

APPS History and Accomplishments

History

The following is an expanded institutional history that documents APPS' origins, development, leadership, and core activities. This history relies on the personal archives and memories of APPS co-chairs Sylvia Gale and Pam Korza.

2005

- **The Tenure Team Initiative** aimed to revise the policies and practices of tenure and promotion, the high stakes assessment of faculty, in order to create “a more flexible framework for valuing and evaluating academic public engagement.” The 2008 report of the Tenure Team Initiative contains a series of recommendations intended to advance a “continuum of scholarship;” a continuum of scholarly and creative artifacts; and a continuum of professional pathways for faculty.

Significantly, it calls for broadening the community of peer review to include community partners in the assessment of engaged faculty work.

2008

- **Curriculum Project Report.** In examining the state of higher education curriculum for community cultural development (CCD), the Curriculum Project identified challenges in fostering reciprocal, meaningful university-community partnerships; tensions between university norms and cultural community development values (pluralism, participation, and equity); conflicts in the timeframes governing CCD projects vs. higher education/service-learning curricula; and questions about how professionalization and credentialization might (or might not) serve CCD.

These findings indicated the need to revise assessments of community-based curricula/service-learning initiatives to include community partners as stakeholders and community impact as a central goal.

2009

- **May Board Meeting: Discussion of IA undertaking an assessment initiative,** as outgrowth of curriculum project report discussion

“Pam gave a power point on the initiating Curriculum Project Report. Her questions: Which of the report’s findings are arts-specific, and which relate to the humanities and design? How does IA see its role in developing the CCD field? What does the report suggest as ways IA can make a difference? Bruce facilitated a discussion on that report and Greg & Rob’s “think” pieces on scholarship for the public humanities and design. What cuts across all three? Themes include professions/public, time/scale, learning and curricular objectives General desire not to keep arts, humanities, and design separate, but

rather, focus on commonalities. George urged us to do more bridge work. George proposed the issue is assessment: a joint emphasis of assessing the worth for students and *for the community*. There was general consensus and enthusiasm for this as a pivot of IA's next major project." (May 2009 Board Meeting Minutes)

- **October Conference: Plenary on assessment at IA in New Orleans**, featured remarks by Bruce Burgett, Fluney Hutchinson, Sylvia Gale, Dudley Cocke, George Sanchez, Pam Korza, Gregory Jay, Rob Corser. Transcript of these remarks can be found here: http://imaginingamerica.org/wp-content/uploads/2011/07/09.apps_.transcript.pdf

Panelists made "state of the field" remarks concerning engaged courses and projects in the arts, humanities, and design, as well as across these fields and as incorporated into social sciences and other disciplines. Facilitated break-out groups then discussed current methods of evaluating public scholarship for faculty, students, and community members, as well as metrics for tracking institutional change, and strategies for IA's future research and delivery on this topic. Notes from break out groups can be found here: http://imaginingamerica.org/wp-content/uploads/2011/07/09.apps_.notes_.pdf

- **October Board Meeting**: Board agrees on focus on "Assessment Project," in response to discussion of in-progress "Assessing the Practices of Public Scholarship" proposal to AACU (see January below)

2010

- **January:**
 - **Assessment Working Group forms** with initial participation from board members Pam Korza, Sylvia Gale, Linda Littlejohn, and Jan Cohen-Cruz "Our charge as a working group is to investigate the ways IA can advance practice in documenting, measuring, and assessing the impact of public scholarship and campus-community partnerships. This reflects the related goal in IA's refreshed Mission/Vision/Values/Goals statement crafted last year" (PK email to SG and LL, Jan 13, 2010)
 - **"Assessing the Practices of Public Scholarship" research project submitted by JCC to AACU's Bringing Theory to Practice initiative (BTtP); funded in May 2010.** Proposal identifies six participating institutions (College Unbound at Roger Williams U, Drew, Nassau Community College, U of Wisconsin-Milwaukee, U of Washington-Bothell, Syracuse), each engaged in own assessment activity. By coordinating projects together the aim was to "research and articulate a set of criteria for integrated assessment of public scholarship and practice that can play a role at our own campuses and nationally in strengthening institutional commitment to engaged scholarship." (JCC to BTtP, March 15, 2010)
- **May:**

- Report to board on Assessment Working group identifies first iteration of guiding principles (now the [APPS core values](#)) and announces plan to issue call at 2010 conference to members for assessment materials
- Fact-to-face meeting for APPS project participants plus reps from IA Board Assessment Working Group (May 18, 2010, NYC)
- **September:**
 - **Pre-conference APPS Meeting on “Exploring the Implications of an Integrated Approach to Assessing Public Scholarship”** held on Wednesday, September 22, 2010, with John Saltmarsh; attended by APPS project reps from 7 primary schools, plus additional UW and UW-B participants.

“The goals of this session are to draw upon the knowledge, experiences, and findings from project members to identify strategies for advancing an integrated assessment of public scholarship. Based on the work of project members, this session will explore both the opportunities for assessment that integrates the ways in which public scholarship impacts students, faculty, communities, and the campus as well as the most significant challenges. An integrated approach, by definition, has multiple dimensions that suggest multiple assessment strategies that occur simultaneously. This may require significant change in campus practices, structures, and policies. The outcome for this session will be to identify change strategies as a way of shaping a model of institutional change that facilitates integrated assessment of public scholarship.” (JS email to JCC, July 9, 2010)

- **Conference Session: Assessing the Public and Academic Outcomes of Public Scholarship: Implications for the Engaged Campus (led by John Saltmarsh, George Sanchez, Amy Koritz, Sylvia Gale, Pam Korza; about 80 people in attendance)**

“Drawing on current metrics for assessing community engagement nationwide and insights from IA’s Assessing the Practices of Public Scholarship initiative, participants will explore the larger institutional implications of what it would mean to undertake authentic collaborative assessment that integrates learning outcomes and community outcomes. We will interrogate the five principles of engaged assessment with which IA launched this initiative -- collaborative, generative, iterative, credible, practicable, and shared – and their significant implications for deep institutional change. For example, if campuses were to take this seriously, then not only would the outcomes be assessed collaboratively, but the outcomes would be determined collaboratively – i.e., would the community be part of shaping the mission of the campus? Would the community be part of the strategic planning process? Of accreditation? Of faculty development? Of determining learning outcomes? Of shaping the curriculum? What would this look like? How would it work? What would shift in the kinds of questions that the Carnegie Community Engagement Classification would ask if there were a shift

to integrated assessment?

- **“Integrated Assessment of Public Scholarship” named as Collaboratory** for 2010-11. PIs: Pam Korza and Sylvia Gale.

“This team seeks to advance assessment that aims to understand impact on community partners, stakeholders and issues, and on higher ed institution, in addition to faculty and student goals. We will focus on identifying and vetting assessment models, tools, and frameworks, and helping to translate findings for purposes of IA members’ interests and needs.” (“IA Collaboratories 2010-11,” solicitation for members).

- New APPS members: Stephani Woodson (Arizona State), Keith Nitta (UW-Bothell)
- **October:**
APPS Collaboratory identifies key strategies:
 - a. “Identify and share assessment **models** from IA members and other entities that embody and illuminate integrated assessment values and approaches as well as uses. These may take the form of assessment plans and reports, case studies, articles, etc.
 - b. Collect, adapt, and/or create, and disseminate **tools and frameworks** that align with existing assessment tools and frameworks and enable/enhance integrated assessment of publicly engaged scholarship and institutional engagement at these different scales:
 - i. Faculty reporting (third-year reviews, tenure and promotion cases, etc.)
 - ii. Project or course level (participant evaluations, project evaluation reports, etc.)
 - iii. Program level (annual reports, partner assessments of community change, etc.)
 - iv. Center level (annual reports, cross-program evaluation, strategic planning, process evaluation frameworks, etc.)
 - v. Institution-wide (strategic planning activities, accreditation processes, Carnegie classification application process, adapt/develop a tool to assess institutional engagement parallel to the “Diversity Scorecard” developed at USC)
 - c. Create an ongoing forum for IA members to inquire and exchange on assessment of public scholarship (via IA’s website, electronic mailing lists, newsletter, etc.).
 - d. Engage a small number of IA members in **demonstration efforts in integrated assessment** in relation to actual projects, programs, center, or institution activity and the development of case studies that facilitate participating campus/community and broader membership learning.

- e. Facilitate **learning opportunities** regarding integrated assessment via IA regional meetings, annual conference, and focused training opportunities (in-person and virtually), potentially connected to the Carnegie Engaged Classification process for 2015.
- f. Develop a **white paper** that synthesizes knowledge from the above activities and advances reciprocal campus-community partnerships through integrated assessment.” (“APPS Collaboratory Foundation and Next Steps, 10-18-2010”)

2011

- **APPS conducts survey** of IA membership to gather models of assessing practices in public scholarship and community change; 21 responses
- **IA hires “APPS Researcher”** (Deirdra Stockmann)
- **Conference:** session introducing emergent learning from survey and beginning case study development (40 in attendance) (2011) (see <http://imaginingamerica.org/wp-content/uploads/2011/07/STRIVING-FOR-INTEGRATED-ASSESSMENT-draft2.pdf>)
- New APPS members: Georgia Nigro (Bates), Gladys Palma de Schrynemakers (LIU), Kristin Buchner (PAGE Fellow)

2012

- APPS focuses on generating case studies, emergent from membership survey
- Conference: lively lunch round table (35 in attendance)
- New APPS member: Joe Bandy (Vanderbilt); Joe becomes co-chair in 2013

2013

- Conference: Seminar (about 30 registrants); plus session based on case studies (15 - 18 in attendance)
- IA hires new APPS research assistant, Susan Schoonmaker

Key outputs:

- Articulated a set of five **values to guide responsible approaches to assessment** that de-center expertise
- Generated **6 case studies and tools, frameworks, and resources** stemming from cases and from the IA conference <http://imaginingamerica.org/research/assessment/research-outcomes/>

have begun collecting references and articles from other sources

<http://imaginingamerica.org/research/assessment/references-and-resources/>

- Cultivated an increasingly visible presence for and **vibrant learning exchange about assessment at the IA conference**
- Hosted webinar on challenges of Assessing Engagement Programs in Music (2013); based on IA conference presentation by University of MN
- **Contributions to other higher ed forums about assessment:**
 - Invited as participants in University of Minnesota Think Tank on assessment, hosted by Cathy Jordan of the Children, Youth, and Family Consortium (2011)
 - Assessment in the Arts conference, “Integrated assessment of community-engaged work in the arts: a framework and dialogue”, Rocky Mountain College of Art & Design, Denver (2012)
 - Contributed article to AACU’s *Diversity and Democracy*, “Assessing the Practice of Public Scholarship/Deepening the Commitment to Partnership” by Miriam Bartha, Georgia Nigro (http://www.aacu.org/diversitydemocracy/vol16no3/bartha_nigro.cfm)

Cornerstones of APPS’ research focus:

- An interest in community impact as an integral and a primary focus of assessment inquiry
- A commitment to promoting evaluative thinking and exploring and understanding the *process*, and not only the practices, of assessment
- A specific interest in assessment of projects rooted in the arts, humanities, and design
- A focus on assessment at the project, program, and center level (*to this point*)
- A belief in (integrated) assessment as a core leverage point for deepening university-community partnerships and for democratizing culture; an aspirational view of assessment as a tool for institutional change