

The University of North Carolina at Chapel Hill *Institutional Initiatives*

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At the University of North Carolina at Chapel Hill (Carolina), institutional momentum for enhancing community engagement and engaged scholarship has continued to build over the last several years. In particular, *Academic Plan 2011: Reach Carolina* highlights and reaffirms the university's commitment to engagement:

Because the University exists to serve not only its students but also the state, nation, and the world, *Reach Carolina* embraces enthusiastically a comprehensive approach to engagement that will recognize, stimulate, and reward excellence in teaching and research on the part of all members of the campus community. (*University of North Carolina at Chapel Hill, 2011*)

The continued importance of engagement and engaged scholarship for addressing the stated priorities of the university is reflected in the six themes of the academic plan: (1) work as an integrated university to attract, challenge, and inspire students through transformative academic experiences; (2) faculty prominence, composition, recruitment, development, retention, and scholarship; (3) interdisciplinarity in teaching, research, and public engagement; (4) equity and inclusion at Carolina; (5) engaged scholars and scholarship; and (6) extend Carolina's global presence in teaching, research, and public service (*University of North Carolina at Chapel Hill, 2011*).

In May 2009, the University of North Carolina Task Force on Future Promotion and Tenure Policies and Practices released its report, in which engagement and community-engaged scholarship were prominently featured. Within the last year, the provost sent a memorandum to each of Carolina's academic units calling for a report on their progress in addressing the recommendations of the task force in their tenure and promotion policies, including the incorporation and acknowledgment of engaged scholarship (B. Carney, personal communication, May 10, 2011).

The task force report defines faculty engagement as "(1) scholarly, creative, or pedagogical activities for public good; (2) directed toward persons/groups outside the university; (3) research, teaching, and/or service as collaborative interactions that respond to short- and long-term societal needs; (4) serves people through

a continuum of academically informed activities; (5) varies among disciplines; and (6) is planned and carried out by university and community partners” (*The University of North Carolina at Chapel Hill, 2009, pg. 6*).

In addition, the task force differentiated engaged scholarship and engaged activities as defined below:

Engaged scholarship: *Scholarly efforts to expand multi-faceted intellectual endeavor with a commitment to public practices and public consequences.*

Engaged activities: *Artistic, critical, scientific, and humanistic work that influences, enriches, and improves the lives of people in the community. (University of North Carolina at Chapel Hill, 2009, pg. 6).*

Carolina will continue to work to meet the goals outlined in the academic plan while bolstering existing efforts to enhance the promotion and tenure guidelines for individual schools and departments. This work supports the overall mission of the University of North Carolina at Chapel Hill and *Academic Plan 2011: Reach Carolina*, summarized as “leading change to improve society to help solve the world’s greatest problems” (*University of North Carolina at Chapel Hill, 2011*).

References

University of North Carolina at Chapel Hill. (2009) *Report of the UNC Task Force on Future Promotion and Tenure Policies and Practices*. Retrieved July 30, 2012 from <http://tinyurl.com/unctaskforce>

University of North Carolina at Chapel Hill. (2011). *Academic plan 2011: Reach Carolina*. Retrieved July 30, 2012, from <http://academicplan.unc.edu/>

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