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Laying the Groundwork for the TTI Impact Study: Purposes, Values, Concepts

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Introduction

This document is part of an ongoing cycle of writing and comment designed to help us imagine forward into the work of the new Scholarship and Tenure Policy Research Group (TTI-RG). Here we aim to set a tone, to create an ethos, and to begin to craft a shared language for participants. Our process, therefore, both models and seeks to inform the processes of policy change.

We want to set before the Fellows a more precise framing of our principles and purposes. If the initial dialogues among the Fellows and organizational partners can establish agreement on the larger purposes and guiding concepts of our work, we will do a better job of establishing the impact of IA's Tenure Team Initiative on Public Scholarship (TTI), and our subsequent recommendations will carry more force.

We report here on the groundwork that we have been preparing since the planning for the Research Group, initially categorized as a TTI-RG, began in October 2010. We suggest principles and strategies that, refined through further conversation, should guide the research. Above all, we propose that the TTI-RG assess faculty rewards systems as dynamic elements in the larger set of co-dependent relationships among (1) diverse, engaged student bodies; (2) diverse, engaged faculties; and (3) diverse, engaged communities.

Scholarship in Public I: 2008 to 2011

The TTI report, *Scholarship in Public,* has been enthusiastically received. Praised by KerryAnn O'Meara, a leading higher education scholar, as "the most persuasive and comprehensive guide to tenure reform supporting interdisciplinary and engaged research that we have as a field," it is being used as a tool for dialogue, planning, and action across higher education (2010). Following the release of the report at a working conference in New York City in 2008, Imagining America convened a series of regional meetings in collaboration with Campus Compact. These meetings helped to advance the work by connecting communities of change from 58 institutions from every higher education sector and every region of the country.

The report recommends changes at the level of campus policies relating to tenure and promotion. Those changes should free faculty, administrators and students from impediments to public engagement and ensure that professional success and public scholarship go together. The report pays close attention to *how* change happens, offering concrete strategies for building campus teams that function as "institutional intermediaries" and "organizational catalysts" (Sturm). It also stresses the importance of associations, consortia, and inter-institutional 'tech transfer.'

The newly formed Scholarship and Tenure Research Group is part of an ambitious new undertaking by Imagining America. A 2010 report on Imagining America's first three years at Syracuse University, commissioned by the National Advisory Board, has set the agenda for the next phase of IA's work on this issue. This report celebrates the success of the TTI and resolves to make sustained effort on this issue a major priority for the consortium. It points to the need to deepen and extend the work of the TTI by focusing on impact:

> an impact study on the TTI initiative and on changes in P&T policies on member campuses, particularly those that participated in one of the regional TTI conferences, would enable the organization to assess the initiative's effectiveness as well as current prospects for public and community-engaged scholars within the academy.

The most important reason to form the TTI-RG now is that we know intuitively that it *has* had an impact. But we need to test our assumption that the TTI has been effective through a process that yields a complex, nuanced, clear-eyed understanding of the dynamics of institutional change relating to public scholarship and faculty rewards. It is time for a systematic, rigorous assessment of the dimensions and mechanisms of the 2008 report. We want to knowhow Imagining America is doing in providing coherent support for public scholarship within the consortium. Three years is not a long time, but the time is right to look hard at the impact of Scholarship *in Public* as the effort to validate public scholarship goes forward (Ellison & Eatman, 2008). We want to use this next round of research to sustain the momentum of changing the faculty reward system because the systems that govern what counts as knowledge are crucial points of leverage in effecting institutional change. It is time to push forward again.

Our best overall estimation of the impact of the TTI report locates its efficacy in three places. First, the report *as document.* The report set forth salient recommendations on knowledge production, agency, and quality. Second, the report *in communities of reception.* We adopted a 'community organizing' model of dissemination. Third, the combined energy of the document and a strategy of active reception resulted in the capacity to provoke new research. Under the leadership of Dr. Timothy Eatman, IA has completed a recent national study on the aspirations and decisions of publicly engaged scholars (PES) at early career stages. The PES study, a direct response to one of the key

recommendations of *Scholarship in Public*, is foundational for our project.

Changing Times: Privatization, Protest & Policy

On June 9, 2008, a national working conference at Lubin House in New York City launched the report, *Scholarship in Public.* Two days before the conference, Barack Obama had become the clear Democratic nominee. The surge of grassroots creativity around the theme "Yes We Can" was peaking, and the election of the nation's first African-American president was six months in the future. We now know that the recession had officially begun six months previously. The global financial crisis was deepening daily. The wars in Iraq and Afghanistan dragged on.

The new discourse of decentered organizing, empowerment, and citizen agency changed markedly between the election and the inauguration. The rhetoric of vision yielded to the pragmatics of governing, though community service retains its urgency and prestige. Now, in 2011, the wars in Iraq and Afghanistan continue, and joblessness at home is endemic with a 9% unemployment rate. The spirit of "Yes We Can" has deflated in many quarters and become tougher and more determined in others. After resistance to the Health Care Reform Act and the rise of the Tea Party movement, the president's party suffered a major loss in the midterm elections. In the aftermath of the Tuscon attack on Representative Giffords, congressional staff, and community members at a "Congress on the Corner" event, a new call for bipartisanship and political civility was the focal point of the State of the Union Address.

In the domain of education, things have shifted, too, in response to the real and perceived socio-economic importance of access to higher education. The Secretary of Education is pushing teacher and school assessment as the key to building pathways to college and economic opportunity. Access to an affordable higher education remains an urgent national priority. A college degree and getting a good job are conjoined in public opinion and in policy discourse. But this assumed equation misses recent data on the struggles of the latest cohorts of college graduates, thus leaving unexamined the crucial transition from college to work. In the sectors of arts and culture, education, human services, media, and public service--the domains on which Imagining America focuses most intently--organizations and jobs are changing. As they change, so, too do citizens' experiences of how their civic and social identities tied to cultural work and work cultures.

In January 2011, the New York Times published an editorial titled "College, Jobs, and Inequality." This editorial pointed out that *recent* college graduates "have about the same level of unemployment as the general population." It cautioned against the view that recent college graduates are finding work that pays decently and gives scope to their talents. While affirming the need for ongoing national investments that open the doors to college, the editors qualified the power of college completion as automatically bestowing significant economic advantage in the current climate. "A college education is

better than no college education," but "as a cure for unemployment or as a way to narrow the chasm between the rich and everyone else, 'more college' is a too-easy answer." The level of unemployment or underemployment among new graduates is a bad sign, since "early bouts of joblessness, or starting in a lower-level job with lower pay, can mean lower levels of career attainment and earnings over a lifetime." The editorial concludes by a call for sustaining programs like Pell Grants, student grants, work study programs, and campus outreach and bridging programs for first-generation students--and for job creation that will give the beneficiaries of these programs a shot at meaningful work:

> to combat inequality, the drive for more college and more jobs must coincide with efforts to preserve and improve the policies, programs and institutions that have fostered shared prosperity and broad opportunity.

We launch the TTI-RG, then, at a moment of stress relating to the public meanings of work identities. This moment is shaped by the pressures of privatization; the predicaments of knowledge institutions that have less money but are understood as being more important; the rise in policies and grassroots movement that seek to police racial, ethnic, religious, and national differences; and protests against such discriminations. Our moment is also defined by the persistent hunger for accessible educational institutions as a doorway to full citizenship, including economic and social equality. The national debate on where, and for whom, meaningful work can be found is integral to the quest for "education for a diverse democracy." As we write this in late January 2011, given this context, we believe more than ever that our ongoing work on public scholarship matters greatly.

Culture as a Keyword: Organizations, Networks, and Cultural Democracy

In the past decade, new practices of citizenship have emerged that are fundamentally related to cultural and knowledge institutions. The experience of democratic citizenship is increasingly likely to be mediated by cultural activities, a trend that has been both celebrated and deplored. These emerging forms of citizenship are rooted in older histories of public places and rhetorics, civic culture, and the performances of hope as framed by African American leaders, among others. But the cultures of citizenship exhibit important recent changes: in expressive and critical practices; in the organization of public cultural work; and in the shifting fortunes of the politics of hope and vision. In the aftermath of the 2010 midterm elections, people are reflecting on when and how they are (or are not) moved by the "arts of citizenship" and whether hope has a place in their lives and work.

The construct of "lyric citizenship" (Ellison) enables us to think affectively, structurally, and politically about institutional citizenship. As universities and other institutions come to grips with the end of affirmative action policies, cultural pathways to full participation may be replacing legal ones as integral to institutional change. There has been a shift in

the domains of education, public cultural institutions, and cultural nonprofits away from "the piece"--an individual undertaking--to "the project," which connects creative learners and leaders to public participation and potentially to the shared experience of citizenship. The publicly engaged project is one place where the work of knowledge creation generates new roles and relationships.

We are all familiar with manifestations of acute stress over the funding, status, and social value of humanistic knowledge. Such debates include the question of how the humanities are or are not public. A growing number of academic humanists-- self-defined civic professionals--are working as teachers and scholars to revise the notion of the public humanities. They are shaping the idioms, artifacts, social networks, and, indeed, the *poetics* of "the humanities as a social practice" (Carton and Gale). Projects, people, and organizational cultures are mutually constructed. In the arena of the arts, humanities, and design, publicly engaged cultural projects often become definitive professional achievements for college faculty members in their roles as teachers and scholars. Such projects were organized first by community arts organizations (with historical roots in the Cultural Front, the New Deal, folk schools, settlement houses, the CETA program, literary clubs, festivals, and other formations). But the public cultural project has become central to scholarship in action, as well. Indeed, the hybrid, fluid, but structurally distinct project might turn out to be both the material form and an appropriate metaphor for the humanities in the next decade. [i]

To sum up, then, four cultural developments nourish the conceptual framework we are constructing here: 1) the emergence of the public cultural project as a form of public engagement, specifically oriented to "diverse democracy" or "cultural democracy"; 2) a post 9/11 aesthetics of "lyric citizenship" manifest in performances and exhibitions and legitimized by organizations such as CAN or the International Coalition of Sites of Conscience; 3) analyses by Black scholars and other intellectuals of color of the co-dependency of critique, hope, and social action, marking the trajectory of a cultural activism specific to the post-affirmative action era; and 4) the development of a "hybrid" or mixed humanities.

An approach to culture change informed by the notion of lyric citizenship connects publicness, subjectivity, agency, and emotion in the contexts of networks, institutions, and organizations. Civic narratives--including the work narratives of educational professionals--allow individuals and groups to create experiences of transformative implication. A number of Black intellectuals and other activist intellectuals of color are central to these developments, including Houston Baker, Elsa Barkley-Brown, Robin Kelley, Lani Guinier, Cornel West, Saidiya Hartman, George Sanchez, John Kuo Wei Tchen, Arjun Appadurai, and--not least--Barack Obama. Undergirding their writings is the conviction that imagination, or something very like it, is fundamental to the capacity to entertain political hope.

IA is a social network of people and organizations, a legitimation project for publicly

active academics, and a safe space for civic emotion and professional identity work modeled by intellectuals of color. The IA consortium makes effective use of "available idealisms." IA supports the conceptualization, study, and nurture of hopeful organizations that understand themselves--wholly or in part--as sites of conscience. The TTI-RG, therefore, is a research group that is closely attuned to the ways in which the concept of culture relies on the question of agency--and the ways in which the question of agency relies on the concept of culture. Within the context of evolving work on cultural democracy, the TTI-RG will strive to understand the faculty reward system as a discourse that can impede or encourage the linkage of diversity and engagement.

Knowledge Creation: Aims and Approaches of the Research Group

The TTI-RG represents a commitment to understanding the reverberations of the TTI to date. It will undertake the thoughtful collective assessment of new and better information about the regional meetings and other activities, and a closer reading of the material already available. The report that results from the work of the TTI-RG will present evidence-based recommendations and a plan for more ambitious multi-institutional efforts aimed at connecting different communities of effort around these issues.

We aim to:

- look more deeply at the process of institutional change in concrete places and contexts;

- analyze and map the impact of *Scholarship in Public* as a model of inter-organizational efforts to change the culture of knowledge institutions; and

- create capacity and momentum for ongoing systems and policy change.

The goals incorporate an investigation of the impact of our work on disciplinary and field cultures. Public engagement involves bringing project-based work and learning into many humanities and other fields where multi-organizational projects have been nonexistent or rare. Public scholarship is opening up highly desirable opportunities for undergraduates: internships, work or co-op experience, experiential learning, and undergraduate research. These opportunities rely on faculty with well-supported relationships with community organizations and institutions. So we take fields and disciplines and their organizational manifestations with the utmost seriousness

Our work also will include questions relating to growth in contingent faculty. The growth of contingent faculty in American higher education continues apace, to the point where tenure-track faculty comprise, by some estimates, less that 30% of the instructional workforce. How do contingent faculty relate to public scholarship? Where does it fit into their aspirations, roles, and professional practices? The Tenure Team Initiative

confined its original focus to tenure-track faculty in *Scholarship in Public,* urged by educational leaders who believed that the tenure system in research universities exercised a powerful influence on the culture of faculty evaluation throughout higher education. Does this influence still hold, does it extend to the evaluation of contingent faculty members? Conversely, is the assessment of the teaching-intensive work of contingent faculty affecting how tenure track faculty members are reviewed, and is public scholarship anywhere in the mix?

The TTI_RG Fellows are crucial agents and voices. They embody diverse sorts of role hybridity, and they serve as institutional intermediaries. We aim to create an organizing/ organizational culture *within* the TTI-RG that activates reflection, articulation, and exchange around the tasks of mapping the activities of people and organizations who serve as intermediaries and catalysts in "the shuttle zone," on of IA's founding metaphors.

During the research phase of *Scholarship in Public,* because we were dealing with Tenure Team members who had a different, more removed relationship from the PIs, the Tenure Team members had to wait until the national launch conference or until they read the report to 'hear' one another's voices. We have the chance now to support team dialogue. This will not happen through endlessly long conference calls but through individual interviews perhaps recorded through Word Notebook and posted on the Dropbox. Fellows will be able to do some mutual listening during the research phase itself, especially if we concentrate on making easily accessible a set of short audio extracts linked to detailed notes.

The TTI-RG praxis will expose team members who were not regional meeting participants to the online record of the meetings (including audio and video documentation) and to the campus-team strategy that was so important to the regional meetings. TTI-RG members who were not part of the regional meetings will bring fresh perspectives and institutional experiences that will continue to broaden the scope of the TTI. And they, in turn, will be able to master the regional meeting model, possibly adapting it to their own regions and institutions.

Knowledge Sources and Research Methods

A key part of our research will be the sharing of stories (individual and organizational) of the TTI-RG Fellows themselves. In addition, we will assess the impact of the many national conference presentations that have disseminated this model. We will gather information about related developments affecting the advancement of publicly engaged scholars. These developments include (but are not limited to) new graduate degree or certificate programs; institutes and fellowships/grants for engaged graduate students; post-doctoral fellowships centered on cultural engagement; and recruitment, hiring, and mentoring programs for early career faculty. We have been tracking such developments

since the release of *Scholarship in Public* in 2008. A modest additional effort will solidify our knowledge here.

We will draw on multiple methodologies, as the preceding discussion makes clear. These include narrative and ethnographic approaches; surveys of individuals; and surveys of institutions (querying planned, in-process, or completed changes to faculty handbooks, strategic planning activities, faculty senate activity, etc). Narrative methodologies are especially important for gaining a better purchase on the experience of "role hybridity" and the dynamics of task forces and new working groups. We also plan to undertake a close reading of the content of the national and regional TTI meetings in 2008-2009.

Sturm provides a helpful rationale for one particularly important methodological dimension our project. She defines "micro-institutional analysis" in terms that resonate with the strong focus on the institutional "middle ground" in the IA report, *Scholarship in Public,* and which allow us to make our conception of that arena--the "middle ground"--more precise and concrete. Sturm makes the case for "micro-institutional analysis" in summarizing the case study of the NSF ADVANCE program as implemented at the University of Michigan. Clearly, micro-institutional analysis is itself a multi-method, interdisciplinary approach to studies of organizational change:

> It starts with an intervention in a particular context or problem, and follows the web of relationships, processes, and structures that interact to shape institutional outcomes. It focuses on identifying institutions undergoing a change process, locating the energy and momentum generated through that process, and tracing the roles, strategies, structures, and decisions that influence the trajectory of those initiatives. It examines this change initiative within its larger institutional environment, and documents the interactions across organizational boundaries.

Sturm concludes:

> This method is particularly important as a way to study and theorize about innovation in methods of promoting institutional change. By focusing on a setting in the midst of a reform initiative, the case study allows examination of the interactions of interdependent but distinct institutional actors...as a way of developing new paradigms for public intervention.

While the TTI-RG's charge does not cover a sufficient time span to undertake full institutional case studies, it can undertake some micro-institutional analysis and can recommend more extensive research of this kind in future.

The TTI-RG will complete an impact survey and inventory to track the process of effecting tenure and promotion policy changes relating to public scholarship. The TTI-

RG's complex knowledge base is rich, indeed, and calls for a great deal of work. It will allow us to undertake focused inquiry into roles, organizational levels, discursive themes, and motivations of participants in the dissemination phase of the TTI. Indeed, this knowledge base was produced by a set of strategic actions designed from the start to foster a culture of "cross-institutional learning" through which institutions "can rethink themselves," starting from the "pivot" or "lever" of the faculty reward system.

This knowledge base--conceived of, developed, and structure by Timothy Eatman--takes the form of a large, multi-sensory archive of materials in diverse genres: material artifacts such as video, evaluative and assessment responses, and audio transcripts that are the bearers of much nuanced tacit knowledge and tonal and idiomatic variation,, as well as participant evaluations and data on the roles and positions of the more than 300 participants in TTI regional conferences. Examining this archive has exceeded the research capacity of IA, making the work of the TTI-RG all the more urgent.

TTI-RG staff, under the direction of Timothy Eatman, will conduct interviews along the lines of those that formed that core of the data for *Scholarship in Public.* The ethnographic or narrative material incorporated into the 2008 report conveyed some of the most complex and debated issues addressed in that publication. It also inspired the most positive reader responses.

Other identified data sources include (but are not limited to) the following:

- Regional conferences:

  Direct information from those who participated in one of the regional TTI conferences will enable IA to assess the initiative's effectiveness. Do regional meeting participants feel that they can now facilitate such meetings themselves? Have they done so or are they planning to do so in future? This is a key constituency who can help the TTI-RG team to evaluate the meeting format and become knowledgeable about the outcomes thus far. In particular, at most of the regional conferences there was a breakout group that looked at midlevel academic leaders, the needs of junior faculty, non-university partners. These audio recordings, transcriptions, and notes bear close examination.

  Washington's Catalyst System offers a convenient vehicle for a short survey aimed especially at campus team members and discussion leaders at the regional conferences. Now that two years have passed, what has been their time line of change? The national and regional pre-conference statements offer the basis for a before and after comparison. Dr. Eatman will handle this survey, with input from TTI-RG members.

We also will want to work with Campus Compact--the major co-sponsor of the regional conferences--to gather comprehensive input from its national, state, and campus representatives at those events.

- Other Imagining America Studies

IA's Early Career Publicly-Engaged Scholars study (Tim Eatman, PI)

- Partner Organizations

Relevant data and survey strategies from NERCHE based from its analysis of multiple years of institutional applications for the Carnegie "Engaged Campus" Classification.

Methodological and interpretive models adapted from the "Linking Full Participation" case study of Scholarship in Action at Syracuse University and from Susan' Sturm's ADVANCE study

Organizational Partners

Imagining America has already built a multi-campus national network and a culture of knowledge-building exchanges. The Scholarship and Tenure TTI-RG aims to make knowledge transfer across institutions even more deliberate, focused, and powerful. Therefore we are grounding our investigations in new partnerships right from the start. Drawing on the model of IA's work with Campus Compact in 2008-2009, TTI-RG leaders are forging relationships with other like-minded associations and centers.

Our planning has benefitted immeasurably from a series of meetings with several organizations that, have become partners in the work of the TTI-RG in one way or another. Our most sustained dialogues have been with John Saltmarsh, Director of the New England Resource Center for Higher Education (NERCHE) and Susan Sturm, Director of the Center for Institutional and Social Change (Columbia Law School). Active exploratory and planning talks are also underway with Craig Calhoun, President of the Social Science Research Council, (SSRC); Caryn Tighe Musil from the American Association of Colleges and Universities (AACU), and George Mehaffy, Vice President of the American Association of State Colleges and Universities (AASCU) and leader of its American Democracy Project. Joint planning has already begun with the Ford-Funded initiative, "Linking Full Participation and Higher Education's Public Mission," initiated by Syracuse University and the Center for Institutional and Social Change, and now including IA.

Each of these organizations connects to IA through an existing project or program as the responsible entity for contributing to research, discussion, and dissemination. The responsible entity for AASCU will be the American Democracy Project, led by George Mehaffy and Cecelia Orphan. And the responsible entity for AACU will be the group

working with the U.S. Department of Education to develop a National Action Plan for Civic Learning and Democratic Engagement in College. Each of these responsible entities represents strong organizational investments in many years of imaginative programming.

Products and Actions Flowing from Our Work

[This section will be inserted after we complete a round of individual and small group conversations with TTI-RG members. The input of TTI-RG fellows and other members of our 'brain trust' is particularly crucial here**.]**

Conceptual Groundwork: Aligning Visions and Values of Participating Organizations

Here we set forth the core values and concepts that we have identified as vital to the TTI-RG's inquiry. These principles and keywords are strongly held by all current and potential partners and constitute an important shared foundation for future work. Inter-organizational discussions about fundable research proposals that are likely to include a role for the TTI-RG are underway, and we will address those shortly. At this point, however, we want to step back from this level of detail in order to clarify the mission and vision of the TTI-RG's work. This will explain our relationship to a key working group of IA's National Advisory Board , as well as our alliances with other organizations.

We affirm IA's own *Vision, Mission, Values, Goals* statement, ratified by the National Advisory Board in 2010. A re-reading of *Scholarship in Public* will show how resolutely the Tenure Team Initiative participants held to IA's organizational mission--"To realize the democratic, public, and civic purposes of American higher education"-- and its values. IA's stated goals include four action items to which the Scholarship and Tenure Policy TTI-RG is committed:

- To...assess the impact of democratic scholarship and campus-community collaboration.

- To model the values of reciprocity and mutual benefit through collaborative efforts with [member institutions].

- To promote forms of professional development, including tenure and promotion policies, that support...public scholarship.

- To advance cultural diversity and intercultural dialogue as a means to realize social equity on campuses and in communities.

Our member campuses, the partner organizations in the TTI-RG's efforts, and IA's National Advisory Board are united in the desire to deepen our understanding of the relationship between valuing public scholarship and advancing diversity and democracy.

This shared commitment leads to concrete actions. Even as the Scholarship and Tenure TTI-RG takes shape in response to the Board's statement of IA's goals, the Board itself has formed a working group (which we refer to here as the Working Group on Institutional Citizenship). This body was constituted by the Board when IA became a formal partner (with Syracuse University and the Center for Institutional and Social Change) in "Linking Full Participation to Higher Education's Public Mission." The "Linking" initiative focuses on the advancement of institutional citizenship through "an action research collaboration designed to scale up innovation at Syracuse University as it develops usable knowledge and strategic networks to propel change within a broader group of institutions and at the policy level." Several members of this body also serve on or are working closely with the Scholarship and Tenure TTI-RG, including George Sanchez, John Saltmarsh, and Timothy Eatman. The group draws--as the TTI-RG does--directly on the IA Vision, Mission, Values, Goals statement. The IA Board's Working Group on Institutional Citizenship aims to produce a policy paper on the crucial nexus of diversity and engagement by June 1, 2011.

The allied efforts of the IA Board and the Scholarship and Tenure Research Group will nourish one another and allow for a broad, coherent contribution to the multi-organizational "Linking" initiative in its successive phases. Our shared ethos is one of 'documents in dialogue,' as we exchange (for example) this Green Paper and the policy article that will emerge from the Working Group on Institutional Citizenship.

It is our understanding that two strands of action will flow from this shared conceptual foundation. We anticipate that the Working Group on Institutional Citizenship may move towards identifying a small group of major partner institutions whose leadership is already committed to pursuing transformative organizational change. Syracuse University, with its dedication to Scholarship in Action, serves as a model.

Meanwhile, the TTI-RG will build on the capacity of IA *as a consortium,* looking at how intervention on a particular issue leverages culture change on many campuses. The TTI-RG will examine the presence or absence of change within an existing network. Our focus is, first, on the 58 campus teams that have *already* engaged with the TTI through the series of regional conferences that followed the publication of *Scholarship in Public*. These events were designed to stimulate intra-campus and inter-campus organizing. Studying their impact will help us to learn how IA has been most effective as a consortium and how it can do better in future. In addition to assessing the TTI's impact on campuses involved in the regional conferences, the TTI-RG will research TTI's impact on a significant number of other institutions and associations that have engaged with IA on this issue in other ways.

Thus, the TTI-RG addresses the reward system as a lever for broader change. It will examine how IA's commitment to linking diversity and engagement translates into specific activities around a common policy issue at many campuses. The TTI as one of IA's most evolved and focused means of contact with existing networks at a large number of member institutions is uniquely positioned as a vehicle of inquiry. Policies relating to the faculty reward system are crucial leverage points in higher education institutions. Tenure and promotion are sites where multiple constituencies and bodies converge in scripted and unscripted ways.

The TTI-RG's approach thus complements that of the Working Group on Institutional Citizenship. Both the whole-institution and the many-institution strategy are crucial to building an integrative, holistic approach to diversity and engagement.

Two Premises

We will now turn to two key premises of the TTI-RG's work, as we see them. They are interdependent. A strong focus on institutional and organizational change, including the micro-analysis of process, roles, and discourses, will seek to illuminate the relationships among engagement, excellent knowledge creation, and diversity.

The TTI-RG's work will rely on concepts of culture drawn from the analytical domains in which IA is strongest. We aim to establish the linkages among diversity, engagement-- *and culture.* Our efforts will be informed by changing models of cultural work and theoretical shifts relating to the concept of culture. These will help to clarify our understanding of historically specific constructs of cultural change as applied to efforts at changing institutional cultures in colleges and universities and in the organizations with which they partner. They also will illuminate the question of how one institution can actually inspire another, leading concretely to portable practices, rhetorics, and feelings that move complexly from one organizational setting to another.

Premise #1: Strengthening the Connections between Diversity and Democracy

The TTI was propelled from the start by a firm belief that diversity and public engagement are conjoined goals. In the foreword to the 2008 report, we expressed our belief that "diversity, civic passion, and excellence go together." George Sanchez, Imagining America's board chair, points out that it is central to IA's mission to integrate these goals.

A crucial framework for the TTI-RG's work is the understanding of how diversity, public engagement, and knowledge creation are connected. The work of the TTI-RG focuses on publicly engaged faculty, an important segment of this continuum. The ranks of scholars who are committed to the public good include many faculty members of color, women in underrepresented fields, and interdisciplinary pioneers. Their goals often include pursuing community-based teaching and scholarship--precisely the activities

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that help students to thrive by providing a sense of social purpose, mentoring, and active learning.

As Nancy Cantor and Susan Sturm argue in the preliminary concept paper for "Linking Full Participation and Higher Education's Public Mission," "Engagement *by the university* through connections with specific communities and publics contributes directly to *access to the university* for members of all communities and publics." They refer to this "dual agenda" as "institutional citizenship," a concept that we have appropriated as fundamental to our inquiry about institutional responsiveness to publicly engaged scholarship.

> The project of achieving inclusive institutions is not only about eliminating discrimination or even increasing the representation of previously excluded groups. It is about creating the conditions enabling people of all races and genders to realize their capabilities as they understand them. All institutional citizens should be able to realize their potential and participate fully in the life of the institution. (Sturm, 4)

The challenge of achieving the full participation of diverse students and diverse faculty-- in higher education and in democratic communities and institutions--focuses our attention on a set of connections that has yet to be rigorously addressed: the connections among (1) active teaching and learning, (2) collaborative knowledge creation, and (3) the academic success of underserved students. Understanding this matrix is a necessary pre-condition for fundamental changes in institutional cultures, structures, policies, and practices at colleges and universities. it requires that we look at faculty, students, and institutional policies affecting both in relation to one another.

The Interdependence of Diversity, Engagement, and Learning

The number of underrepresented students (including low income or first-generation students and students of color) who go to college and earn a degree is an impressive accomplishment when compared to forty years ago, the gap between Blacks and Hispanics, on the one hand, and their white, non-Hispanic counterparts persists and continues to grow (Ruppert, 2003).

The assumption that progress has been made *beyond access* into higher education for African Americans and Latinos is not supported by the evidence (Swail et al., 2003). The achievement gap among these groups is substantial nationwide and has not diminished in the last fifteen years (Bok, 2003).

Research also indicates that the academic success of systematically and traditionally underserved students is enhanced by increased opportunities to participate in high-impact teaching and learning practices - practices that involve greater engagement in learning. One of these practices is community-based teaching and learning (often

referred to as service-learning or community engagement tied to the curriculum) (Preston & Kuhn, 2008).

Further, research indicates that the academic success of underserved students is enhanced by increased opportunities to identify with faculty and staff who represent ethnic, racial, gender, and cultural diversity (Hurtado, 2001, 2007; Milem at al, 2005). Research has documented that women and faculty of color are more likely to engage in both interdisciplinary and community-service-related behaviors, including community engaged and inclusive pedagogical practice in teaching and learning and building research agendas related to public problem-solving in local communities and are more likely to cite such experiences as critical to their purpose in the academy. (Baez, 2000; Antonio, Astin and Cress, 2000; Antonio, 2002; Vogelgesang, Denson, Jayakumar, 2010; Rhoads, et al., 2008; Hale, ed., 2008; Ibarra, 2001)

Along with demographic shifts among students, there are demographic shifts among faculty. We are seeing greater diversity among graduate students and early career faculty – and a rotating door for careers in higher education. The academy is attracting more under-represented faculty than ever before, but those faculty are leaving in greater numbers than coming in (Moreno, 2006)

Systems for valuing faculty research, scholarship, and creative activity typically erase or undervalue publicly engaged, community-based teaching and scholarship. This was the stimulus for IA's 2008 report, *Scholarship in Public.* While heartening changes are underway on many campuses, institutional policies continue to create disincentives for faculty to undertake community engagement through their faculty roles (Saltmarsh, et al, 209; Ellison and Eatman, 2008). This situation makes things difficult for tenure-track faculty. The realities for contingent faculty --especially for those with part-time appointments--are even tougher.

Efforts to connect diversity, community engagement, and student success in higher education have gained increased attention (Cress, C.M., Burack, C., Giles, D. E., Jr., Elkins, J, Stevens, M.C. (2010) *A Promising Connection: Increasing College Access and Success through Civic Engagement*. Boston, MA: Campus Compact). Yet, the dominant response continues to focus primarily on expanding access to higher education through programs in which undergraduate student volunteers support programs aimed at preparing underserved high school students for access to higher education. While such programs are laudable, they are not enough.

While there are efforts in higher education to explore the connections among diversity, community engagement, and student success, they typically address access but not persistence and success in higher education. Consequently, these efforts do not lead institutions of higher education to undertake significant organizational change aimed at creating environments in which underserved students and underrepresented faculty can thrive and succeed. Furthermore, the dominant approaches do not examine systemic

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organizational issues in a way that links institutional reward policies to three critical domains: student diversity, including diverse learning styles; faculty diversity, including diverse pedagogical practices and diverse forms of scholarship.

Premise #2: Strengthen the analysis of institutional and organizational change

We are interested in organizational change because we are interested in "the architecture of inclusion," a framework developed by Susan Sturm that guides the work of the Center for Institutional and Social Change at Columbia University. Our starting point is Sturm's 2006 article that frames inclusiveness as a core institutional value and democratic imperative for institutions of higher education. Full participation, Sturm argues, can be achieved through institutional transformation built upon an "architecture of inclusion" that incorporates new normative frameworks of knowledge generation and discovery, more active pedagogical practices, expanded research priorities and methods, reward policies that recognize a broad spectrum of scholarship, and more robust environmental supports. As Sturm writes, "there is a framework and methodology for pursuing inclusive institutions and for building the architecture to sustain the practice of inclusiveness (p. 4)."

The principle of full participation, applied to organizations, establishes "institutional citizenship" as a core value. Three related concepts developed by Sturm--institutional citizenship, role hybridity, and organizational catalyst--have emerged as especially useful, providing an experiential and structural framing that will be very helpful as we make decisions about what questions to ask, and how. This is especially the case since one goal of the TTI-RG is to develop a more subtle and descriptive methodology for mapping the dynamics of influence, and resistance. Network research--now coming to the fore at the Center for Institutional and Social Change-- also enriches our inquiry into the process of inter-institutional contagion. Among other things, we will be demonstrating how IA itself operates as a network that mediates change. As Cantor and Sturm point out in "Linking Full Participation":

> Through Imagining America, Syracuse University is...linked to a national communications and knowledge-building network of institutions with shared goals. This network offers a concrete vehicle for connecting deep knowledge about effective strategies and frameworks with the work being done in other innovation arenas around the country, and for enabling collaboration, both to generate knowledge about common challenges and to pool resources and integrate initiatives to have maximum impact. These linkages across institutions provide an opportunity to influence the public policy arena by combining the influence and credibility of innovative leaders in many different locations.

The TTI-RG as Institutional Intermediary

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We have information on 58 institutional teams that participated in the regional conferences, plus several community partners. We know a good deal about the makeup of those teams, which TTI planners worked hard to make sure represented people in a variety of institutional roles. However, there is much that we don't know, and focusing on institutional intermediaries--including the TTI-RG's own mediating role--will enable us to direct our inquiry to the core questions relating to culture change in higher education.

Eatman's research highlights the paradigm shift associated with the turn to public scholarship. In particular, his work dramatizes the need for more adequate representations of the complexity of interrelationships among teaching, research and community partnerships as carried out by publicly engaged scholars. We believe that it is precisely these interconnections that define the "role hybridity" that characterized participants in the dissemination phase activities of the TTI and that characterized the work of the campus teams--prototypical "institutional intermediaries".

A graphic can help illustrate how important it is to focus on roles and mediation in assessing the impact of *Scholarship in Public.* Traditional perceptions of how faculty work is rewarded can be graphically depicted like this, according to Eatman:
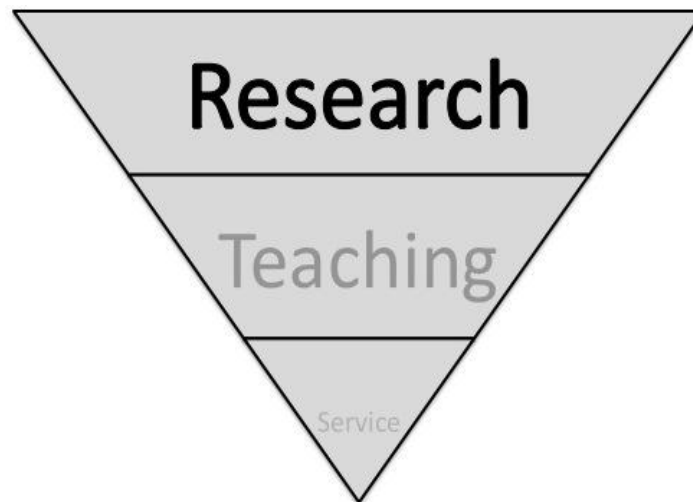
"Traditional" Scholarship

Eatman's alternative diagram, below, captures the paradigmatic shift in how people and institutions are starting to think publicly engaged academic work as knowledge production (Baker, Anderson, Below, & Oliver). This representation punctures the conceptual hierarchy and replaces it with a more dynamic image that points to the reciprocal interplay throughout multiple domains:
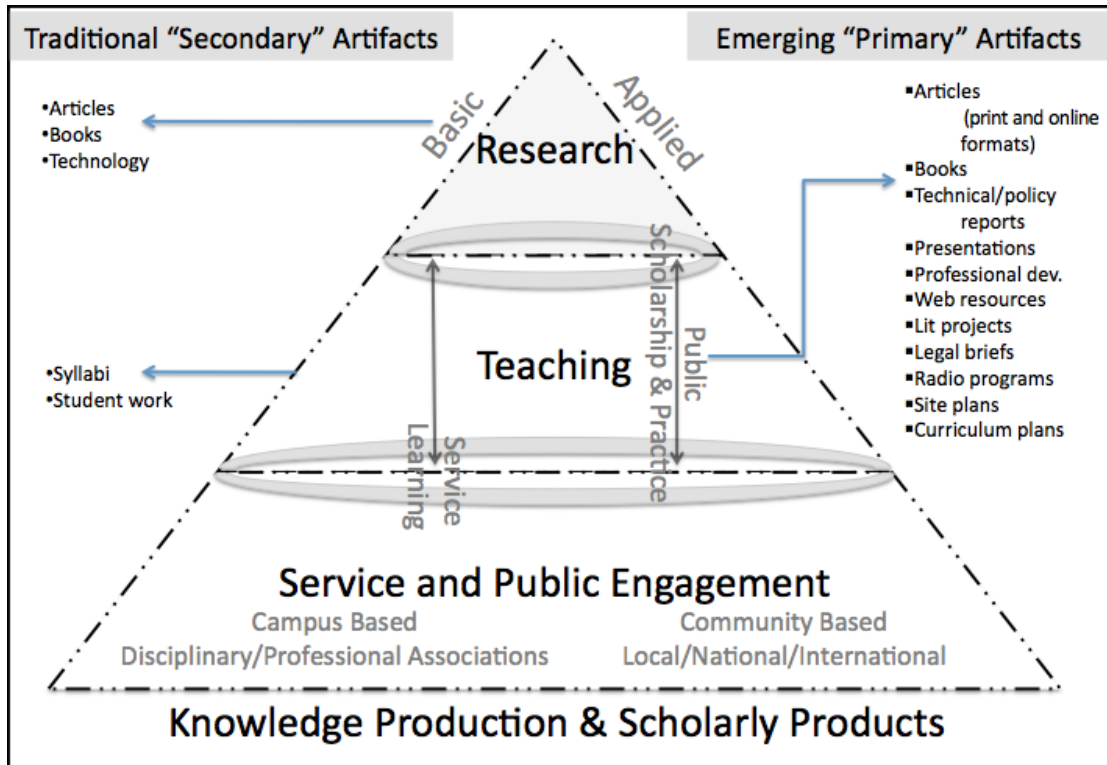
This diagram and the arguments that Eatman has developed around it are important reference point for the TTI-RG as it explores catalysts and intermediaries.

Of all of the conceptual contributions offered by Sturm's work, the theory of change inherent in her concept of "boundary-spanning institutional intermediaries" undergirds the rest. "Boundary spanning institutional intermediaries" are "pivotally located catalysts with the capacity to mobilize multi-level sustainable change." They are individuals and groups that

- "operate across multiple systems, organizations, and field of knowledge and practice";

- "have the potential to serve as the instigators of institutional change"; and

- understand how to make use of "the linkages for cross-institutional learning and collaboration, the leverage to induce institutions to rethink themselves, and the architecture to sustain...networks of learning and accountability."

This understanding of change will stimulate and focus our research questions in important ways. We know quite a lot about the impact of the TTI. The TTI-RG's findings will contribute to ongoing efforts to understand more deeply how and under what conditions intermediaries contribute to institutional transformation focused on full participation and civic engagement. Since, as Sturm points out, an institutional intermediary is not *necessarily* an agent of change--indeed, such a person may be "a gatekeeper for the status quo"--the question becomes, under what conditions, and with what tools, do they bring about change? (Sturm 1120)

Imagining America as a consortium has nurtured institutional intermediaries as a core part of its mission. Sturm's characterization of "mission-driven institutional intermediaries" includes three that possess many of the salient characteristics of the people who play this role within the IA consortium and within the framework of the TTI, in particular.

1. Program Intermediaries (Sturm, 1129-1131): these individuals "operate programs that link distinct organizational units or entities under the umbrella of a shared project or goal...[which] produces ongoing collaborations across organizational boundaries that...transform participating institutions or cultures."

It is safe to say that IA was founded in order to fill the role of program intermediary, linking campuses from all sectors of American higher education and cultural life in order to strengthen the democratic mission of colleges and universities through publicly engaged work in the humanities arts and design. From the start, IA saw itself as partnering to this end with other mission-driven associations (AACU, Campus Compact, Community Arts Network, Community-Campus Partnerships for Health). Thus IA as a whole is a program intermediary; the TTI in particular--especially the regional conferences strategy--was even more intentionally focused on linkages formed "under the umbrella of a shared project or goal," and the TTI-RG will serve to map these linkages and to gauge their impact.

There is a close overlap between "program intermediaries" and "knowledge intermediaries" (Sturm, 1134): people and organizations that "use their...convening power to build the capacity for institutional change" through "projects, networks, and gatherings" that "to advance inclusion and public problem solving." The TTI-RG understands itself as a knowledge intermediary in this sense and will use its capacity for linkages and partnerships to study, precisely, how effective *Scholarship in Public I* has been.

2. Role Intermediaries (Sturm, 1131-1132): operate in organizational and institutional roles that "[bring] together people with similar roles and responsibilities."

In the context of IA, the question of "similar roles" is far from simple. For example, the role of "institutional representative," appointed by the president of each member

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campus, has evolved over time and includes people who have different appointments and institutional locations. Every representative, however, is identified with the arts, humanities, or design and strongly committed to community engagement. These representatives played an important role in proposing members of institutional teams in advance of the TTI regional conferences; the reps themselves could be provosts, department chairs, faculty members, center directors, or senior staff. Their internal reporting relationships were varies, as well. They represent an interesting cohort, because they share the role of "institutional representative" vis a vis IA, while exemplifying considerable "role hybridity" in the context of their home campuses and communities. This logic is likely to be typical of many consortial efforts at inter-organizational change.

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Notes

[i] Arjun Appardurai (in *Fear of Small Numbers)* and George Yudicé (in *The Expediency of Culture)* provide case studies of programs and projects that serve as examples of available idealisms in action. Their case histories of intercultural projects offer modest, practice-based counterweights to the global phenomenon of "culturally motivated violence." Also helpful here as we think about the question of scale at the level of the project, the organization, and the system is the conceptual work on "scales of praxis" by Herod and Wright (*Geographies of Power: Placing Scale* [2002]).