpiece for our academic programing, research and service. Develop a shared understanding of what Sustainability is. Buy-in should be clear to others both in and beyond the university. [G1]

2. **Thinking creatively about fundraising and budgets**
   a. Community partners have a potentially important role to play either as funders or co-fundraisers, but the relationship should be genuine and on equal footing
      i. Bring potential funders to campus and try to understand their mission and motivations. [G1 / G2]
      ii. Require genuine co-produced research projects [G1]
   b. Think about how to make funding sustainable
      i. If the central grand challenge activity is funding new faculty-led seed funded activity (with the expectation that these efforts will become self- maintaining) then provide institutional support for that transition (e.g., support for seeking follow-on funding)
      ii. Limit funding spent on hiring of new faculty in the absence of clear plans about how those faculty will maintain focus on transdisciplinary initiatives (e.g., HES at Boise State)
   c. Support faculty fundraising
      i. Promote existing funding opportunities. Provide support that generates winning proposals.
      ii. Share winning funding ideas with faculty
   d. Be or work with a proposal machine. This entity reviews what has been funded and shares these ideas with the faculty willing to engage. Brings potential funders to campus and try to understand their mission and motivations. [G1/G2]
   e. A portion of the budget should be discretionary so that the project leaders can be agile and respond to opportunities. Framework guides decision making and ultimately accountable to central administration and the community. Establish "Play money" [G1/G2]

3. **Breaking down interdisciplinary barriers on campus**
   a. Many institutional structures revolve around disciplinary departments because of historical inertia. These structures inhibit genuine collaboration

across campus. Yet inclusion of diverse perspectives from across the sciences, social sciences, arts, and humanities (and diverse perspectives more generally) is typically more effective than otherwise

    i. Changing logistical / institutional constraints such that focus is no longer on the department would be useful [G1]

    ii. Staffing for interdisciplinary programs helps overcome the disciplinary focus / resistance [G1]

    iii. Engage in activities that counter the focus on disciplinary departments

        1. Have community of practice engaged in the process from the beginning (e.g., ASU Project Cities that matched community projects with interested staff and students) [G2]

        2. Create an annual celebration of the research happening on Sustainability. [G2]

        3. Have a communications plan both on campus and beyond

    iv. Coordinate projects and curriculum across colleges (including the School of the Environment and HES) [G2]

4. **Establishing and maintaining community partnerships**

    a. Sustainability solutions require real-world change that can't be achieved without genuine partnership with the community. Genuine community partnerships ensure that research is relevant and research findings are actionable. Partnerships should be broad, inclusive, and exist at all stages of the research process, from problem definition and conceptualization, research design to communication of findings

        i. Offer opportunities for forming partnerships between academics, practitioners and policymakers (workshops, participant driven meetings, etc.) [G2,G3]

        ii. Solicit proposals that incorporate multiple university departments; community partners, and policy makers. [G2]

        iii. Solicit proposals that build or support a community of practice. [G2]

        iv. Include community members in the Grand Challenge leadership teams [G2]

5. **Engaging students is a win-win**

    a. Engaging students (broadly defined) has potential positive implications on the grand challenge, the students, and research more broadly. Thinking creatively about how to engage students effectively in a grand challenge is critical.

        i. Get sustainability science into the classroom as individual instructors engaged in sustainability GC projects and via VIP / Service learning / UF 100 [G2/G3]

        ii. Enhance the capacity of Service Learning to bringing students

        (and projects) together with community partners [G1/G2]

    iii.   Develop strategies to keep students engaged in projects after they graduate [G2/G3]

    iv.   Dedicate University funding for graduate students involved in GC projects [G1]

    v.   Individual projects MUST engage students [G3]

6. **How to maintain momentum and create long-lasting change**
   a. Develop clear framework & measured outputs; remember that your students are a major output for lasting change [G1, G2, G3]

   b. Tie the projects to the academic heart of the institution: curriculum! Flex the arm of the student production process and generate people who are going to go out in the world and generate immense impact. [G2, G3]
   c. Sound leadership & sustainable funding and investment from the team [G1]
   d. Have community of practice engaged in the process from the beginning [G1]
   e. Include a healthy and robust reflection and learning process [G2 and G3, maybe G1?]
   f. Awards/recognition of interdisciplinary GC research [G1]
   g. Continue to make the business case for addressing Grand Challenges and Sustainability to the leadership [G2]
   h. Coordinate projects and curriculum across colleges (including the School of the Environment and HES) [G2]
   i. As early as Stage 2 of the Grand Challenges initiative begins, find and fund GC project coordinator. [G2]

7. **Recommendations on added <u>rubric questions</u> for evaluating GC proposals**
   A rubric for evaluating proposals for Resource Nexus for Sustainability projects needs to include the following dimensions:
   a. Describe the process through which the research agenda was formed. How were the various stakeholders involved? Be specific on the stakeholder engagement process.
   b. Describe how you've incorporated students (undergraduate and/or graduate) into this project/proposal
   c. How is your project going to affect the academic programming at Boise State? Which new courses will be created? Any existing courses altered? Any new certificates or programs formed?

Successful Examples from across the USA and the World

Example 1: ASU's Project Cities (an EPIC-N model project)

Project Cities (https://sustainability-innovation.asu.edu/project-cities/), based on the EPIC-N model (https://www.epicn.org/) did not come about with any external philanthropic support, just funding from the University.

The director of this project sends out a request for proposals through which the cities in the region can apply to be part of the initiative. At its core, Project Cities is a matching service that leverages university resources to curate applied projects with local municipalities. Staff collects project proposals from municipal partners then matches those topics with faculty subject matter experts and students eager to address these municipal sustainability challenges. Project Cities staff support project logistics, communication and event planning as needed, then step back to let the students and faculty get to work, researching innovative solutions to the challenges identified by the city."

From the project website: "A Request for Proposal (RFP) is opened annually to cities, towns, and other municipal entities interested in the Project Cities program. Proposals identify important potential projects and desired outcomes. After RFP responses are gathered, a review team determines which city has a mix of projects that best match current ASU courses and resources. Upper-level city management and a financial commitment are required for consideration. After a partner community is selected and a memorandum of understanding is signed, individual project scopes of work are negotiated and students, under the guidance of experienced faculty, execute the projects for the Community Partner."
The director of the project communicates with faculty across the University who can take an existing course and apply it to the community problem. Students then engage with the community and produce a written report. The director of the project is responsible for recording successes. Many students who may have never thought of working for local governments eventually get employed by those cities - this is a good mechanism for the cities for talent acquisition! And a fantastic revelation! The access of the University to the local governments improves - you've just generated a virtuous cycle!!! This type of project is easy to implement, especially if the University's strategic pillar is community economic well-being across the State.

Example 2: ETH's Tackling Environmental Problems Class (see Pohl et al 2020)

The core idea here (as Crowley understands it) is to have first year students carry out solutions based research in partnership with relevant community partners.

This involves the faculty leading the class finding a good community partner and doing some preliminary work with the partner. Students then spend a semester learning relevant background material (e.g about the system in question and how to do solutions based research with community partners). In the next semester the students

make contact with community partners, design and implement research projects.

For a richer description of the class see the paper linked above.

I'm not sure how much of this we could implement/steal at Boise State. But I'd like to think about it. Some things that appeal to me; it works at the undergraduate level and seems like it should build on existing strengths (VIP and service learning); it connects RCA work to students and to curriculum both of which are themes from our research; it creates a predictable and structured 'space' for community engagement which should help harness existing community interest which seems to be significant but frustrated. FWIW this class seems to be a lot like Brittany's Kamiah project in a variety of ways. That said, there are important cultural differences - in general there seems to be more enthusiasm and less skepticism about this sort of work in Switzerland than in Idaho. NOTE: thinking about this skepticism is a challenge and opportunity that was noted by Dr. Stokols in his interview.

Student Leadership Perspective Main Points

Written by Taylor Oxley

Intro

      As a graduate student at Boise State University studying Public Health and the systemic structures in our community, I have been given the opportunity to review the raw interview data from the Benchmarking team and produce my own contribution efforts to the review process. My academic position allows me to propose a narrative that reflects many students viewpoints.

Many of the themes that have presented themselves throughout the raw data show that the conversation around sustainability promotes student and community engagement, hinging on dynamic inclusivity of staff and faculty. Below you will find recurrent themes I found relevant (section 1), examples that are applicable to our mission moving forward (section 2), and recommendations for implementing these ideas (section 3).

Section 1: Themes: topics or ideas we think are important

- <u>Promoting inclusivity of students and communities as the main focal point of our</u> <u>research and academic studies</u>
  - ○ Need to go out and understand the main points in community first
  - ○ Assess current status for the given sustainability issue in question before moving on to enacting change
  - ○ Create a coalition or group of people from each discipline on campus to ensure interdisciplinary work
  - ○ Make it relevant and accessible to everyone
  - ○ Promote recognition and incentives for collective work
  - ○ Meet people where they are at and make the information and timing accessible to more people.
- <u>Assessing and understanding the capacity of the University</u>
  - ○ Assess capacity of BSU and our partners prior to creating deliverables
  - ○ Promote current projects before creating new ones
- <u>Defining objectives and plan the process to meet these deliverables</u>
  - ○ Money transparency, with 'fun money' leftover for opportunities that arise
  - ○ Need to bring public-facing data/evidence to inform action and create shared understanding
  - ○ Clearly state objectives and outcomes
  - ○ Strong and engaged leadership

Section 2: Examples: what did we like about them? How do they apply to the themes?

- Project Cities (ASU): director sends out a request for proposals through which the cities can apply to be a part of this initiative (matching service)

staff then collects the proposals and matches them with experts and students who are eager to adress the topic. Project cities then removes itself so the team can get to work.

- ASU president sends hand-written notes congratulating researchers for their interdisciplinary accomplishments.
    - Support faculty grad students integrating into the community
- VIP (IFITS) @BSU

Section 3: Recommendations for Boise State improvement

- Promote projects that are community-developed
- Share public-facing data
- Advocating for PI's to apply to funders that promote sustainable projects (Ex. NSF) or are community-based

Student Leadership Perspective Report

Written by Taylor Oxley

Building strong, interdisciplinary relationships through communication among students, superiors, and those who are active in the community, increases Boise State University's (BSU) ability to connect, identify, and understand the issues in our surrounding communities to ultimately produce efficient problem-solving teams to construct sustainable answers.

BSU should strive to prepare graduates to be confident, problem-solving, and collaborative members of society for real-world needs; to gain these comprehensive problem solving and communicative skills, students and faculty must be integrated and work side-by-side with community members who have real-world knowledge, much of what public-serving graduate students learn comes from the community around them; we can reach this goal by promoting inclusivity of students and communities as the main focal point of our research and academic studies. Promoting the members of the community, students, and Boise State to act symbiotically to promote inclusivity in relation to learning and exploring new and advanced ideas for improvement. If we want to improve our community, we must work *with* the community, not *for* the community; to move forward, we have to ask the questions: Who are we helping? And how can we help them create long-lasting change?

Arizona State University answers these questions through Project Cities by meeting the community where they are, providing a matching service for project teams to send in their proposals to ASU to be matched with interested experts and students; project Cities opens doorways for communities to be supported in their efforts through the university, enabling progression in their projects by providing resources and support. This initiative is reflected in BSU's Institute for Inclusive and Transformative Scholarship (IFITS), created the program 'Vertically integrated projects (VIP)' to support students in earning academic credits for working alongside faculty pursuing ambitious, multi-semester projects and the Idaho Policy Institute (IPI) of BSU creates resources for those in the community who need research conducted for their organization. BSU's existing initiatives, VIP and IPI, can be paired with public involvement like Project Cities accomplishes to promote dynamic and diverse inclusivity. BSU's capacity can be strengthened by combining their VIP and IFITS project with the framework of Project Cities.

Determining a common agenda and a mission and vision statement will act as the driving force for our faculty and students towards creating sustainable projects and academic intentions. Deliverables that are carried over multiple disciplines will create sustainable, strong partnerships; to achieve this, BSU must incorporate interdisciplinary work. BSU has the opportunity to create an interdisciplinary team of deans and professors that share a common agenda, bring students and diversity to the table, and share successes. Reflection among the diverse team members increases sustainable and conducive conversations to promote the common agenda; student and team successes should be awarded recognition, and if not successful, teamwork is key to analyzing opportunities for improvement. Arizona State's President sends hand-written notes congratulating researchers for their interdisciplinary accomplishments, this practice shows students and staff how important their contributions are to the university and encourages hard work.

All of these common themes, examples, and recommendations come from the desire, as a student at BSU, to be a part of a university that shares a mission across all disciplines to create long-lasting, sustainable practices within our communities.

Infrastructure Report

RNS Infrastructure Group Chair:

Mike Stefancic

Experiential and Career Learning School of Public Service

RNS Infrastructure Group Members

Brittany Brand (Leadership Liaison) Professor, Geosciences

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Assistant Vice President, Research Advancement and Strategy

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This document makes a case for an interconnected "RNS Community Engagement Hub," as the ideal model to expand "doing our work in ways that envision a better future that sees our students and their needs more clearly, that take new approaches to research and service." - University President Marlene Tromp, Blueprint for Success.

Recommendation

Build a Center for Community Engaged Scholarship (CES) that connects Boise State faculty, staff, students, and community partners to build out a research and creative activity ecosystem with a focus on community-engaged scholarship and service.

In this report we outline our recommendations for a Center for CES with a focus on the infrastructure needed to sustain community engaged scholarship at Boise State. We propose an approach to leverage and provide the necessary infrastructure to support existing centers, institutes, and units engaged in interdisciplinary, community-engaged, solutions-oriented research through a Center of Centers approach.

Top Takeaways

- The opportunity to raise the university's impact in the community is high
- Leverage the current community engaged units to collaborate
- Build an Center for CES collectively from current engaged units with best practices

Why build a Center for Community Engaged Scholarship?

The President prioritized the university's focus on CES in the appointment of Brian Wampler as the President's Professor of Public Scholarship and Engagement and our continued commitment to be classified as a Carnegie Classification Center for Community Engagement. These are critical steps in acknowledging and supporting the university's potential impact in CES. Our peer institutions, like Arizona State University (ASU), have established an ethos of community engagement that permeates the university by providing the infrastructure of people, places, systems, and culture. However, while we strive to achieve what our peer institutions have, **our current decentralized model of community engagement has grown to a point where duplication of work and impact are redundant and inefficient. Furthermore, many scholars engaging in this effort are unsupported and not appropriately rewarded.**

The university needs a way to connect existing CES efforts across campus and build future capacity for increased partnerships, research, and experiential learning opportunities. Successful CES in higher education requires an alignment with university priorities and purpose-built infrastructure to coordinate community engagement that leverages siloed units (programs, centers, institutes, offices) towards an interconnected hub of resources to elevate everyone's collective impact in the community (Welch and Saltmarsh, 2013). We recognize an opportunity to provide and maximize the efficiency of resources to build out a strong, well-supported community- engaged, solutions-oriented research ecosystem. We propose that the university coordinate resources, staff, systems, and alignment with strategic goals to enable strong partnerships, clear paths for external partners to engage with Boise State researchers, and clear reward systems for faculty engaged in CES. **As such, the RNS Infrastructure sub-**

group recommends that the university work towards this by supporting a Center for CES that provides the infrastructure, norms, standards, and a code of ethics with respect to CES that is transparent to both our internal and external community. Additional attributes of the center are listed in Figure 1.

Center for CES Goals and Characteristics:

The goal of the Center is to promote activities (1) contributing to the betterment of the communities which Boise State serves, and (2) that will create interdisciplinary structures to facilitate meaningful connections, research and experiential learning opportunities for students, faculty, and staff. Through our recommendations, it should achieve 5 broad goals:

1. Create a Community of Practice and advance community engaged scholarship (CES) at Boise State

2. Leverage existing efforts to build out and sustain a strong, community-engaged research ecosystem across disciplines

3. Engage communities through solutions-oriented initiatives that improve education, health, social or economic growth, and the environment.

4. Shared knowledge exchange between the community and campus

5. Promote capacity building through assessment and evaluation

A Center for CES will have the characteristics outlined in Figure 1, developed by evaluating infrastructure needs with various groups across campus during Phase II of the RNS challenge. **We envision the Deans from each college or school nominating a faculty, center, institute, and/or community partner aligned with CES principles to participate in a working group to build out the following components of the Center in collaboration with the President's Professor of Public Scholarship and Engagement.** This group would be responsible for:

● Establishing the mission, vision, values, and goals of the Center for CES

● Creating norms, standards, and a code of ethics with respect to CES that is transparent to both our internal and external community

● Developing metrics for evaluation and relevant software updates for effective data collection

● Spearheading community engagement (ideally through a community engagement coordinator) to build an CES Community of Practice

● Developing Training and Education for those who wish to become involved in CES

● Provide resources and infrastructure to support a thriving CES community

● Creating a marketing and communications plan

Figure 1: Envisioning the components for Center for Community-Engaged Scholarship. See Appendix B for a build out of each component.

Metrics, Data Collection, and Coordinated Operations Systems: One of the most significant barriers to measuring success and impact is the lack of metrics to evaluate CES at Boise State and the lack of integrated information technology systems to collect adequate data to assess efforts in the RNS or CES space (also an outcome of Phase I - Asset Mapping). A Center for CES working group will establish metrics based on our experiences and a literature review for CES. We will then make recommendations for software updates to ensure our information systems (Faculty180, Interfolio, GivePulse) capture adequate data to evaluate our success and impact. Some example metrics are included in Figure 1.

Resources and Community Engagement: Our Center for CES landing page (see details in Marketing and Communications) will be the central location for resources, CES and aligned units, programming, and events. In addition, we will follow the recommendations of the Community Engagement Team (see full report) to build out meaningful engagement opportunities. A few examples include:

- Enhance the ability to share our stories of community-engaged work through a variety of mechanisms (e.g., networking events, youtube videos, story collider events, campus websites)

- Dedicate time, space, and resources to create more opportunities to connect on specific topics of interest (networking events, workshops, panels, presentations, service, and conferences)

Interdisciplinary Research: Highlight and foster new opportunities for CES through both traditional and applied, solutions-oriented interdisciplinary research. Collaborate with existing programs to promote interdisciplinary, team-based research (e.g., CRCA). Run CES solicitations for research seed funding will be run through this part of the Center.

Training and Education: Once norms, standards, and a code of ethics with respect to CES are developed, a CES working group would engage units across campus (e.g., Blue Sky Institute, IFITS, CID, Service-Learning) to identify and/or create relevant training and education opportunities for those interested in engaging in CES.

Experiential learning opportunities for Boise State students is also a critical component of the CES efforts. These are numerous across campus and should be highlighted on the CES website for more visibility. We anticipate the Center for CES will increase experiential learning opportunities as our CES efforts grow.

Marketing and Communications: Web development support is critical to build an effective Center for CES website that serves as a library of resources, directory for CES scholars, CES units, and experiential learning opportunities, a place for CES researchers and students to share success stories and community partners to connect with the university. This will also serve as a place of connection and support future philanthropic efforts to sustain our work. We also require marketing and communications support to help tell our story beyond our website through Update, Focus Magazine, and other forms of communication.

Administrative Support: While colleges and schools have access to adequate administrative support, young centers and institutes often do not. The Center for CES should create a model to help centers and institutes (existing and new) access administrative support through establishing guidelines for acquiring the funding to partially support administrative staff (e.g., line items in grants and contracts).

A fully functioning Center for CES will also promote the people, places, operations, and culture attributes listed in Appendix A.

Phase III – Building the Center for Community-Engaged Scholarship (A Roadmap)

A team of CES scholars (faculty, research staff, professional staff) representing each college and school will collaboratively establish norms, mission, vision, values, FY24 goals and timeline, and our working structure. Items we may pursue include:

Establishing the Network and Needs

1. Who is already doing this work, and what kind of support do they need?

2. Does the design of the CES "Space" welcome and include folks outside of the university?

3. Can the identified initiatives, projects, research, and/or centers/institutes sustain themselves with the current systems, people/space, and finances? If not, what support/infrastructure could the university provide to build sustainable systems?

4. How does this work/service/research enhance/transform/increase the culture of the university's community engagement and align with the BluePrint for Success?

Metrics, Data Collection, and Coordinated Operations Systems: Collaboratively identify evaluative metrics and recommend updates to reporting systems so that we can easily evaluate our impact and success. What metrics and assessment strategies should be established to (1) evaluate impact and (2) measure CES connections and research.

Marketing and Communications: We request support from DRED and Boise State Marketing and Communications to design and build out a website for both the Center for CES *and* for the ongoing RNS efforts. The latter will be pointed to in the larger Center for CES website.

Community Engagement: To help grow the CES ecosystem, we suggest maintaining RNS community engagement efforts by hosting networking events and learning opportunities to connect groups across campus and community partners to continue growing our interdisciplinary, community-engaged research ecosystem. The Boise State Hazard and Climate Resilience Institute could take charge of this effort in the short term while we develop a long term community engagement plan for the university.

Planning for the Future of the Center for CES: Finally, Center for CES working group should make recommendations for the future of the Center for CES and complementary efforts on campus (like the RNS group).

Center for CES alignment with Blueprint for Success

ALIGNMENT WITH UNIVERSITY PRIORITIES BLUEPRINT FOR SUCCESS

Improve Educational Access and Student Success
- Expands Experiential Learning
- Connects rural students with exploration and analysis of the attributes and elements of their home community.

Innovation for Institutional Impact
- Creates a culture of innovative, community-engaged scholarship and a pro-entrepreneurship climate

Advance Research and Creative Activity
- Increases opportunities to collaborate with community partners on research
- Expands external funding opportunities

Foster Thriving Community
- Centralizes resources across campus to support collaboration
- Promotes consistency across individual campus units
- ModernizeT&P policies to embrace and reward community-engaged scholarship
- Increases faculty satistfaction and retention

Trailblaze Programs and Partnerships
- Enhance and elevate existing community engaged scholarship efforts
- Grow and expand partnerships across Idaho and beyond

Summary

Our recommendation is to work towards creating a Center for Community-engaged Scholarship at Boise State.

Aligning university priorities is the first step in creating a plan to leverage the current focus areas of programs, centers, and institutes to give the Center for CES purpose and drive its creation. We will refer to programs, centers, and institutes as units with community engagement already embedded in their mission that exist and a Center that manages inputs and outputs listed below, similar to the hub of a wheel where spokes meet to distribute the weight and the integrity of the wheel. A Center for CES that engages in university-wide community engagement should have a place for people (physically or virtually/dotted lines), operational systems, funding, and cultural influence that fosters community engagement through partnerships, initiative, and resource sharing. These should be present within a unit that does community engagement work or utilizes an emerging Center for CES to fill the gaps until a unit builds the capacity to function in these ways. Regardless of a unit's capacity status, the Center for CES should exist to ensure collaboration and maximize the efficiency of resources to align with community needs or focus areas. The Center for CES will serve to increase transparency and develop a common language with the community (internal and external) on how the university can work collaboratively towards community-identified areas.

Expected outcomes of a successful Center for CES include:

- Outside and internal funders seeking the services of the centers, institutes, units, and/or Center for CES.

- Backbone support systems that provide necessary resources and infrastructure for relevant centers, institutes, units, engaged in CES.

- The university profile is raised and valued from the community perspective

- Built capacity in the community that advances new knowledge creation

- Students come to Boise State to be part of experiential learning opportunities and community-engaged work

- Shared learning between community and campus (we learn from each other)

Resources that informed our recommendations

Arizona State Office of University Initiatives, Experts database

Carnegie Classification Town Halls Executive Summary Fall 2022

Finnegan, Jillana (2022). Counting Community Partnerships in the Division of Economic Development and Research

Cunningham, H. R., & Smith, P. (2020). Community engagement plans: A tool for institutionalizing community engagement. Journal of Higher Education Outreach and Engagement, 24(2), 53-68.

Welch, M., & Saltmarsh, J. (2013). Current practice and infrastructures for campus centers of community engagement. Journal of Higher Education Outreach and Engagement, 17(4), 25-55.

Appendix A

Center for CES unit components

Inputs:
- ● People and places
  - ○ Space (could be input or output)
  - ○ Team of people (current and new)
  - ○ Advisory Board
- ● Coordinated operations
  - ○ Software/Information Systems
- ● Funding

Outputs:
- ● People and Places
  - ○ Space
- ● Coordinated Operations
  - ○ Normalized processes
  - ○ Shared resources
- ● Culture of CES
  - ● Increased partnership opportunities (educational and research)

People & Places provide the social infrastructure similar to a library but for community engagement with access to resources, guidance/strategic planning roles, and tracking/reporting. Places are physical and cultural where skilled teams or individuals pursue collaborations across units with specialties in their content areas. The hub also offers community members, faculty, and staff access points.
- ● A **space** should allow folks to gather on or off campus (ideally, embedded in the community). The space should be distinct from what already exists but provides neutral grounds to conduct work without power influencing participants. For instance, the university can project authority that subjugate partners' collaboration willingness. The space should be welcoming and convey a purpose of collaboration.
- ● **Team of people** that are outward facing to the community with campus assets in mind and liaisons from units (Dept. Colleges, Centers and Programs) with skills in:
  - ○ Co-leadership (influence and power to make a change, should include dotted lines)
  - ○ Project management
  - ○ Partnership management and building
  - ○ Impact/program assessment and evaluation
  - ○ Facilitate coalition/team/initiative building
  - ○ Faculty and staff development

- ○ Community engagement content knowledge (Asset-based Community Development, Collective impact, and Anchor institutions)
  - ○ Risk Management
  - ○ Community-Based participatory research
  - ○ Design thinking
- **Advisory board(s)** with representation from the campus and community to provide a voice to all perspectives and to gather feedback and guidance on the direction the center or other units conduct. This advisory board can serve other units that do not have the capacity to have one. The advisory board should be compensated in some capacity (awards, discounted credits). Could also have "partner in residence" type positions.

Coordinated Operations allow users to standardize and create efficiencies in routine and new endeavors. Utilizing software and processes can elevate the work a center or units pursue. Software systems should communicate with other systems because no one system can do it all. Having a shared systems/resource model should be in place at a hub.

- **Information Systems** Systems should be chosen based on their ability to create Application Programming Interface (API) connections to share data with one another. Each system should have an internal focus and an external focus. For example, websites should allow for community partners to find resources or collaborators on campus easily. Each listed system type should be employed and connected with one another on campus to use at current centers and/or hub level (*italicized are currently used on campus*).
  - ○ Event management (*Engage, GivePulse*) with data collection on participation and impacts and tagging of categories of impacts.
  - ○ Project management (*SmartSheet, Monday, Wrike*, etc)
  - ○ Constituent relational management or customer relationship management (*Salesforce, Faculty 180, interfolio, Peoplesoft,* Collaboratory, "searchable campus directory")
  - ○ Communication/Public Relations (*Websites, social media, google workspace)*
  - ○ Survey/Feedback systems (*Qualtrics)*
  - ○ "Help Desk" - the community or campus folks should be able to call a person that can direct them to their answer if it is not readily available. This could be automated or a physical person.
- **Normalized Processes** to guide operation within CES units and Hub. The university has many guiding processes for everyday work, from hiring to legal agreements and budgets. A Hub should develop processes that facilitate community engagement, including:
  - ○ Learning Exchange
    - i. Faculty and staff training on resources and reciprocity
    - ii. Sharing the impact of work and learnings (publications, blogs. etc)

        iii.   Student experience development and learning design
        iv.   Guide for collective impact work with processes that sustain the work
- ○ Community Engagement
  - i. Event facilitation
    - ii. Networking connections on and off campus facilitation
  - ○ Metrics
    - i. Assessment and Evaluation Protocol
    - ii. Shared data systems integrity
  - ○ Administration
    - i. Risk assessment protocols and agreements
    - ii. Recognition of successes and learning (students, faculty, and staff)
    - iii. Facilitate community-based research and development
    - iv. Project Management workflow
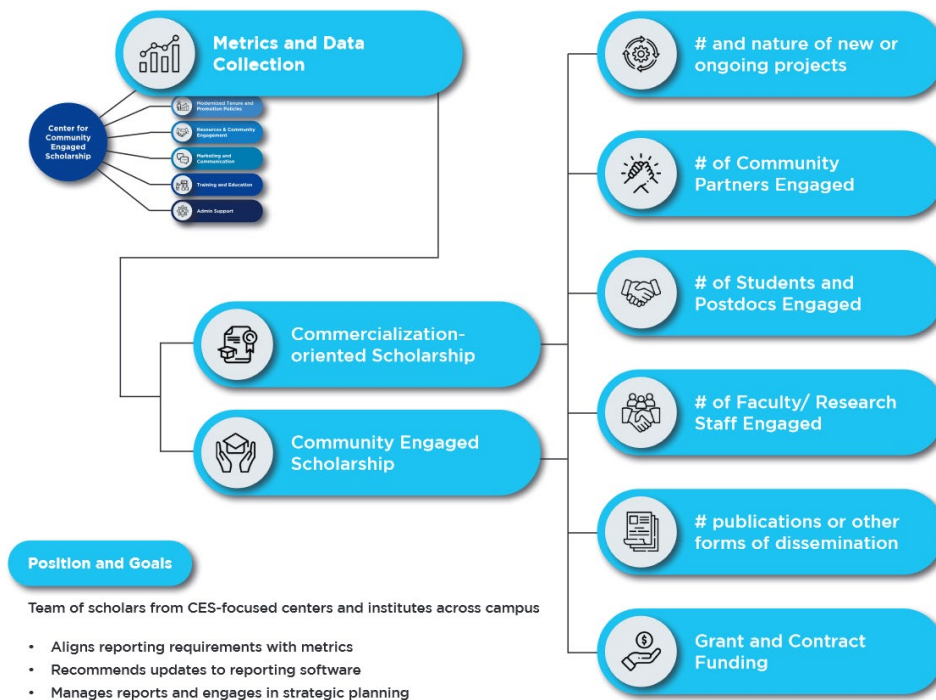 - ○ Engaging with community partners' documentation and workflow

The <u>culture</u> of community engagement should resonate with the campus and community work. This work should be accomplished through modernized P&T, continuing recognition, and awards for innovation and community engagement. The campus will embrace models such as Asset Based Community Development, and pursue Collective Impact to inform community-based initiatives on campus. These models center community voice, and commitment to transformation outcomes for long-term partnerships. Indicators of this culture will be demonstrated by:
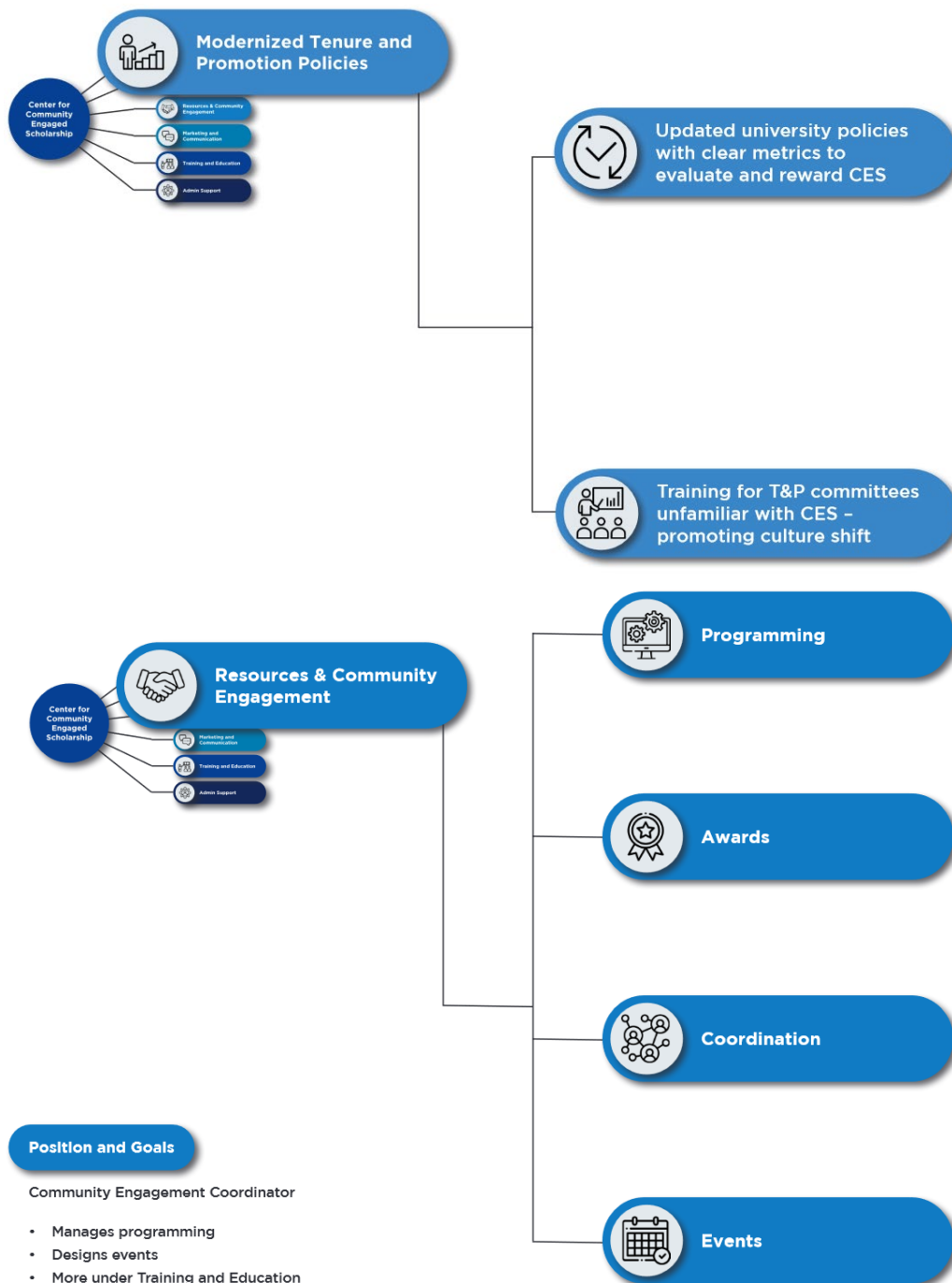
- ○ A clear definition of community engagement, as the Carnegie Classification stated above, and work is noted that falls under the definition.
- ○ Community engagement feedback loops (advisory boards)
- ○ Integrated with strategic planning
- ○ All university constituents feel included meaning they can participate.
- ○ Co -leadership or distributive leadership (collaborative, autonomous practices managed by a network of formal and informal leaders across units)
- ○ Research with the community integrates Community-Based Participatory Research principles.
- ○ Affinity groups around themes or skills operate collaboratively with community
- ● <u>Funding</u> that sustains community engagement work should be diversified and facilitate future investment by university leadership.
  - ○ Seek endowments, grants, and donations.
  - ○ Seek community/faculty articulated need focus areas (education, environment, etc) leveraging specific areas will increase funding options via grants and donations. Similar to the current RNS process for matching faculty and partners with similar ideas, a focus area that may also open up grant opportunities that would not otherwise fund infrastructure can be pursued.
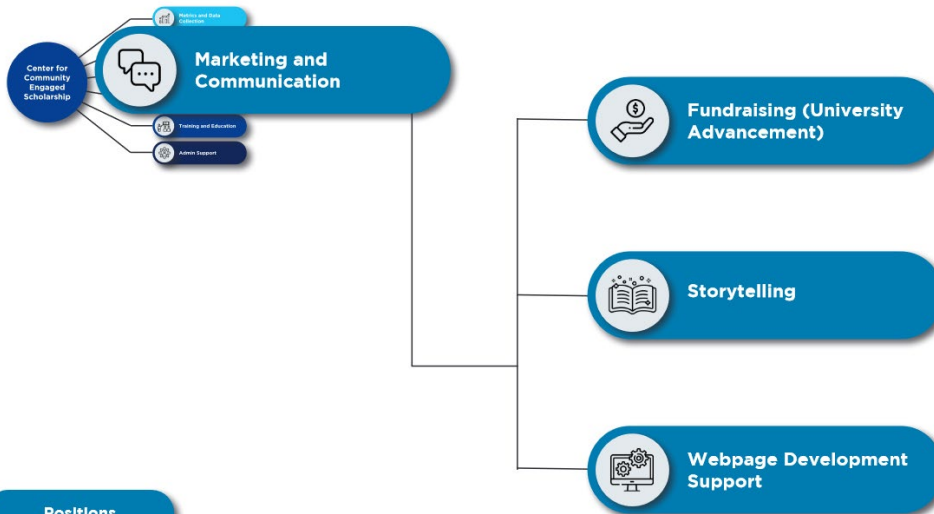 - ○ Fee for services - Like consultants for the community and campus

Appendix

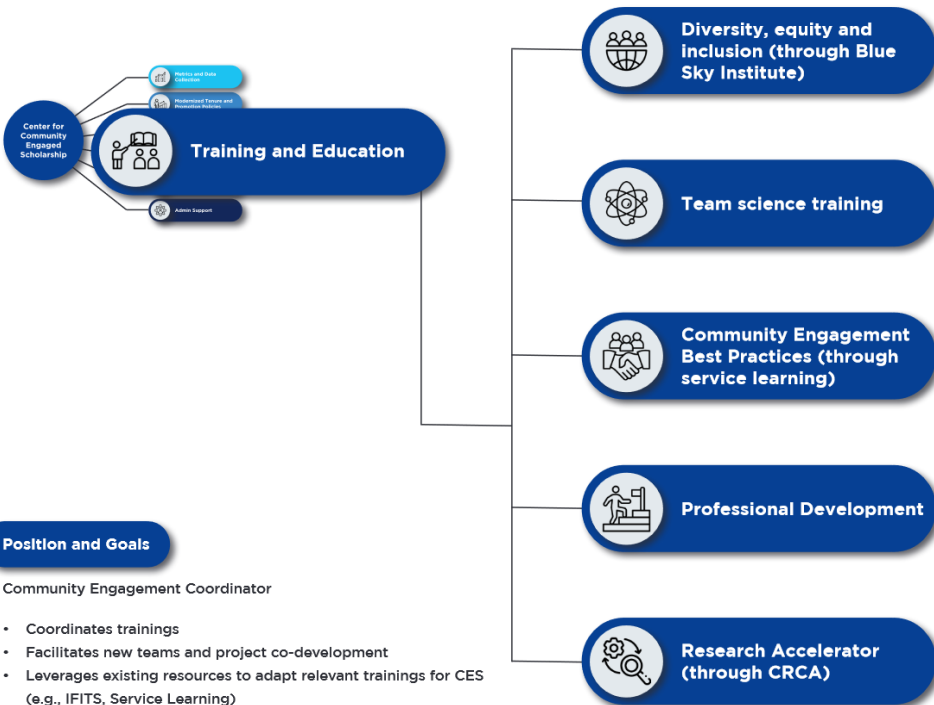**Envisioning the components for Center for Community-Engaged Scholarship. See Appendix B for a build out of each component.**

Center for Community Engaged Scholarship

Modernized Tenure and Promotion Policies

- Resources & Community Engagement
- Marketing and Communication
- Training and Education
- Admin Support

Updated university policies with clear metrics to evaluate and reward CES

Training for T&P committees unfamiliar with CES – promoting culture shift

Center for Community Engaged Scholarship

Resources & Community Engagement

- Marketing and Communication
- Training and Education
- Admin Support

Programming

Awards

Coordination

Events

Position and Goals

Community Engagement Coordinator

- Manages programming
- Designs events
- More under Training and Education

Center for Community Engaged Scholarship
- Metrics and Data Collection
- **Marketing and Communication**
- Training and Education
- Admin Support

Fundraising (University Advancement)

Storytelling

Webpage Development Support

Positions

Shared Resource Model

Center for Community Engaged Scholarship
- Metrics and Data Collection
- Modernized Tenure and Promotion Policies
- **Training and Education**
- Admin Support

Diversity, equity and inclusion (through Blue Sky Institute)

Team science training

Community Engagement Best Practices (through service learning)

Professional Development

Research Accelerator (through CRCA)

Position and Goals

Community Engagement Coordinator

- Coordinates trainings
- Facilitates new teams and project co-development
- Leverages existing resources to adapt relevant trainings for CES (e.g., IFITS, Service Learning)
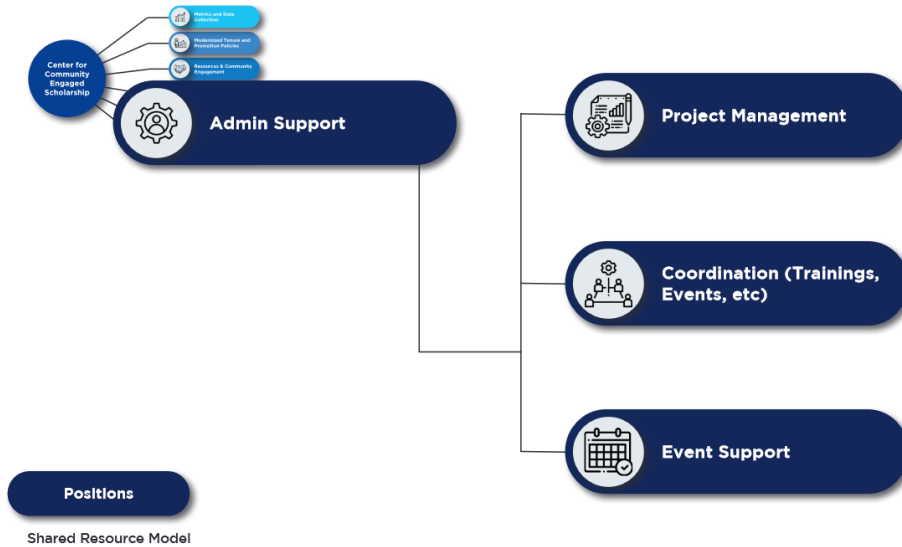
Shared Resource Model

Community Engagement Report

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    Writer Boise State University Advancement

    Sarah Toevs
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    Director, Center for the Study of Aging

In this report we summarize community engagement efforts for the RNS team for Phase 1 and 2. We discuss the fall mixer, monthly panels, and the launch event. We include the motivation for these events and the outcomes. We finish this section with recommendations to the University

Engagement

We engaged a total of **655** people.

354 Panel Events	**40** Faculty and Staff Mixer	**204** Launch Event	**26** One-on-one group meetings	**45** RFP Outreach and Meetings

RNS Videos

The community engagement team created two videos. The first to share the purpose of the RNS and inspire others to engage with us. The video can be accessed at https://youtu.be/sXqsLB-PmiA

- Purpose: provides an overview of the RNS GC project is and why it is important
- Number of views: 183 as of April 2023

The second video explained our Request for Project process to distribute the $200K. The video can be accessed at https://youtu.be/0x-zqQlG2EY

Panel Connections Summary

From Fall 2022 through Spring 2023 the Grand Challenge Community Engagement Team organized and hosted a series of monthly virtual panels on topics related to sustainability. The goal of these panels was to hear from people outside and inside of academia how they were thinking about sustainability and what areas for connection exist. To define the monthly topics, we emailed a Jamboard in August of 2022 to our respective listservs asking for feedback on topics related to sustainability and community resilience. We had strong engagement on the Jamboard. We used community feedback to define the topics for the nine panel events. For each panel, we found a subject matter expert to help coordinate and facilitate the panel as well as assist in finding 3-4 relevant panelists. Across the panels so far, we have had 246 attendees. The panel topics, co-facilitators, and specific attendance are shown below:

Month*	Topic	Panelists	Attendees
August	Resource Nexus for Sustainability Grand Challenge: Building Collaborations Between Boise State and Community Partners to Address Societal Problems	3	47
October	Can Economics Help Save the World? (Co-Facilitator: Dr. Michail Fragkias, Economics, Boise State)	3	63
November	Climate Change in Idaho: Unique Economic Challenges and Opportunities (Co-Facilitator: Dr. Megan Foster, McClure Institute, U of I)	4	29

December	Sharing Stories About Rural Life and Changing Conditions (Co-Facilitator: Dr. Jared Talley, School of Public Service, Boise State)	3	29
January	What Does it Take to be a Sustainable Campus? (Co- Facilitator: Arie Weidemaier, Campus Sustainability, Boise State)	4	37
February	The Role Art Plays in Building Sustainable Futures (Co-Facilitator: Dr. Rulon Wood, Art and Film Studies, Boise State)	3	43
March	Balancing Growth and Sustainability in Idaho (Co-Facilitator: Gregg Servheen, HCRI Advisory Board Member, Former USFS)	4	32
April	Building Sustainable Connections - Developing projects with and for Communities (Co-Facilitator: Mike Stefancic, Service Learning, Boise State University)	5	31
	Totals	**29**	**311**

*We held the GCRNS Mixer in September in lieu of a panel.

Event recordings can be found on the HCRI YouTube playlist here: https://www.youtube.com/watch?v=fOFnup-37lw&list=PLUhFlMs6uxsyJy6pwiKAAwjj6VFGpDR_k

Select Quotes From Panel Feedback Surveys

August:

"[Takeaway] Thinking more about sustainability and resilience in the context of transdisciplinary needs, learning, and decision making. How to help foster that in education/BSU and Idaho's communities and government."

"I learned that engagement with community partners and government branches must start at the very beginning of developing a program in the grand challenges frame."

"I'm excited that this partnership between the University and community organizations is forming in a structured way! In particular, I think it will position academia for funding opportunities that equate to a win-win for the community."

October:

"This panel really helped my understanding specifically in regards to Land Use -helps my ECON 333 class a whole bunch!"

"Our economic "targets" (i.e., GDP) are shifting or at least expanding to include new metrics, as a society at large, and perhaps even globally. Incorporating interdisciplinary sciences into the measures we know, communicate, and leverage often in day-to-day decision making (in government and private industry) is now key for successfully delivering consumer products and sustainable business structures."

January:

 "I really appreciated hearing from more than one academic institution! It really puts into perspective how we are doing compared to other groups and give me context on what is practical."

"One takeaway is that it seems that real sustainability change needs both the top and bottom to be active in the goals but it seems that without the top's willingness to change then those at the bottom can't create meaningful and long lasting change."

Feb:
"I really enjoyed hearing the perspective of artists and historians relative to sustainability and resilience."

"[My takeaway was] that we need to see, think, communicate, and involve other perspectives to find the solutions we need and that touch all we want."

March:
"I am grateful that these conversations are happening. I think that they are an impactful first step in the right direction. One takeaway I left with from the panel was that we need a better understanding of population data (specifically, who is moving here and why? Who is leaving and why?) to have better conversations about sustainability."

September 2022 Faculty Mixer

On September 24, 2022 the RNS Community Engagement Team held a Faculty Mixer in the Lookout Room of the Student Union Building at Boise State. The purpose of the event was to connect campus individuals and organizations who are doing sustainability work and provide an opportunity for people to network with researchers across campus to break down silos. We also introduced the RNS Grand Challenge team, our progress to date and our plans for the future with the goal of generating excitement about this grand challenge, and providing opportunities for our on-campus partners to engage with us and provide feedback. The event began with a short video about the RNS Grand Challenge, which was produced by Dr. Rulon Wood (Phase I RNS member) and his students. Following the video, Dr. Brittany Brand gave a presentation, which covered the different committees that are involved in the RNS-Grand Challenge and the work that each committee had done up to that point. Dr. Brand also discussed the plans for Phase II and the schedule of events and opportunities for faculty to engage with this work throughout the year. Following Dr. Brand's presentation, attendees were asked to participate in an activity where they could provide their input on challenges, strengths and opportunities related to sustainability on campus. In the activity, participants wrote down the strengths, opportunities and challenges on large sticky notes and placed them around the room. This activity helped launch a dialogue with participants as they did a gallery walk and discussed the different themes during the networking portion of the event. The community engagement team collected that data and consolidated it into major themes here.

About 40 faculty attended this mixer from across campus. We had representation from a variety of disciplines, departments and colleges, including COBE, COEN, COAS, DRED, SPS, Public Safety and World Languages, among others.

January RNS Phase II Launch Event

On January 11, 2023, the RNS team formally launched the GC-RNS efforts to the Boise State community and external community members working on resilience and/or sustainability topics. The purpose of the event was to share our vision for the future, network, and gather community input on how to build community-based projects and sustain our efforts long term. During this event we also shared Phase II of our efforts that included a solicitation for projects from both the Boise State community and external partners for solution-oriented, societally relevant sustainability challenges. We marketed the event widely through University channels and leveraged respective listerservs of the RNS Team to recruit community partners to the event.

Our intention was to bring together a group of people who would be interested in supporting the RNS effort in the short- and long-term. As such, we structured the event to include a diverse group of speakers from the University and community. The event began with a cocktail hour and art exhibition featuring artwork on sustainability. Dr. Nancy Glenn and Dr. Brian Wampler kicked off the event with opening remarks about the Grand Challenge and provided additional context. Next was the Idaho Dance Theater performance that showcased a partnership between the Sierra Club and the Idaho Dance theater on the life cycle of salmon. Dr. Brittany Brand then took the stage to give an overview the Resource Nexus for Sustainability efforts and aims. Our Keynote speaker Julia Colbert from Arizona State University's Global Institute of Sustainability and Innovation discussed ASU's institute and synergies with Boise State University. This provided a vision for what the Resource Nexus for Sustainability could look like in the future. Next we had a forum for community partners to discuss examples of successful collaborations between the community and Boise State. This included short talks from Mike Tornatore, City Clerk, City of Kamiah, Marla Hansen, Former Director, Idaho Dance Theater and Ethan Sims, MD, Emergency Physician, Saint Luke's. Lance Davisson from the RNS leadership facilitated a Q&A with these community partners, Julia Colbert, and Brittany Brand. We ended the event with community networking.

Overall, we had seven separate speakers reach an audience of over **204 people** (far surpassing our 100 person goal). Attendees included Boise State staff, faculty, students, and a wide variety of community members. Attendees approached RNS team members after to congratulate us for a successful and inspiring event.

Here is a link to the KTVB report covering this event:

https://www.ktvb.com/video/news/local/bsu-research-nexus-event/277-09c6d09c-61d1-46bc- a951-a9261e82f605

Summary of Community Engagement Lessons Learned

Community Engagement Panels	Faculty Mixer	Launch Event
- There are many projects going on in Idaho that relate to sustainability topics. - There is not a clear way for partners to engage with the University, but there seems to be significant interest. - Community partners feel grateful to have a platform to share their knowledge and real-world issues with University audiences - Sometimes the data gaps do not always fall into neat research categories, which can pose a challenge.	- There is a lot of interest in the RNS-Grand Challenge across a diverse range of disciplines on campus. - Significant sustainability work and research is happening on campus, but there is no central hub connecting these efforts. - We need to realign promotion criteria and readjust workload for faculty who are doing community engagement work. - Currently it is risky for faculty to invest time into this type of work	- Well attended - all positive feedback - people overwhelmingly enjoyed the event and program - felt motivating and exciting - People are interested in building a resources nexus at Boise State - Program was long - would shorten next time and create more space for feedback from community

Recommendations to Boise State University

Finding	Recommendation
Faculty engaged in interdisciplinary and community-engaged work indicate that it is time intensive. Faculty need the time and space to pursue this type of work, which is difficult to find in their current workload requirements.	Provide time within workload allocation for interdisciplinary and community-engaged work, including time off campus to attend conferences.
While some academic units are set up to support community-engaged and solutions- oriented scholarship (e.g., School of Public Service; School of Public and Population Health, HES), not all of the policies and procedures within academic units across campus enable this type of effort.	Revise policies and procedures to enable CES, especially by broadening definitions of scholarly work.
Community partners do not always have the capacity to travel to Boise State events.	Leverage existing networks and community events/resources - meet people where they are. Enable faculty to attend local events and conferences. (Financial support to attend local events, perhaps a fund set up specifically for community-engaged efforts for graduate students, research staff, and faculty)
There is already so much great work happening, but it is not well-marketed. Marketing and communications were engaged throughout our efforts but rarely responsive.	Provide allocated time from University communications and marketing professionals to ensure they have the bandwidth and a specific charge to share our stories.
Community partners are interested and ready to work with Boise State faculty and students, but often need help knowing where to start or who to contact.	Enhance the ability to share our stories of CES work through a variety of mechanisms (e.g., networking events, youtube videos, story collider events, campus websites).

Community members across all sectors would like more opportunities to connect with and learn from each other and Boise State faculty	Provide dedicate time, space, and resources to create more opportunities to connect (networking events, workshops, panels, presentations, and conferences).
Our standard outreach mechanisms and networks engaged a large number of people, as evidenced in this report, but not everyone was at the table. In particular, our underserved populations were not a part of this effort.	More intentional in our community engagement to a more diverse audience Ensure we are reaching out to all communities through targeted outreach, coordinated in partnership with relevant non-profits and other trusted community sources. Ensure community engagement materials are culturally-sensitive, again through working with non-profits and other trusted community sources. Create events (panels) specific to and for underserved populations.
There is no universal understanding of what it means to engage with communities. Some traditional scholars still feel a letter of collaboration is sufficient. In some described projects, community partners were not invited to participate in project development or implementation. Instead, researcher- community partner relationships were largely extractive and data rarely makes it back to the communities that need it. Many researchers do not share research findings beyond publishing work in scientific journals.	Develop and provide consistent guidance on how the University wants faculty, staff, and students to be doing CES (values, processes, expectations, rewards, etc.)

Ultimate Recommendation:

Create a centralized community engagement center that (1) assimilates resources across campus related to enabling community-engaged scholarship, (2) shares stories through a variety of means, (3) offers event coordination and support, (4) provides training and professional development opportunities for our campus and external community members, (5) assimilates funding opportunities

Tenure and Promotion Policy Report

RNS Tenure and Promotion Policy Chair:

Michail Fragkias
Professor | Department of Economics

RNS Community Engagement Members

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Owner & Principal Consultant at The Keystone Concept
Co-Founder and Coordinator at the Treasure Valley Canopy Network

Stephen Crowley
Professor & Department Chair | Department of Philosophy

Kevin Feris
Director for the School of the
Environment Professor | Department
of Biology

Motivation for this report:

Knowledge making within the academy has traditionally been specialized and 'distant' from wider community concerns. The image of academics operating in siloed "ivory towers" is not an exaggeration. In recent years, more attention has been placed on interdisciplinarity (the joining of academic knowledge domains across disciplines) but the isolation of the academy from the community as a whole has not been adequately addressed. This 'non-relationship' between the academy and the community is damaging to both. In particular in a time of rapid change in (and degradation of) linked social and environmental systems, this 'non-relationship' has major global implications for sustainability (economic, environmental and social). A pathway to engagement, in which the academy learns from the community and contributes to community flourishing is needed. We call such work community engaged scholarship (CES).

This report focuses on one aspect of the 'non-relationship' problem. How to make CES 'legible' to the university and in doing so sustainable for its practitioners. That is, what can we do to make CES something that is noticed by and valued by the institution so that its (CES) practitioners can be acknowledged and rewarded for their work.

To describe the current situation as one of non-relationship is a simplification and like all simplifications can be misleading. There is CES happening at Boise State but there needs to be more. The role and need for engagement of higher education is changing. Our communities need our expertise and higher education needs input from our communities to remain relevant and to more rapidly keep up with societal change. Importantly, Community-engaged scholarship (CES) is the second central topic in scholarship reward and recognition needed to address the Grand Challenge of the Resource Nexus for Sustainability. Therefore, what can be done within the university to facilitate CES?

Furthermore, Post et al (2016) writing on the topic of "Publicly Engaged Scholars", point out that "there are indications that the next generation of students and scholars, a much more racially and ethnically diverse group, are increasingly public in their identities and are developing new patterns of engagement that are changing the nature of teaching, learning, and knowledge generation" (p. 1). These diverse perspectives are also critical for use-inspired scholarship and sustainability related work. Universities will be competing to recruit, retain, and value this diverse group of scholars, so community engagement must be supported and recognized in meaningful ways.

In order to promote scholarship that is community engaged, we need to create a system of rewards and recognition (through our University P&T policy, unit P&T policies and other workload related policies) that promotes this new model of scholarship. We have identified two tightly interrelated aspects of scholarship that require additional recognition and reward: (i) transdisciplinary and (ii) community engaged knowledge creation and dissemination. We focus mostly on the latter in this report but the concepts are closely

connected.

Integrating community engagement into tenure and promotion guidelines is a way to do so; this inclusion signals to faculty that community engagement is valued and rewarded at an institution. In this report, we discuss some avenues and processes through which community engaged scholarship can be incorporated into faculty reward policies. Our report is not in any way exhaustive and should be considered as a first step in a long-term process of amending our policies and most importantly, culture.

Main Findings

The primary findings and recommendations of this group are provided below. We connect our findings to recommendations and in some instances the section in which the recommendation can be applied in the University P&T policy (Last Revision Date: February 03, 2022). For example, the first finding (F1) is connected to the first recommendation (R1). If a finding is connected to multiple recommendations, we itemize using letters (e.g. R1a, R1b, etc.).

- [F1] The multidimensional challenges that societies face globally can be addressed by higher education, but only if significant structural changes that allow for new forms of scholarship to emerge are enacted. We identify community-engaged scholarship as a critical need. CES allows for the acceleration in the rate of co-creation of transdisciplinary scholarship that can help bring change in our communities and world for the betterment of humanity.

- [F2] Boise State and Idaho's communities are ready for this change. There is an apparent, vocal, and broadly distributed community of scholars interested in expanding the definition of what counts as scholarship. Communities are also actively engaging with scholars on multiple fronts: the RNS initiative, the environment, education, innovation/entrepreneurship, the arts and other areas are all examples of this.

- [F3] Streamlining of terminology: Right now the university has too much variation in its terminology around what faculty do in terms of scholarship and what types of work, activities, and outcomes are rewarded. This plethora of terminology is poorly defined, and often in multiple ways. Recommendation - tidy up our language - see this report's definition section to get you started.

- [F4] Recognition and reward policy changes: We can achieve the goals outlined in this report by updating our policy to specifically recognize community engaged scholarship and work in sustainability. Both types of scholarship are inherently transdisciplinary and not explicitly recognized and rewarded in our current policies.

- [F5] Culture change: We need new norms and traditions for recognizing and rewarding novel types of scholarship. In particular, we need to develop a culture for assessing/evaluating community-engaged scholarship.

- [F6] All campus units need to be on board with a plan for a CES alignment: stakeholders should not be surprised by a new strategy of a higher mix of CE scholarship as a proportion of the total amount of scholarship within the university – especially as it relates to impacts on external funding. While there is a real need and value for this kind of work, there could be important tradeoffs to be considered.

Recommendations

This report originates in the Resource Nexus for Sustainability Grand Challenge and thus, our sustainability focus informs our view on process vs. outcomes. We emphasize that the process for changing any policy is at least as important as the expected outcome. We are not solely interested in the *outcome* (policy changes) but also the *process* that leads to the policy change. Explore changes that will make the invisible work visible.

Our recommendations encompass two categories of action. The first are recommendations associated with change management, which are actions for Boise State to take to (1) facilitate acceptance and (2) enable the type of work and academic support system encoded in our policy recommendations. The second encompasses recommendations for specific changes to university level and other policies. We structure our recommendations below with these two categories in mind.

- Change Management:

  - [R1] *Prioritize:* Elevate community-engaged transdisciplinary scholarship as a priority for the University. We are a community-engaged university. "This is what we do". Send the message to our students and all stakeholders. Then we can address the question: What type of a community-engaged university do we want to be? What is our specific identity? Furthermore, how can we be an "excellent" community engaged institution?

  - [R2] *Take stock:* Measure the community-engaged scholarship that is currently ongoing. What are the relevant metrics? Make these metrics broadly available, transparent, and easy to consume. Such metrics not only highlight existing strengths but will also be a key component of messaging to university and community stakeholders that our institution is centering CES as a core value and opportunity at the university.

  - [R3] *Establish Terminology:* Develop a campus-wide consensus on terminology. Several terms are utilized without definitions attached to them. E.g. the difference

between interdisciplinarity and transdisciplinarity. The present report can be utilized as an entry point.

○ [R4a] *Revisions:* Create a university-wide committee that will review the University P&T policy as well as the relevant College P&T and workload policies. Task this committee with helping guide the process of change to integrate encouragement for CES across these policy structures.

○ [R5a] *Raising awareness/training:* P&T committee members may be unaware of CE scholarship, and thus should receive training/mentoring on the specifics of CES. The University can mandate training workshops for anyone who participates in P&T work. This would enable appropriate interpretation and support of the changes in a revised university P&T policy (e.g. culture, mentoring, etc). For example, educate P&T members on how community partner external letters can elucidate issues of partnership creation and practice as well as the impact of the scholar's community-engaged activities.

○ [R5b] *Raising awareness/training:* Recognize the process (i.e. the narrative) that a CES scholar is engaged in as they apply for P&T.

○ [R5c] *Raising awareness/training:* Acknowledge additional time required for CES. For example, recognize the value of the networks being built through CES work that bring about benefits with multiplier effects in future years. (Network building activities could be recorded in Faculty 180, etc.)

○ [R6a] *CE Scholarship Governance:* Study the incentives of multiple stakeholders. Potentially track community-engaged research dollars as proportion of total. Medium and long-term studies on the cost-benefits of CE research are needed. Periodically review the University P&T Policy for alignment with stakeholder incentives.

● Policy recommendations:

○ [R2] Revise policy to reflect the importance of process as opposed to outcomes. Revisions needed in §3. Policy and Preamble, §3.1 Philosophy

○ [R4b] Revise policy to address the importance of community engaged scholarship transdisciplinary research. Revisions needed in §3. Policy and Preamble, §3.1 Philosophy

○ [R4c] Establish an alternative path to tenure (allow for both a traditional routes and community-engaged scholarship route). Establish targets for a specific percentage of scholarship in either category. Make the CES version competitive (application to join that track is required; request evidence of high likelihood of success). Revisions should be made in various sections, e.g. §4.1.4 Evaluation Criteria, §4.2 Criteria for

    Tenure and Rank

- ■ E.g., "Faculty that have chosen or emphasized community engaged scholarship, should demonstrate a clear record of local and/or regional impact of their community-engaged activities in teaching, research and service"

- ○ [R5d] Better integrate University and unit P&T policies with unit workload policies.

- ○ [R6b] Align any plan for CES with existing unit efforts that follow the Boyer model. Relevant sections exist across multiple unit P&T policies on campus.

- ○ [R6/R7] University policy should include a requirement for definitions or examples of what approaches will be used to assess quality and impact at the department, school, or college level. Relevant sections §4.2.2.

Concepts and Definitions

According to the American Council on Education (2023): "The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors 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." Any University-level P&T policy changes that reflect an increasing importance of academics exiting their ivory towers and more meaningfully engaging with society, requires the use of novel terms, clarity in their use, and getting terminology right.

We initiate this report by delving into several useful definitions. "Community", "engagement", and "scholarship" can signify distinct things to different readers so it is worthwhile offering a concrete definition for the purposes of this report. We use definitions offered by Campus Compact, a "national coalition of colleges and universities committed to advancing the public purposes of higher education" (compact.org) as our starting point but have expanded those in several areas.

*__Def.__ **Community Engaged Scholarship (CES)**: the creation and dissemination of new knowledge to address social, economic and environmental issues through collaborative relationships and shared activity between those in the university and those outside the university that are grounded in qualities of reciprocity, mutual respect, shared authority, and co- creation* (Definition source: Campus Compact).

For the purposes of the RNS group, we amend the definition to align with the Grand Challenge of the RNS. The main idea for an adjustment in this definition is that while one

explores social, economic and environmental issues separately, while engaging with communities, a sustainability-orientation requires addressing these issues jointly. For example, a sustainability- oriented community-engaged research project on climate change involves multiple dimensions of the issue and addresses them jointly: environmental, social, health, economic, etc.

Def. Sustainability-oriented Community Engaged Scholarship (SOCES): *the creation and dissemination of new knowledge to address social, economic and environmental issues **jointly** through collaborative relationships and shared activity between those in the university and those outside the university that are grounded in qualities of reciprocity, mutual respect, shared authority, and co-creation.*

From this point forward, when we discuss CES, we will consider it in the context of sustainability research, aligning the concept with the RNS theme.

CES generates new knowledge, characterized as transdisciplinary and asset-based.

Def. Transdisciplinary knowledge: *Knowledge about social, economic, and natural systems, existing across academic disciplines (scholarly) and practice (non-scholarly) domains with a focus on application of knowledge in a community-engaged real-world context.*

It is important to note that many definitions of Transdisciplinarity exist and therefore the concept and definition is actively in flux. However, as of this writing, the definition provided here aligns with many current interpretations of this term at Boise State. (See more in Walter et al. 2007)

Def. Community/asset-based knowledge*: The intersection of strengths, skills, processes, and knowledge of those in the community; recognized as valuable and legitimate by the academic community. (Source: Campus Compact)*
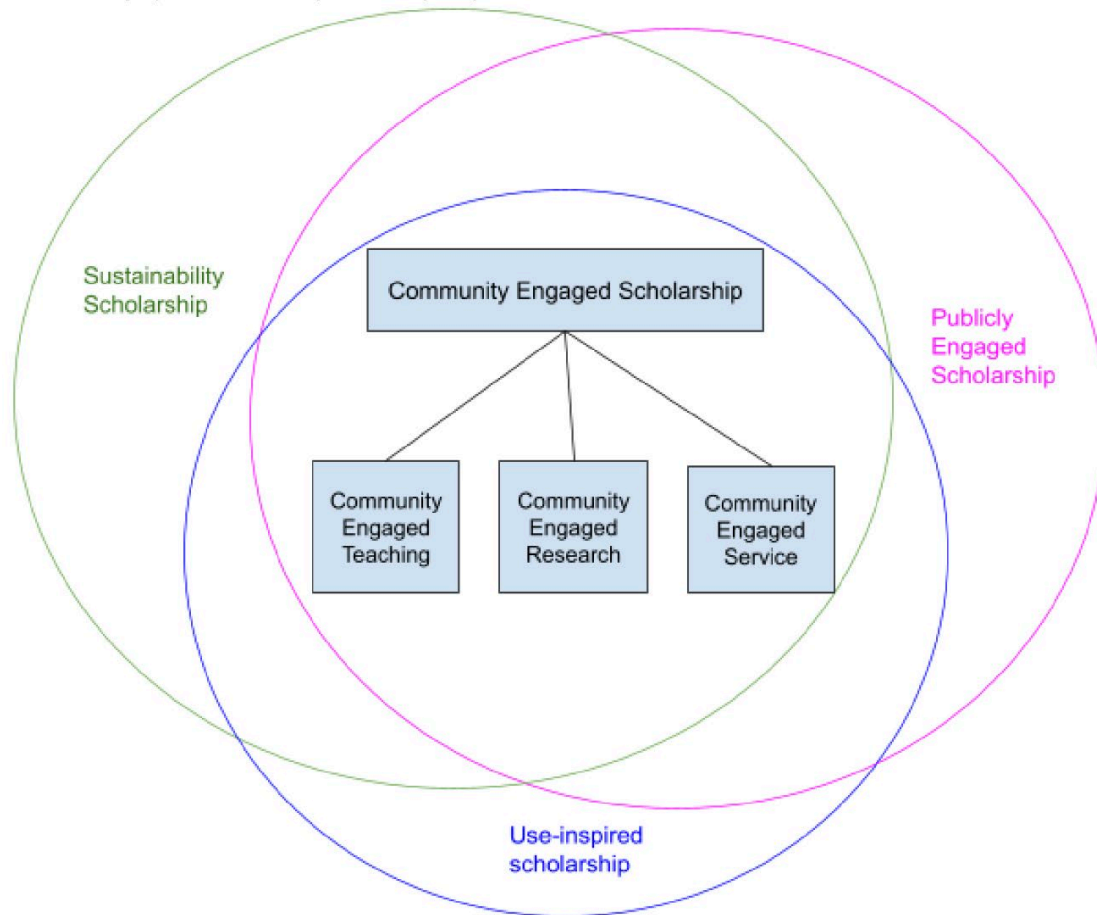
Figure 1. Community Engaged Scholarship intersecting with concepts of use-inspired scholarship, publicly-engaged scholarship and sustainability scholarship. (Source: authors).

Note: The authors intentionally focused this figure on Community Engaged Scholarship. However, we understand that Community Engaged Scholarship exists in collaboration and partnership with other forms of scholarship (e.g. use-inspired, traditional discovery-based scholarship, etc.). Therefore while this figure focuses on CES, this type of scholarship is not intended to live in isolation from other forms of scholarship. A different figure would be needed to illustrate the overlapping connections between CES and other forms of scholarship, which is outside the scope of this report.

CES is often distinguished from traditional scholarship due to several features (list adapted from IUPUI, CES Evaluation Rubric, 2019)

1. Can result in traditional papers in academic journals or non-traditional output, such as digital publications (newsletters, blogposts), datasets, tools (maps), training manuals, "gray" literature (reports, briefs) installations, performances, exhibitions, etc.

2. Is transdisciplinary, moving beyond multi- or inter-disciplinary.

3. Co-authoring/co-creating meaningfully includes community partners and students

4. Integrates research, teaching, and service.

5. A significant network-building effort with external partners.

CES can manifest itself in community-engaged (CE) teaching, CE research and CE service but at times, compartmentalizing those is difficult. It can be conceptualized as a subset of sustainability scholarship and public scholarship. But it is also characterized by distinct features.

**Def. Community Engaged Research:** Research uniting transdisciplinary academic and asset-based knowledge to generate new knowledge and address sustainability issues in communities. Guarantees reciprocity, mutual respect, shared authority, and co-creation (following the Carnegie Elective Classification For Community Engagement (https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/). Expands the set of peers for purposes of quality assessment for products of faculty scholarship. Also, expands on the set of scholarship products recognized by faculty reward and recognition systems, as this research is more inclusive of output types, based on their importance to community partners. 'Community Engaged Research' is thus distinguished from 'Applied Research'.

**Def. Applied Research:** knowledge is generated within the college or university and applied externally to a community. It's separate from CE Research since it does not guarantee processes involving reciprocity, mutual respect, shared authority, and co-creation.

Assessment of CE Research output is carried out in part by traditional measures (publication in academic journals, citations, etc) but also requires the redefining of the set of peers. The experts in the field will include community partners, whether they hold advanced degrees or not. Different outputs (reports, decision support systems, etc) are also rewarded and recognized.

Importantly, evaluation of community engaged scholarship may include recognition of the impact of the scholarly activity on the community partner(s) or other users of the scholarly activity, the utility of the results in other context, position or connection of the project to a broader field of literature or theoretical understanding or framework, and public recognition of the scholar, program, department, School, College or University.

Examples of Community-Engaged Research and Creative Activities (Adapted from: UNC-Greensboro, 2011)
- Publishing research papers that emerge from co-designed research projects in refereed journals and conference proceedings that are CES-friendly
- Creating exhibits in educational and cultural institutions in partnership with community stakeholders

- Participating in workshops, conferences, programmes and events designed for CE research.
- Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
- Developing innovative solutions for the benefit of community partners, addressing social, economic, or environmental challenges (e.g., inventions, patents, products, etc.)
- Program or policy evaluations,
- Opinion surveys
- Grant or contract proposals
- Providing needed/requested technical assistance to a community partner.

Def. Community Engaged Teaching: Teaching that disseminates transdisciplinary academic and asset-based knowledge, aimed at educating students and stakeholders on topics of sustainability in communities. Engages communities. Guarantees reciprocity, mutual respect, shared authority. Develops a civic learning structure. Expands the set of peers for purposes of quality assessment. Teaching that integrates curriculum delivery with community engaged research projects and/or community engaged service. Requires alignment of training opportunities with programmatic learning outcomes.

Examples of Community-Engaged Teaching (Adapted from: UNC-Greensboro, 2011)
- community-centered instruction, through service-learning and vertically integrated projects (VIP), integration of student training/education with community engaged research projects, professional internships, and collaborative programs.
- off-campus teaching activities, through study-abroad courses and experiences, worldwide university partnerships, and distance-learning courses
- Specialized courses for communities through a process of community requests.

Def. Community Engaged Service: Service that utilizes transdisciplinary academic and asset-based knowledge to develop solutions to sustainability challenges faced by communities.

Examples of Community Engagement - Service (Adapted from: UNC-Greensboro, 2011)
- Consulting and providing technical assistance and/or services to public and private organizations
- Writing position papers for the general public
- Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies to develop policies
- Providing leadership in or making significant contribution to economic and community development activities

Assessing our current University P&T Policy

Janke et al. (2019) offers a tool that allows a more systematic exploration in key areas and questions to consider when developing new or revising existing promotion and tenure guidelines to recognize and reward community engagement accurately and equitably. We adapt this tool for our purposes, turning it into a questionnaire that any University entity exploring its P&T policy can utilize.

The left column includes the rubric categories developed by Janke et al. (2019). The right column is the assessment by the authors of this report regarding how Boise State performs.

1. Terms and Definitions	
Rubric Questions	*Team answers*
What term(s) are used to refer to community engagement, and how, if at all, are the terms defined?	- Terms: "community service", "community activities", "a faculty's role in the community" - Definition: not provided
What term(s) is appropriate?	None offered
Does the definition align with Carnegie standards (https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/): partnerships for mutual benefit, reciprocal exchange of knowledge?	In part. There is mention of benefit to the University and the community partner but not in the same sentence. The spirit appears to not be that of reciprocal exchange.
Does the definition clearly differentiate CE from other forms of applied research, public scholarship, and other forms of experiential education?	No

2. Type of Faculty Activity	
Rubric Questions	*Team answers*
Is there recognition of integration of faculty scholarship across roles: T/R/S?	No

Is CE articulated in each of the three areas of faculty work, including:
    1. Community Engaged Teaching
    2. Community Engaged Research and Creative Activity
    3. Community Engaged Service
	No

If CE is articulated within an area of faculty work, is it incorporated among other forms of scholarly work, or is it articulated separately?	Within an area of faculty work, namely service.

3. Framing in terms of Knowledge Integration/Creation	
Rubric Questions	*Team answers*
Is CE described as a form of multi-, inter-, or trans-disciplinary scholarship?	No

4. Peer Review	
Rubric Questions	*Team answers*
Is the selection of peer reviewers aligned to the type of scholarship and impact aims of the scholar's work, such that a range of individuals may appropriately offer peer review.	No. In fact, the selection of peer reviewers involves vague statements.

5. Products	
Rubric Questions	*Team answers*

Are a range of scholarly "products" - beyond peer-reviewed journal articles and	No (mostly). Some added forms of work are listed regardings Arts.

books described as eligible scholarship for review?	

6. Rigor and Quality	
Rubric Questions	*Team answers*
How is the quality of the scholarly process defined across all types of scholarship, and are terms such as rigor or quality well defined?	Mixed evidence. Local units are empowered to arrive at their own definitions of quality and rigor.

7. Impact	
Rubric Questions	*Team answers*
How is the impact of research determined as it relates to all types of scholarship, including but not exclusively as it relates to community-engaged scholarship?	Not well defined.

References and Further Reading

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Appendix

Editorial Comments and Suggestions on the University Policy 4340

Below, we offer a few editorial comments on the appended University policy 4340 on `Faculty Tenure and Promotion Guidelines. We insert those notes in brackets and a red font.

###

University Policy 4340

Faculty Tenure and Promotion

Guidelines Effective Date

July 1991

Last

Revision

Date

February

03, 2022

Responsib

le Party

Provost and Vice President for Academic Affairs, (208) 426-1202

Scope and Audience

This policy applies to all tenured and tenure-eligible faculty appointments, including those with joint administrative/faculty positions where appointment to the faculty begins after September 1, 2015. Pre-tenured faculty who were appointed prior to September 1, 2015, may choose to be evaluated under the tenure and promotion policies in effect at the time of their seeking promotion to professor may choose to be evaluated under prior policies for a period

not to appointment Tenured faculty exceed two (2) years after the effective date of this policy, after which this policy shall apply.

This policy does not apply to clinical and/or research faculty (see University Policy 4490 – Clinical Faculty) nor does it consider the periodic review of tenured faculty (see University Policy 4380 - Periodic Review of Tenured Faculty).

Additional Authority: Idaho State Board of Education Policy, Section II.G.6.

Given the unprecedented circumstances of the COVID-19 pandemic, a Faculty Evaluation Procedural Appendix was approved in December, 2020, to provide procedural guidance for individuals and committees regarding performance evaluation during any period of time that has been designated an "affected term." Accordingly, "[a]ll forms of Faculty performance evaluation that include an Affected Term within the review period shall be subject to the procedural adjustments described" in the Procedural Appendix. These adjustments include post-hoc workload adjustments. This Appendix has the force of policy.

To date, the following semesters have been declared affected terms:
Spring/Summer/Fall 2020
Spring/Summer/Fall 2021
Spring 2022

Supervisors and faculty reviewers must apply the principles for evaluation outlined in the Appendix for all faculty during those periods, no subsequent reviewer may change them.

1. PolicyPurpose

To establish criteria and guidelines for faculty tenure and promotion. This document replaces and/or updates separate University Policies 4340 (Faculty Tenure and Promotion Guidelines) and 4370 (Faculty Tenure Procedures – Deleted).

2. Definitions
2.1 Tenure
A condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the State Board of Education; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the State Board of Education has authorized elimination of or a substantial reduction in a program.
Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. (For the definition of "adequate cause," see State Board Policies Section II,

Subsection L.)

2.2 Departments and Colleges

For those operating units of the University not clearly defined by the usual academic notions of departments and colleges (e.g., schools), the Provost and Vice President for Academic Affairs, in consultation with the unit, shall determine whether the unit is considered a department or a college for purposes of this document.

3. Policy Preamble

3.1 Philosophy

a. Two of the most important events in a faculty member's career are the awarding of tenure and promotion in rank. The process by which tenure and promotions in rank are awarded reflects the very character of the University; both the University and its tenure and promotion process must be open, honest, and fair to all concerned parties in both fact and perception. This openness, honesty, and fairness influences faculty morale, the relationships of faculty members with students and colleagues, their perceptions of their roles in the University and broader community, and their perceptions of themselves. In turn, this defines the character of the University.

b. The guidelines used to award tenure and promotions in rank must encourage and reward faculty excellence. The guidelines presume that faculty members are already highly motivated and that they look to the promotion and tenure guidelines for direction as they seek to serve in ways most valuable to the faculty members' departments and colleges, and to the University.

c. Further, the guidelines provide a link between faculty members' workload assignments and their achievement of tenure and promotion. The guidelines must be sufficiently specific to ensure that faculty members understand the relationship between the nature of their workload responsibilities and successful attainment of tenure and promotion; and also to ensure that faculty tenure and promotion committees as well as administrators can understand these relationships and make judgments that remain consistent even as different people occupy these positions of responsibility. However, the guidelines must also leave ample room for professional judgment on the part of those faculty committees and administrators since each candidate for tenure and/or promotion presents a unique set of characteristics and services to the department, college, and University.

3.2 Relation to University and College Strategic Plans
A set of guidelines governing the awarding of tenure and promotion must be consistent with

the overall long-term goals of the institution. The University strategic plan sets forth goals and objectives that the University will pursue on a near-term basis. Likewise, many colleges also have strategic plans. While these strategic plans are not likely to change the University's long-term goals with regard to tenure and promotion, faculty members seeking tenure and promotion should be cognizant of these plans as they may reflect the University's and the colleges' priorities with respect to professional activities that should be undertaken by faculty**Relation to College Workload Policy**

When a faculty member seeks tenure and promotion, the faculty member's record should be viewed in light of the workload policies developed by their department, college, and the University. The specific role that the individual has negotiated and/or been assigned within the department, college, and University must be considered in the decision to award tenure and/or promotion. These annually negotiated roles are a part of the faculty member's annual evaluation process and shall be incorporated into the department, college, and University tenure and promotion decision processes.

[Ed. note: Better alignment can be achieved in the above section]

3.3 Relation to College and Department Tenure and Promotion Guidelines

Each college shall develop its own tenure and promotion guidelines which further define the college's expectations with regard to teaching, scholarly, creative, and research activities, and service. Each department shall also establish its own dean-approved tenure and promotion guidelines. The department may choose to adopt its respective college guidelines, or it may develop its own guidelines consistent with those college guidelines and further defining the department's expectations regarding teaching, scholarly, creative, and research activities, and service; those departmental guidelines shall be used in the college's tenure and promotion process. College and department guidelines shall be consistent with University policies. Faculty seeking tenure and promotion should be cognizant of these guidelines as the guidelines make more explicit the activities faculty are expected to undertake to receive favorable tenure and promotion recommendations from the department and college.

3.4 Biennial Review of Pre-Tenured Faculty

a. The decision to hire a tenure-eligible faculty member involves a significant commitment of resources by the department, college, and University, as well as by the faculty member. It is in the best interests of all concerned parties to ensure that the faculty member successfully obtains tenure. To facilitate this process, a department-level Biennial Tenure Progress Review shall be conducted for each pre-tenure, tenure- eligible faculty member during the spring semester of the second and fourth years of appointment. Annual reviews are encouraged but not required by this policy. The purpose of these reviews is to assist the pre-tenured faculty member by monitoring the faculty member's progress and providing them with advice and encouragement as they work toward tenure.

b. Reviews will be conducted by a designated department personnel committee comprised of tenured faculty from the faculty member's own department and will include a personal conference with the committee at or near the completion of each review. The department is responsible for determining the membership of the personnel committee for each pre-tenured candidate. In departments with no tenured faculty, the department chair shall serve as the personnel committee. This policy also encourages the department to identify a specific faculty member to serve as a mentor for the candidate.

c. The specific materials to be submitted and reviewed by the personnel committee shall be determined by college and department guidelines. This policy encourages those colleges and departments to include the materials supporting an application for tenure and/or promotion as described in Section 4.3.3. Thus, faculty being reviewed should provide the committee with materials demonstrating teaching effectiveness and professional commitment to teaching (including teaching evaluations), scholarly/creative/research activities, and service activities in a format directly related to their future tenure and/or promotion folders. Given the interim nature of the biennial review, colleges and departments may also require additional data regarding the faculty member's work in progress, future plans, and any other materials that may assist the review process. Over time, the accumulated materials from these reviews should help the candidate develop their folder to apply for tenure and promotion.

d. Following each tenure progress review by the candidate's personnel committee, the committee will prepare a written assessment of progress toward tenure, which will be submitted to the faculty member with a copy forwarded to the department chair for inclusion in the faculty member's personnel file. If the faculty member wishes, the faculty member may attach a written response to this assessment which shall also be placed in the personnel file. If weaknesses in the candidate's teaching, scholarly, creative, and research activities, and/or service are identified by the personnel committee, the department chair shall assist the faculty member with developing and implementing a plan of improvement. The department chair is responsible for forwarding a copy of the personnel committee's report (and any faculty member response) to the Dean's office.

4. Responsibilities and Procedures

4.1 Philosophy for Tenure and Promotion to Rank of Associate Professor or Professor

Tenure is a condition that ensures a free and open intellectual atmosphere that encourages faculty to remain at the University, thus strengthening the institution. Granting tenure and promotion implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure and promotion makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

4.1.1 Eligibility for Tenure

A candidate must have an earned doctorate, an equivalent terminal degree, or nationally-recognized excellence in their field.

4.1.2 Probationary Period

a. Generally, faculty are expected to serve a five (5)-year probationary period before applying for tenure in their sixth year. However, at the time of initial appointment as faculty, the department chair, in accordance with departmental policy, may make a written recommendation to the Dean of the college determining whether service at another institution shall apply toward the years of service required for tenure and promotion at Boise State University. For faculty initially hired above the rank of assistant professor, the probationary period required for tenure (and promotion, if appropriate) should be determined contractually through negotiation with the Dean of the college at the time of hiring. Any exceptions to the standard probationary period shall be documented and added to the faculty member's personnel file and included in the tenure folder when the candidate applies for tenure.

b. Faculty must apply for tenure and promotion to associate professor (if applicable) by their sixth year. Since the criteria for tenure and for promotion to associate professor are the same, tenure may not be applied for independent of promotion to associate professor. However, faculty may be hired at the level of Associate Professor without tenure, in which case the faculty may apply for tenure without promotion to Full Professor at the time specified in the hiring letter. It is expected that most faculty will need to serve the entire five (5)-year probationary period to successfully be awarded tenure and promoted to associate professor. In exceptional cases, the faculty member may apply for tenure and promotion to associate professor in their fifth year.

c. Faculty may only apply for tenure once. Whether a faculty member applies for tenure in the sixth year or earlier, if tenure is denied, the faculty member will receive a terminal contract of one-year duration.

4.1.3 Extensions of the Probationary Period

Boise State University has an approved Family and Medical Leave policy (see University Policy 7230). In addition to the provisions of that policy, faculty shall be granted an extension of the probationary period in certain circumstances where the faculty member's progress toward tenure is impeded. These circumstances include responsibilities related to childbirth/adoption (See University Policy 7610 – Paid Parental Leave), significant responsibilities with respect to elder/dependent care, disability/chronic illness, or other circumstances beyond the control of the faculty member. The procedures and policies for extensions are as follows:

a. The faculty member provides a written request to the Provost using this form.

b. Requests for extension of the probationary period with respect to childbirth or adoption adoption will be automatically granted, per University Policy 7610 (Paid Parental Leave), and may be made at any time prior to the start of the year of tenure review. Other requests should be made in a timely manner, proximate to the events or circumstances that occasion the request. All requests should include appropriate documentation.

c. A request for extension of the probationary period with respect to childbirth and adoption responsibilities carries with it the presumption of approval for a one-year extension. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. For requests in circumstances beyond the faculty member's control, the Provost will, at their discretion, determine if consultation with the dean and/or department is appropriate. The Provost shall notify the faculty member, department chair, and dean of their extension decision.

d. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.

e. If a probationary period extension is approved, a reduction in productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision.

f. Because an extension is only granted when a faculty member's progress toward tenure is impeded, the faculty member's productivity over the entire probationary period should be evaluated as if the extension never occurred; that is, the faculty member's accomplishments over the extended probationary period should be viewed as if they had been accomplished in the shorter standard probationary period–the additional time due to the extension should not be a factor in the evaluation.

4.1.4 Evaluation Criteria

Following the expiration of the probationary period, tenure and promotion may be granted to tenure-eligible faculty who meet or exceed expectations based on their workload assignments as evaluated by their departments and colleges in each of the following three areas:
- Teaching
- Scholarly, creative, or research activities
- Service

a. All candidates for tenure and promotion must meet or exceed expectations in all three (3) areas as dictated by their workload assignments and as prescribed in the appropriate college and department guidelines. The means of determining when a candidate's performance meets or exceeds expectations must also be specified in these policies. In no

case could any candidate's workload assignment specify nothing in one or more categories as each area is essential and every candidate must meet or exceed expectations in all three areas.

b. What constitutes meeting or exceeding expectations shall be determined by committees and administrators relative to each candidate's workload assignment in accordance with established college and departmental tenure and promotion guidelines. For example, if a candidate's workload assignment requires more service (such as serving as department chair) and less teaching and research, the expectation for excellence in teaching and research shall not be compromised but the expected volume of teaching and research may be reduced. Faculty asked to fill significant administrative roles, such as department chair, should negotiate their performance evaluation criteria and workloads with their departments and colleges before taking on such roles; these workload assignments shall be considered in evaluating these faculty members' achievements in teaching and scholarship. External reviewers shall be informed of the candidate's workload assignment and provided with additional data as needed to ensure proper evaluation of the accomplishments of the candidate.

[Ed. Note: The section below (i-iii) can be amended to incorporate concepts of CES]

(i.) Teaching: Demonstrated by effectiveness and professional commitment, teaching is a critical activity of the faculty at Boise State University. Candidates must demonstrate their commitment to effective teaching for tenure and/or promotion.

(ii.) Scholarly, Creative, or Research Activities: Each candidate for tenure and/or promotion must demonstrate a commitment to their discipline through scholarship, including peer-reviewed or juried creative and research activities, and professional development/achievement.

(iii.) Service: Each candidate for tenure and/or promotion must demonstrate a commitment to serving Boise State University, their profession, and the community. This type of commitment is demonstrated by service to students (such as advising); participation and leadership in department, college, or University committees, the faculty senate, and professional organizations; and, as appropriate to their discipline, affairs of the local, state, or national community.

c. Colleges and departments shall establish guidelines to determine what constitutes evidence that a faculty member is committed to teaching, scholarly, creative, and research activities, and service.

4.2 Criteria for Tenure and Rank

4.2.1 Assistant Professor

An earned doctorate, an equivalent terminal degree, or nationally-recognized excellence in the faculty member's field.

4.2.2 Tenure and Promotion to Associate Professor

Certain activities listed below may fall into more than one category and may be listed in multiple categories as appropriate (e.g., a teaching innovation might also be the basis for a faculty member's scholarly, creative, or research accomplishments).

4.2.2A Teaching

a. Academic and administrative faculty with teaching
responsibilities (i.) Evidence of teaching effectiveness must
include:

- Official evaluations by students
- Department chair's evaluations
- Peer evaluations (if used by the department)

(ii.) Other evidence of teaching effectiveness and commitment may include, but are not limited to, the items below:

- Efforts to increase teaching effectiveness; e.g., through use of innovation in teaching design, learning activities, use of technology
- Flexibility in accepting teaching assignments; e.g., number of course preparations, overloads, directed student learning, providing honors course opportunities to students
- Continuing professional development; e.g., participation in teaching conferences and workshops, development of technology skills pertinent to teaching, visiting comparison institutions

b. Library faculty
Teaching effectiveness and support of the teaching, research, and learning mission of Boise State University through the effective practice of librarianship.

- Supervisor's evaluations
- Documentation in support of major job responsibilities
- Continuing professional development through conferences, workshops, and courses

4.2.2B Scholarly, Creative, or Research Activities

For the purpose of promotion and tenure, Boise State University recognizes the Boyer model of scholarship, while expecting recognition of such work through peer review. This model identifies four types of scholarship: (1) discovering knowledge, (2) integrating knowledge, (3) applying knowledge, and (4) scholarship of teaching. While faculty are free to pursue each of these types of scholarship at Boise State University, colleges and departments may choose to focus their efforts on one or more of these types. Any college or departmental focus must be

identified in the respective college and/or department tenure and promotion guidelines. Examples of appropriate evidence include, but are not limited to, the items below.

a. Academic and administrative faculty with teaching responsibilities [Ed. note: This section needs to be expanded to include other types of output, aligned with CES. [e.g. digital, installations, performances, exhibitions, datasets, manuals, policy briefs, etc.]
(i.) Dissemination of new knowledge through
- Refereed publications
- Expository writing such as textbooks, research synopses, or other syntheses of knowledge
- Presentations at scholarly or professional meetings
- Published reviews of professional publications

(ii.) Creative work (performances, poetry, drama, artwork and design, competitions) recognized by peer-review or jury
(iii.) Applied or theoretical research, including teaching research (iv.) Grants and contracts
(v.) Professional recognition by scholars at other institutions with knowledge of the faculty member's field

b. Library faculty
(i.) Scholarship as evidenced by professional publications (ii.) Achievements in bibliographical activities
(iii.) Professional recognition of accomplishments by scholars at other institutions with knowledge of the library faculty member's field

4.2.2C Service

[Ed. note: section should be expanded to include CES examples. See above.]
Examples of appropriate evidence include, but are not limited to, the items below.
a. Student advising and/or other services to students above and beyond classroom instruction

b. Professional service in the discipline, such as
(i.) Editor or member of an editorial board for an academic or professional journal (ii.) Professional committee or organization involvement

(iii.) Refereeing of texts or papers in the discipline

c. Institutional service, such as
(i.) Participating in University, college, or departmental committees and the faculty senate (ii.) Efforts on behalf of University-related projects

(iii.) Community activities that benefit the University

(iv.) Administrative or other assigned responsibilities within the University, college, or department

d. Public or community service, such as:

(i.) Pro bono consulting

(ii.) Using professional abilities for the community's benefit

4.2.3 Professor

a. The rank of professor represents the highest academic achievement and should be reserved for individuals who are truly and demonstrably outstanding among their peers. Thus, a candidate for professor is expected to have achieved additional distinction clearly above that of an associate professor, including clear national and international recognition for their work. [Ed. note: This should be "and/or". The point here is that CES is primarily a regional/national level activity. Opportunities for international engagement in fora should be welcomed too. Alternatively, a follow-up sentence could point out that "[...] This recognition can emerge from traditional academic sources or community members"]. Evidence supporting this distinction might include letters of support [Ed. note: add "from scholars and practitioners"], national and [Ed. note: "and/or" is preferable] international journal publications and conference proceedings, and/or academic and professional awards and recognitions, testimonials and recognitions [Ed. note: again clarifying that these could emerge from "emerging from academic or community organizations"].

[Ed. note: If a CES path to tenure is created, this sentence would capture a CES-direction - "Faculty that have chosen or emphasized community engaged scholarship, should demonstrate a clear record of local and/or regional impact of their community-engaged activities in teaching, research and service"].

b. Criteria for promotion to the rank of professor include all of the criteria for tenure and promotion to associate professor, as well as five (5) full years of service as Associate Professor at an accredited institution of higher learning. (Note that promotion to professor is not assumed to be automatic after any time period.) A faculty member may apply for promotion no earlier than during their third full year of employment at Boise State University, except under extraordinary circumstances.

4.3 Procedure

Materials submitted in a tenure and/or promotion folder shall be organized into two binders. Binder 1, which contains the relevant data that will be forwarded to the Provost and Vice President for Academic Affairs, is a condensed binder and must conform to the specifications provided by the Provost. Those specifications shall be maintained by the Provost's office and copies made available to faculty members as soon as the faculty members notify their

departments that they intend to apply for tenure and/or promotion; and Binder 2, the supporting materials for Binder 1 that are used by a department personnel committee, the department chairperson, and the college tenure and promotion committee to better understand and evaluate the candidate's accomplishments.

4.3.1 Binder 1

While the requirements of Binder 1 may change from year-to-year, the list below is illustrative of what may be expected. Sections should be separated by tabs.

a. A table of contents, indicating where the information listed below can be found in the candidate's binder.

b. A cover letter expressing the desire to be considered for promotion and/or tenure and a statement confirming that prerequisites have been addressed. For pre-tenured faculty appointed prior to September 1, 2015, or for tenured faculty seeking promotion to professor within two (2) years of the effective date of this policy, the cover letter should indicate whether the candidate is choosing to be considered under the prior applicable tenure and promotion policies or under these policies.

c. A current vita containing the candidate's professional preparation, professional experience, research and scholarly activity, teaching assignments for the past three (3) academic years (including classes taught, credit hours, student load), and professional, community and University service.

d. Annual evaluations by the department chairperson and the department personnel committee (if in use) for all academic years if going up for tenure and at least the past three (3) academic years for those going up for promotion.

e. Department or unit personnel committee's recommendation (if in use).

f. Department chairperson's recommendation.

g. College tenure and promotion committee's recommendation.

h. Dean's recommendation.

i. A summary of official student evaluations for all courses for at least the past three academic years (do not include individual evaluation forms). If the students' evaluations are quantitative in nature (i.e., students are asked to give numeric scores to a series of evaluation questions), then the average scores to each question are sufficient. For courses in which student evaluations are solely qualitative (i.e., prose only without numeric scoring), then a summary

of such evaluations by the department chair and/or tenure and promotion committee is required. Also include all peer evaluations that have been conducted.

j. External letters of reference.

4.3.1 Binder 2

This binder contains the evidence to support the materials described in Binder 1. Sections should be separated by tabs.

a. A table of contents.
b. General
(i.) A cover letter expressing the desire to be considered for promotion and/or tenure and a statement confirming that prerequisites have been addressed. For pre-tenured faculty appointed prior to September 1, 2015, or for tenured faculty seeking promotion to professor within two (2) years of the effective date of this policy, the cover letter should indicate whether the candidate is choosing to be considered under the prior applicable tenure and promotion policies or under these policies.
(ii.) A copy of the prior years' service letters (if applicable).
(iii.) A summary of the significance of accomplishments and their relationship to the faculty member's workload assignments during the period under review and a discussion of the potential for future achievements (e.g., in the areas of teaching, research, scholarly, and creative activity, and service).
(iv.) A copy of all workload assignments for the period under review.
c. A statement of teaching philosophy followed by supporting evidence of teaching accomplishments.
d. A statement of scholarly, creative, and/or research philosophy and plans for future activity followed by supporting evidence of scholarly, creative, and/or research accomplishments.
e. A statement of service philosophy followed by supporting evidence of service accomplishments.

4.3.2 Process

The following process shall be used in making a recommendation to award or deny tenure and/or promotion to a faculty member:

[Ed. note: a CES track for P&T should include requests for external letters from relevant community members, irrespective of whether they hold advanced degrees or not. CES recognizes the knowledge of community members as important and legitimate.]
a. The candidate shall notify the department chair of their intent to apply for tenure and/or promotion and provide a list of at least three (3) potential external reviewers from other institutions. Reviewers should be sufficiently independent of the candidate to provide fair

and impartial reviews; they should not normally include mentors or recent collaborators of the candidate. The candidate may also identify individuals that shall be excluded as reviewers. In the event that the department chair is applying for promotion, the dean, or designee, shall take the place of the department chair in the promotion process. The qualifications of the reviewers selected shall be documented and any relationships to the candidate disclosed. The candidate shall not contact the reviewer in connection with their candidacy.

b. The department chair is responsible for obtaining a minimum of three (3) external letters for a tenure and/or promotion candidate's application and determining which potential external reviewers are asked to provide letters. The chair should solicit external reviewer names from the candidate's personnel committee and other faculty in the department. At least one external reviewer shall come from a recommendation other than the candidate. Letters should clearly state that reviews shall not be made available to the candidate and should clearly delineate the scope of the review; e.g., that they are limited to a review of professional service and scholarly activity and do not require nor constitute a recommendation of the candidate by the reviewer.

c. The candidate shall submit their application to the department chair, who will insert the three (or more) external letters, along with the documentation supporting the qualifications of the reviewers and their relationships to the candidate, and forward the application to the candidate's personnel committee. For consideration of promotion to Full Professor the candidate's personnel committee shall have at least one full professor on the committee, if possible. At this time, the department chair shall add an addendum page to the application materials where all changes made to the application after the date of submission shall be listed. In the event that the department chair is applying for promotion to full professor the application shall be forwarded directly to the college committee and steps 4 and 5 below shall be omitted.

d. The candidate's personnel committee shall make a departmental recommendation to the department chair, with a copy to the candidate.

e. The chair shall prepare their recommendation and provide a copy to the candidate. The chair will place their recommendation and the recommendation of the departmental personnel committee in the candidate's application materials and forward the application to the college's tenure and promotion committee.

f. The college tenure and promotion committee shall review the qualifications of the candidates for promotion and make its recommendation. The composition of that committee, which is constituted by the Dean of the college, is described in University Policy 4310 (Faculty Promotion and Tenure Committee Duties and Composition). Within three (3) days of its decision, the chair of the college tenure and promotion committee shall place the

committee's written recommendation into the candidate's application materials and provide a copy to the candidate. If the committee's recommendation is to deny tenure and/or promotion, the faculty member may request a meeting with the committee within five working days of the notification. If requested, the committee must grant a meeting with the faculty member within five (5) working days of the request. Within three (3) working days of meeting with the candidate, a written final recommendation shall be added to the application materials, with a copy to the candidate and forwarded to the Dean of the college.

g. The Dean shall make their recommendation to grant or deny tenure and/or promotion. The Dean shall notify the faculty member in writing of their recommendation within three (3) working days of the decision. If the Dean's recommendation is to deny tenure and/or promotion, the faculty member may, within five (5) working days of the notification, request a meeting with the Dean. If requested, the Dean shall grant a meeting within five working days of the request. The Dean shall make a final recommendation and forward that recommendation to the Provost and Vice President for Academic Affairs who, in turn, forwards their recommendation to the President.

h. The President (in consultation with the Provost and Vice President for Academic Affairs) shall make their decision to award or deny tenure and/or promotion. The President shall notify the faculty member of their decision. If the President's decision is to deny tenure and/or promotion, the faculty member may request a meeting with the President within five (5) working days of the notification. The President shall grant such a meeting within 30 days, if requested.

i. Once the final decision regarding tenure and/or promotion has been made, the Provost and Vice President for Academic Affairs shall remove the external letters and return the application materials to the college Dean.

4.3.3 Deadlines

In the semester that tenure-eligible candidates must apply for tenure and promotion, those who fail to meet the deadline for declaring their intent to apply for tenure and promotion as stipulated in subsection a. of this section and who fail to submit a completed tenure application (except for external review letters) by the deadline stipulated in subsection b. of this section will automatically be denied tenure and will receive a notice of non-reappointment following the notification requirements under University Policy 4460 (Nonreturnees – Faculty). Exceptions to those deadlines are at the discretion of the dean.

a. In order to ensure the timely receipt of all external reviewers' letters, candidates for tenure and/or promotion must notify their departments in writing that they plan to apply no later than April 1 of the year they plan to put forward their application. All approved department, college, and University tenure and promotion guidelines in effect on April 1 shall apply to the

application. Changes to those guidelines after April 1 shall not apply to the current application. An early applicant for tenure or an applicant for promotion to professor may withdraw from the process at any time prior to October 15th without penalty.

b. Candidates and department chairs will coordinate the submission of appropriate materials to facilitate the completion of the external reviews in a timely manner.

c. By September 15, the candidate shall submit the tenure and/or promotion folder to the department. The department chair shall make the folder available to the department personnel committee.

d. By October 15, the department chair shall forward the tenure and/or promotion folder including the departmental personnel committee and chairperson recommendations to the appropriate college tenure and promotion committee.

e. By December 1, the candidate shall be notified of the recommendation of the college tenure and promotion committee.

f. By December 15, the college tenure and promotion committee shall forward the tenure and/or promotion folders and all recommendations to the appropriate Dean.

g. By January 15, the Dean shall notify each candidate of their recommendation.

h. By January 31, the Dean shall forward all tenure and/or promotion recommendations sent to them, together with their recommendation, to the Provost and Vice President for Academic Affairs.

i. By March 1, the President shall notify each candidate of their decision.

5. Appendix A: Tenure and Promotion Table

Decision:	May apply	Must apply
Award tenure and promote to associate professor	During 5th (extraordinary) or 6th year but not both	During 6th year

Promote to professor from rank of associate professor	During 5th year in rank or later	N/A
Award tenure to faculty hired at a rank of associate professor or professor	Subject to negotiation with Dean of the college but no sooner than during 3rd year	During 6th year