

# UC Davis

## Conference Presentations

### Title

Scaling Faculty Recognition in Engaged Scholarship

### Permalink

<https://escholarship.org/uc/item/49v067pt>

### Authors

Rios, Michael  
Hill, Tessa  
Harrison, Milmon

### Publication Date

2022-08-19

# Engagement Scholarship Symposium

## Scaling Faculty Recognition in Engaged Scholarship

Michael Rios, Tessa Hill, and Milmon Harrison

How can institutions of higher education build supports and recognition around faculty motivations? Although some fields have furthered scholarly and practical understandings of faculty motivations for pursuing engaged scholarship, scholars have argued that these models overestimate the roles of individuals and higher learning institutions and underestimate other important influences on engaged scholarship such as interpersonal and community partner relationships.

Addressing hindrances to faculty fully acting on their motivations for engaged scholarship requires interventions at multiple levels of influence with respect to the promotion and tenure system. Fortunately, multi-level coordinated support for promotion and tenure is gaining traction at a number of universities. Drawing from research on faculty motivation, the proposed workshop will identify multi-scalar strategies that recognize and reward engaged scholarship in promotion and tenure. A social ecological approach will be presented as a framework for conceptualizing interactions between motivational themes and levels of influence, as well as a practical way for university leadership to identify areas of change in institutional policies, processes, and programs to better support engaged scholarship that has implications for faculty recruitment, retention, and epistemic inclusion.

In the workshop, supports at the levels of individual, interpersonal, institutional, community, and public policy will be discussed using personal narratives of faculty. The co-presenters will share the experience of a university-wide office at a research intensive public institution whose primary goal is to “reward and recognize public scholarship in research, teaching, and creative practice” including lessons learned and promising practices. Thereafter, workshop participants will engage in a “faculty motivations” mapping exercise using their own institutions as a use case to identify opportunities to generate strategies and interventions related to merit and promotion that respond to faculty motivations. The aim is to generate a range of engaged scholarship supports that participants can further explore upon returning to their home institutions.