

# Recognizing Excellence in Community Engaged Scholarship at the University of Victoria

Peer Review Guidelines for Faculty Promotion and Tenure  
&  
Impact Rubric

Prepared for the Office of Vice President Research, University of Victoria

*Dr. Crystal Tremblay, Research Associate  
Office of Community University Engagement  
University of Victoria*

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## Executive Summary

This document provides an overview and suggested guidelines for evaluation and documentation in promotion and tenure of Community Engaged Scholarship (CES) at the University of Victoria. The impact rubric and guidelines are based on a comprehensive literature review and empirical research conducted by the Office of Community University Engagement (OCUE) between August-December 2016 (See Impact Stories, an institutional assessment of CER at UVic). It is the intention that these tools be used to support a meaningful consultation process for reviewing and implementing tenure, promotion and merit policies for Community-engaged Scholarship at UVic.

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*We acknowledge and respect the Lekwungen-speaking peoples on whose traditional territories the University stands and the Songhees, Esquimalt and the WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

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# I. Useful considerations for institutional recognition of CES

The following five criteria have been identified in the literature (O'Meara et al, 2015) as a useful template for institutional recognition of Community-engaged Scholarship:

1. **The need to value, define, describe, and differentiate community-engaged scholarship.** The following section provides an overview and some useful definitions of CES and how it is exemplified in UVic's strategic goals;
2. **The need to identify criteria for evaluating community-engaged scholarship.** It is important that this criteria be used both to differentiate between engaged scholarship and community service and to evaluate the quality of engaged scholarship. The accompanying impact rubric builds from Glassick et al's (1997) criteria of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique to judge the quality and impact of community-engaged scholarship;
3. **The need to consider what constitutes documentation and evidence.** A major challenge faced by engaged scholars is how and where to publish their scholarship (i.e. not all community-engaged scholarship results in peer-reviewed journal articles) as well as the many artists whose scholarly activity is manifest in performances and exhibitions. Policy language that values a diversity of knowledge outputs and that recognizes a range of acceptable scholarly products is needed. In promotion and tenure guidelines, products of engaged scholarship are named and valued (i.e. reports and studies, workshops, broadcasts, artistic and creative exhibits and performances, websites, diagnostic services, technical reports, and site plans).
4. **The need to make peer review more inclusive.** In many cases the best reviewers of CES are outside the university and may not be faculty members. Reform in this area should address the need to include community and public partners from outside academe, along with colleagues within a faculty member's field who also do engaged scholarship. Policy language should clearly specify how such reviewers are to be chosen as well as what they may review and evaluate; and
5. **The need to value local impact.** The question of whether impact on the local community is accorded the same credibility as international, regional, and national impact is essential, because the issue of impact is always a major factor in the evaluation of candidates for promotion and tenure. Applying frameworks such as the UN Sustainable Goals to impact evaluation can provide a useful lens as to where and to what extent impact is being made (see OCUE Impact Stories).

## II. Introduction: recognizing CES in higher education

Community Engaged Scholarship (CES) is recognized as a core value in many higher education institutions of the 21st century – both to the civic mission of the institution and to generating and transmitting new knowledge (Hall *et al.*, 2015; Sandmann *et al.*, 2016). Despite widespread evidence of the impact of these innovative engagements across higher education and society (Tremblay & Hall, 2013), “few institutions have made the significant, sustainable, structural reforms that will result in an academic culture that values community engagement as a core function of the institution” (Levine, 2007). There have been several speculations as to why civic engagement has yet to be fully embraced within academic institutions. A major hurdle, as articulated in Sandmann *et al.* (2016), is that the dominant epistemology of the academy runs counter to the civic engagement agenda – producing a technocracy that places certain kinds of expertise and knowledge above all else. This narrow disciplinary view has significantly limited the kinds of knowledge and scholarly practices that are valued and therefore supported. Brunk *et al.* (2010) describe this paradigm of scholarly research as highly dependent on the individual scholar, crafting text into a publishable form, within a discipline that has well-defined disciplinary boundaries. Evaluation and merit of this scholarship is therefore focused on the individual effort – often in the form of solo authored peer review journal articles.

Scholars across all disciplines are engaging in types of Community-engaged Research (See OCUE CER typology) that do not fit this individualist model. These include collaborative, action oriented and participatory processes, which are often interdisciplinary in nature and require different time frames, methods, outputs (i.e. videos, reports, blogs) and support structures (i.e. honoraria for community participation). Traditional modes of evaluation for community engaged scholarship are widely viewed as insufficient since:

- 1) they focus on the product and do not acknowledge the often lengthily collaborative process involved;
- 2) they do not provide an easy way to evaluate individual contributions of researchers who work collaboratively;
- 3) they often require researchers to provide additional types of evidence supporting the merit of the individual effort, creating more burden on the researcher; and
- 4) they require peer assessments where the criteria for selecting peers may not reflect the expertise needed for making a fair and appropriate assessments of quality (Brunk *et al.*, 2010).

O'Meara *et al* (2015), in a call for institutional reform, describes the tenure and promotion process as part of a larger effort towards inclusive excellence within universities. Organizing practices such as promotion and tenure can serve to privilege some groups and exclude others. When engaged scholars for example, are told they can only publish in certain disciplinary journals and those journals do not publish engaged work, a form of structural inequality has been set up that disadvantages those scholars (see Susan Sturm's work on the "architecture of inclusion" 2006).

The University of Victoria's 2012 Strategic Plan holds community-engagement as a key strategy to meet the University's mission and communicates the aspiration to be a "cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation" (p. 36). One of their approaches for achieving this is through the promotion of community engagement in research and teaching activities [SP 28, 29, 301].

In 2012, the ad hoc Civic Engagement Steering Committee at UVic overviewed the spectrum of community engagement activities at UVic and made recommendations relating to CES, including that "all faculties and academic units to be tasked to review tenure, promotion and merit policies to recognize and reward community engagement scholarship where judged meritorious and worthy of recognition" and to "develop measurements and evaluation policies for recognizing the work of faculty in the community" (Tremblay 2012, p23). In 2015 a document outlining the structure and priorities of Community University Engagement (CUE) at UVic clearly articulates supporting and recognizing CES:

## 1.2 Nurture tenure and promotion systems that support CES

### 1.2.1 Review merit, tenure and promotion criteria to enhance recognition of CES

### 1.2.2 Develop standards (indicators of merit) for CES

### 1.2.3 Provide training and support for chairs, RPT committees and Deans

### III. What is Community Engaged Scholarship?

Community-engaged Scholarship (CES) encompasses the three realms of scholarship that are generally measured in a promotion and tenure review process: research, teaching and service (see for example Jordan 2006; see Figure 1 below). While CES is highlighted as a key objective in the strategic vision of many universities, the promotion and tenure review processes have often not been adequately adjusted to value the CES efforts of faculty.

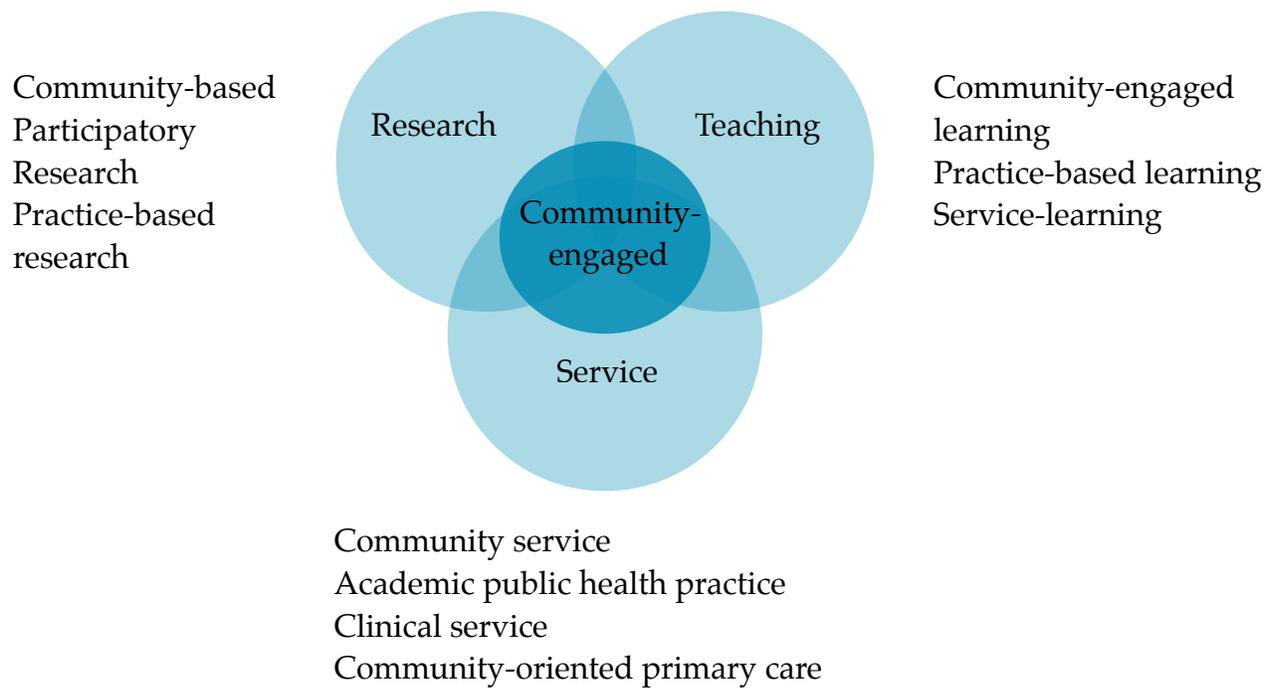


Figure 1: Community-engaged Scholarship. Community-Campus Partnerships for Health, 2005.

In developing criteria for peer review of CES, many scholars have identified the need for a clearly defined, yet un-restricting, concept of what CES is considered to be (see for example, Saltmarsh *et al.* 2009 and Vogelgesang *et al.* 2010). How CES is defined will greatly shape the peer review process (see for example Ellison & Eatman, 2008). Given the diverse definitions of CES, peer review processes should be relevant to the university, faculty and department at hand. In this light, tools, such as criteria for assessment, must consider the diverse realities of the audience. This could mean a large pool of criteria presented for

the choice of the reviewer, or it could mean a set of basic criteria to be applied universally with a secondary set of criteria that can be chosen based on the context.

The UNESCO Chair in Community-based Research and Social Responsibility in Higher Education define CES as “teaching, discovery, integration, application and engagement that involve the faculty member in a mutually beneficial partnership with the community”. It has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigour and peer-review. The University of North Carolina also underlines that in CES knowledge is “exchanged across the university and community to meet the goals of the activity” and that said activity responds to a “specific community interest”.

Identifying criteria for peer review of CES is not an exercise in removing the valuable criteria that has been built over many years and with great thought, but rather aims to align assessment criteria with the evolving visions and goals of academic institutions and the public that they serve and allow those scholars who are doing meaningful community engagement to be valued for their efforts. This would enable opportunities for others to also partake in such endeavours and to shift academic culture to more accurately represent the strategic plans of these institutions. Most current review processes are compartmentalized, which goes against the very nature of CES, and only award value to CES in the category of service to the community (Saltmarsh *et al.* 2009).

Many of the descriptions of meaningful scholarship as elaborated by Glassick *et al.* (1997) - clarity of goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique - are included in the literature on developing criteria for CES peer review. Baker (2001) attributes this to a more process-based and descriptive assessment rather than purely quantitative assessment and highlights that “it establishes a common foundation that links all scholarship.” (pg. 32). The following are elements that weave through the literature on developing criteria for CES peer review.

**1) Reciprocal relationship.** Consistently relevant, responsive and significant to both the scholarly community and the public (Doberneck and Fitzgerald 2008; Jordan 2006; Scott 2007; Gelmon et al. 2013; Baker 2001, MSU 2006).

**2) Recognition from quality peers both scholarly and community** (UMB 2014) and honours/awards (Ellison and Eatman 2008; UIC 2001) e.g. National recognition (Jordan 2006).

**3) Quality of engagement process** (Gelmon et al. 2013).

**4) Impact: Significance of Results.** In all aspects of community-engaged scholarship, whether in the domain of research, teaching, or service, significance of results is of critical concern. Identifying impact is in itself a scholarly endeavour that is assisted by imbedding evaluation within the given work (UIC, 2001; Wolff & Hart, 2011). Clearly defined social impact goals are required to determine the impact of the CES work (Wolff & Hart, 2011; Brown, 2011). It is helpful to focus on impact associated with the goals of the research, teaching or service and including criteria defined by the community as meaningful. This requires thinking beyond program evaluations resulting in quantitative data, funds acquired, and peer-reviewed publications (Foster, 2012; Baker, 2001; Freeman *et al.*, 2009). Table 1 below, sketched from MSU's Matrix for Evaluating Quality Outreach (2006), identifies some impact areas and associated details that have been considered meaningful for CES.

In moving forward to develop and use peer-review criteria for CES in faculty evaluations, there are a number of questions to consider. In developing peer-review processes that are relevant to the nature of CES, further thought could be given to broadening the concepts of 'publication' and 'peer'. In particular, it is recommended in the literature that community partners be included in review processes as peers and as evaluators regarding the significance and quality of CES (Gelmon *et al.* 2013; Ellison and Eatman 2008; Freeman *et al.* 2009, UIC 2001). Furthermore, whilst implementing a more widespread use of peer-review criteria for CES, it would also be prudent to provide training for peer reviewers and resources for those who are facing this evaluation process (Gelmon *et al.* 2013).

## IV. Criteria for peer review of Community-engaged Scholarship

Table 1. Impact Area		
Significance qualities	Details	Source
Importance of issue to be addressed	Is the issue being addressed important to the scholarly community, specific stakeholders and the general public	(MSU, 2006)
	Does the work pose a risk to the target audience?	(MSU, 2006)
	Have all stakeholders demonstrated agreement with the goals and objectives of the work?	(MSU, 2006)
	Does the value of the work go beyond the goals and time-line of the work itself?	(MSU, 2006)
	Does the work present a new opportunity to the target audience?	(MSU, 2006)
	What would be the possible social, economic, or human consequences of not doing the work?	(MSU, 2006)
	Is the issue being addressed important to the scholarly community, specific stakeholders and the general public	(MSU, 2006)
	Does the work pose a risk to the target audience?	(MSU, 2006)
Goals/Objective	Mutually agreed upon goals and objectives	(MSU, 2006)
	Is there value added? Have new structures, processes, or recognitions been developed?	(MSU, 2006)

Table 2. Significance		
Impact areas	Details	Source
Issues, Institutions and Individuals	Economic development	(UNC 2013; NCCPE; Wolff and Hart 2011)
	Contribution to public policy	(Ellison and Eatman 2008; NCCPE; UIC 2001; UMB 2014)

**Table 2. Significance**

	Influence on professional practice, including stimulating the work of others and moving the discipline forward	(Ellison and Eatman 2008; Jordan 2006)
	Adoption of developed models	(UIC 2001; Jordan 2006)
	Creation of opportunities for students	(Jordan 2006; Ellison and Eatman 2008; NCCPE)
	Enrichment of artistic and cultural life of the community	(Ellison and Eatman 2008)
	Curricula enrichment	(NCCPE n.d.)
	Number of courses that include a service learning component	(UNISA 2008)
	Number of students involved in community engaged research projects or service-learning projects, including a description of the nature of the projects	(UNISA 2008; Hart et al 2009 as cited by Vargiu 2014)
	“Number of research projects with a community engagement focus”, including a description of the nature of the research projects	(UNISA 2008, p 12)
	Number of people reached	(Baker 2001)
	Improved links between the university and the community	(Jordan 2006)
	Continuity of relationship with community	(UIC 2001; Baker 2001)
	Number of peer reviewed publications, particularly those authored with non-academics <sup>1</sup>	(Baker 2001; Molas-Gallart et al 2002 as cited by Vargiu 2014)
	Number of citations by others	(Baker 2001)
Sustainability and capacity building	Evaluation of the work that demonstrated lessons learned and recommended directions for future work	(Clearinghouse for the Scholarship of Engagement 2002)
	Number and nature of educational outreach activities and number of community participants	(E3M 2011 as cited by Vargiu 2014)
	Community capacity building	(Jordan 2006; NCCPE; Scott 2007; UMB 2014)
University - Community relations	Publicly accessible database of scholarly expertise	(Hart et al 2009 as cited in Vargiu 2014)

Table 2. Significance		
	Involvement in advisory boards	(E3M 2011 as cited in Vargiu 2014)
	Involvement in local, regional, national and/or global dialogue related to the work	(Clearinghouse for the Scholarship of Engagement 2002)
	Participation in professional, non-academic conferences with significant participation from non-academics and number of invitations therefor	(Molas-Gallart et al. 2002 as cited by Vargiu 2014)
	Appearances in TV or radio broadcasts	(Molas-Gallart et al. 2002 as cited by Vargiu 2014)
	Number and nature of public engagement events, including public lectures	(Hart et al 2009 as cited in Vargiu 2014)
	Number of public lectures	(Hart et al 2009 as cited in Vargiu 2014)
Benefit to the university	Academic congruence with scholars departmental and institutional mission	(Clearinghouse for the Scholarship of Engagement 2002)
	Participation in conferences/seminar	

Table 3. Context		
Context qualities	Details	Source
Consistent with university, department, researcher and stakeholder interests	Accountability to institution, discipline, students and the community	(Gelmon, 2013).
	appropriate application of principles of partnership and the use of community engagement to enhance the quality of the study	(Calleson, Kauper-Brown, & Seifer, 2005; Jordan, Wong, & Jungnickel, 2009 as cited in Gelmon et al. 2013, pg. 3)
	Consistent with the mission and goals of institutions, partners and stakeholders involved	(MSU 2006)
Expertise available appropriate for expertise needed	Within the scope of the research unit or researchers individual area of expertise	(MSU 2006)
	Appropriate use of stakeholder and partner expertise	(MSU 2006)

**Table 3. Context**

Degree of collaboration	Interdisciplinary	(Ellison and Eatman 2008)
	Equitable sharing of power and responsibilities between communities and investigators	(Ahmed and Palermo 2010)
	Number of students involved	(UNC 2013)
	Number of faculty and staff involved	(UNC 2013)
	Number of community partner organizations or groups involved in the project	(UNC 2013)
	“structures and processes facilitate sharing information, decision-making power, and resources among partners....[and] formal agreement addresses all aspects of the research, including ethics, roles and responsibilities of all participants; data dissemination, dispute resolution; and dissemination of results”	(Ahmed and Palermo 2010, p 1382)
	Involvement of all stakeholders and partners in planning, defining impact, implementing and assessing the project	(MSU 2006)
Appropriate methodology	Participatory evaluation process for participatory project that is comprehensive and informative	(Baker 2001, MSU 2006)
	Accommodation and consideration of diverse learning styles, ways of decision-making and taking action and the diverse education levels of all involved	(MSU 2006)
	Integration of teaching, research and public engagement	(Ellison and Eatman 2008; UIC 2001; UMB 2014)

**Table 4. Scholarship**

Scholarship qualities	Details	Source
Available knowledge	Project shaped by up-to-date, cross-disciplinary and relevant knowledge	(MSU 2006)
	Evident awareness of competing perspectives and methodologies related to project	(CCPH, 2006)
Knowledge generating processes	Rigour through application of the scientific method	(CCPH, 2006)
	Both investigators and community partners understand the meaning of CES and its role in the project; further, they use that definition as a guide for negotiating agreements and project work plans	(Ahmed and Palermo 2010)
Knowledge generation	Potential for new knowledge for a specific setting	(MSU 2006)
	Reliability of the work in generating new research questions and contributing to current understandings	(UIC 2001; Doberneck and Fitzgerald 2008)
Knowledge mobilization/utilization	New model of addressing the issue developed through the project	(MSU 2006)
	Improved well-being of community through use of knowledge shared.	(Ahmed and Palermo 2010)
	Breadth	(Ellison and Eatman 2008; UMB 2014)
	Reach	(Baker 2001; UNC 2013)

## V. Research Outputs and Significance of Impact

The following table is informed by the OCUE Impact Stories case studies, designed to guide decisions around which output might be the most appropriate for different levels of societal impact. Please note these are suggested methods of research outputs based on an assessment of CER impact at the University of Victoria. The type and appropriateness of outputs will vary from one project to the next. The following criteria have been adapted from the Social Planning and Research Council of British Columbia (2013), and included in the table below as guidance in determining level of impact of Community-engaged Research. The term ‘impact’ refers to the effect that a specific action or potential change may have in society.

1. Essential (E) – this output is essential for reaching high levels of impact and significance
2. Strongly Recommended (SR) – this output is strongly recommended to reach and impact wider society
3. Optional (O): – may or may not be useful as a research output

**Table 5. Outputs and significance of impact**

Type of output	Level of Impact		
	Micro: Individual (e.g. changed behaviour, skills, attitudes, knowledge or understanding)	Meso: Community (e.g. changes to a project, new collaborations or ideas)	Macro: Systems (e.g. this usually takes years, but could take the form of changes to policy, structures or to national/provincial agendas)
<b>Refereed publications</b>			
Journal articles	SR	SR	E
Books and monographs	SR	SR	E
Refereed conference papers	SR	SR	SR
<b>Non refereed publications</b>			
Policy briefs	E	E	E

**Table 5. Outputs and significance of impact**

Reports	SR	SR	E
Handbooks	SR	SR	SR
Newsletters	SR	SR	SR
Local/national Newspapers	SR	E	E
Multimedia products (e.g., video/audio documentaries, websites, podcasts ect)	SR	SR	E
<b>Other outputs</b>			
Advising/consulting with government and non government bodies	SR	E	E
Jointly prepared funding proposals and grants	SR	SR	O
Co-authored or co-edited research and publications	E	SR	SR
Invited presentations	SR	SR	O
Workshops	SR	SR	O
Artistic performances or exhibits	SR	SR	SR
Digital performances, exhibits, critical commentary	SR	SR	O
Commissioned works	SR	O	O
Fully produced films or videos	SR	SR	SR
Press coverage	SR	SR	E
Social media buzz	SR	SR	E

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# Impact Rubric: Community-engaged Scholarship

Community-engaged scholarship is defined as teaching, discovery, integration, application and engagement that involves the faculty member in a mutually beneficial partnership with the community and has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigour and peer-review.

Much of this discussion revolves around the use of Boyer's (1990) distinction between four different types of scholarly work, and later Boyer (1996) added a fifth form of scholarship: the scholarship of engagement.

1. **Scholarship of Discovery:** Inquiry and knowledge generation. Represents traditional notions of scholarly research, which hold prominence in most current tenure and promotion decisions.
2. **Scholarship of Integration:** Synthesizing research findings from across contexts and disciplines. Provides new perspectives, interpretations and ways of understanding findings.
3. **Scholarship of Application:** Application of knowledge generated from research to understand and solve real-world problems. Coming together of theory and practice.
4. **Scholarship of Teaching:** Engaging in scholarly teaching. Conducting scholarly research on pedagogy.
5. **Scholarship of Engagement:** requires active interaction with people outside of the academic institution in informing scholarly activities, from goal setting and choosing methods of inquiry to reflection and dissemination of results.

The following impact rubric builds from Glasser *et al.* (1997) well-established characteristics of excellence in community-engaged scholarship and offers criteria for evidence of quality and a range of low - high impact. An illustrative example is provided for each characteristics from the OCUE Impact Stories.

## CES Impact Rubric

### 1. Clear academic and community change goals

A scholar should clearly define the objectives of scholarly work and clearly state basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

#### Evidence of quality and impact:

- Clearly stating the basic purpose of the work and its value for public good
- Defining goals and objectives that are realistic and achievable
- Identifying intellectual and significant questions in the discipline and in the community
- Articulating one's program of research and objectives
- Articulating one's goals for teaching and student learning

#### Low

- Low degree of trust between scholar and community partners
- There is no value added to the community or society

#### High

- High degree of trust between scholar and community partners
- The issue being addressed is important to the scholarly community, specific stakeholders and the general public
- All stakeholders demonstrate agreement with the goals and objectives of the research project
- The value of the work goes beyond the goals and time-line of the work itself

#### OCUE Impact Story

Gutberlet, J. (Geography)

*“Over six years, the PSWM project introduced participatory approaches into waste management in Brazil. It has helped create a more inclusive culture amongst the local governments in this region, where empowered recyclers have now a voice in political meetings and decision-making. In our case, it has worked extremely well to have a participatory governance structure with an Executive Committee, with deliberative power, meeting regularly”*

## CES Impact Rubric

### 2. Adequate preparation in content area and grounding in the community

A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others and conduct meaningful work depends upon mastering existing knowledge.

#### Evidence of quality and impact:

- Investing time and effort in developing community partnerships
- Participating in training and professional development that builds skills and competencies in CES or specific models such as service learning or community-based participatory research
- Evidence of contribution to the community
- The formation and maintenance of good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement

#### Low

- There is no shared ownership or vision of the project
- Limited relationship or interaction between the scholar and community partners over extended period of time during which relationship develops

#### High

- Substantive relationships and interaction with faculty and community over extended periods of time during which relationships develop
- Demonstrated evidence from community partners indicating high levels of trust, and meaningful relationship

#### OCUE Impact Story

*Keller, P (Geography)*

*“This project stemmed from a community-based multi-sector initiative by Lifecycles and the Community Social Planning Council and created by local education practitioners with local planners and First Nations groups. Innovative methods, relationships and connections with community was key to the success of the program”*

## CES Impact Rubric

### 3. Appropriate Methods: Rigour and Community Engagement

It is imperative for community-engaged scholars to provide evidence that demonstrates that rigour is maintained, or even enhanced, through community-engaged approaches.

#### Evidence of quality and impact:

- Involving the community in grant management, fiscal control and accountability to increase community support for the success of the work
- Involving the community to improve study design - including: improving or reinforcing the conceptual framework, creating better understanding and characterization of study variables
- Improving acceptability to the community, ultimately resulting in increased study validity
- Using community member input to enhance plans for recruitment and retention of study participants
- Utilizing community feedback to improve the design of measurement instruments and/or collection of data
- Involving community members in interpretation of data allowing deeper understanding of the study's findings
- Developing policy recommendations and application or intervention ideas based on study's findings through brainstorming with community partners

Low	High	OCUE Impact Story
<ul style="list-style-type: none"><li>• Simply informing or consulting with community partners, low levels of reciprocity</li></ul>	<ul style="list-style-type: none"><li>• Co-creation of research and high reciprocity on spectrum of engagement</li><li>• There is consensus on common agenda and sustain shared action to make it a reality</li><li>• All stakeholders have demonstrated agreement with the goals and objectives of the work</li></ul>	Wild, P (IIES)  <i>“There is consistent collaboration between the students, researchers and collaborators throughout the project. Each new research avenue is explored with direct consultation with partners, project scope is investigated and regular ‘check-ins’ on research findings occurs. Final outreach and findings dissemination is completed in conjunction with partners”.</i>

## CES Impact Rubric

### 4. Significance; Impact on the field and in the community

The scholar should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future.

#### Evidence of quality and impact:

- The community contributing to as well as benefiting from the research or learning project
- Changing public-policy
- Improving community processes or outcomes
- Securing increased funding for community partners
- Increasing capacity of individuals in the community and community organizations to advocate for themselves
- Enhancing the ability of trainees or students to assume positions of leadership and community engagement
- Utilizing the work to add consequentially to the discipline and to the community
- Opening up additional areas for further exploration and collaboration through the work, development of innovative products intended for application by diverse stakeholders that include practitioners, policy-makers, nonprofit organizations, community members and academics

#### Low

- Minimal or limited change as a result of the research process or outputs
- Progress of impact or change is not collected or communicated
- Few students were involved in the research process, there has been limited learning opportunities

#### High

- System-level change - make substantive contributions to policy or programs
- Collect, track and report progress & impact
- New structures, processes or recognition have been developed
- Learning is captured, used to refine action and is documented and shared
- Develop intervention programs to prevent or remediate persistent negative outcomes for individuals or groups

#### OCUE Impact Story

Hall, B. (Public Administration)

*“There were numerous symposia and policy seminars organized around the world (GUNi, Canadian Bureau for International Education, International Association of Universities, the Indian Association of Universities, ect). There was direct impact on the European Commission on Research, when they created the call for proposals for the SWAFS program – this is evidence that the book had impact on policy”.*

## CES Impact Rubric

### 5. Effective Presentation/Dissemination to Academic and Community Audiences

Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand.

#### Evidence of quality and impact:

- Publishing research results or terracing innovations in peer-reviewed journals, practitioner journals, professional journals
- Publishing in newspapers read by community members
- Disseminating through other media used by community members, practitioners, policy-makers (radio, TV, podcasts ect)
- Utilizing video, computer or distance programs to reach community
- Producing policy documents directed towards service providers, policy makers or legislators
- Presenting at community events
- Co-authoring any of the above with community partners

Low	High	OCUE Impact Story
<p>Low number of people reached</p> <p>Methods of dissemination are not appropriate for reaching intended or high impact audience</p> <p>Dissemination is limited to peer-reviewed journals</p>	<p>See Table of CER outputs and Impact</p>	<p>Wiebe, S. (ISICUE)</p> <p><i>“We aimed to demystify the process of PAR based on our experience working with the Tsawout First Nation to “Light up the Night” through participatory video with Indigenous youth. Our outputs entailed a written article and accompanying videos that illuminate the creative approach to collaborative engagement with Indigenous communities.”</i></p>

## CES Impact Rubric

### 6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement

Community-engaged scholars should demonstrate an ability to critically reflect on their work, their community partnerships, the issues and challenges that arise and how they are able to address these (for example, issues of power, resources, capacity, racism, etc).

#### Evidence of quality and impact:

- Conducting debriefing sessions with community members
- Seeking evaluations from community members
- Changing project or course design based on feedback and lessons learned
- Engaging in personal reflection concerning, for example, issues of privilege or racism
- Enhancing curriculum by incorporating updated and real world information from community members to student learning of course material

#### Low

- The research process provides minimal opportunities for students, faculty and community partners to reflect
- There is limited or no critical reflection of the research process

#### High

- The research helps students, faculty and community partners apply and test what they are learning in new situations and provides opportunities to see how they're learning
- The research plan is regularly updated and refined using data and learning from the group's actions

#### OCUE Impact Story

Brown, L (ISICUE)

*"An impact assessment was done of the Vancouver Island Social Innovation Zone at the end of 2015, which documented a number of outcomes that are helping to strengthen the social innovation sector on Vancouver Island."*

## CES Impact Rubric

### 7. Leadership and personal contribution

Community engaged scholars should demonstrate, within their discipline, within the area of CES, or both, that their work has earned them a reputation for rigour, impact and the capacity to move the discipline or community change work forward

#### Evidence of quality and impact:

- Receiving invitations to present at national/international conferences
- Receiving invitations to present to community audiences, to testify before legislative bodies, to appear in the media, to serve on advisory or policy making committee, and/or to serve on editorial boards
- Mentoring students, junior faculty and community partners
- Receiving awards or letters of appreciation from community partners for contribution to community well-being

#### Low

- Scholar makes minimal effort to share learnings to advance the discipline or change in community

#### High

- Scholar engages regularly with students, faculty and staff to share best practice in CES
- Scholar is actively engaged with community, policy makers and governments on issues related to their topic of expertise

#### OCUE Impact Story

Easter, S (Business)

*“Engaging in this work showed me the value of taking up a community based approach in understanding a complex societal challenge and how this actually plays out in action. It also highlighted for me the power of collective action as well as the incredible challenges facing such a multi-faceted partnership that involves public, private and nonprofit actors in working to solve homelessness in the local community”*

## CES Impact Rubric

### 8. Socially responsible conduct of research and teaching

Ethical behaviour ensures the responsible conduct of research and the respectful engagement of communities and individuals to conduct research and teaching. Ethical behaviour most consider cultural or community implications as well as university policies.

#### Evidence of quality and impact:

- Cultivating the conduct of “good science”, sound research techniques and appropriate engaged pedagogies that result in meaningful and beneficial contributions to communities
- Following the human subject review process and all other policies concerning the responsible conduct of research when conducting research projects, and specifically subjecting work to a community research ethics board (REB) or a university REB committee focused on community based research, if these exist.
- Recognizing and valuing community knowledge systems and incorporating them into the research process and courses as appropriate
- Acknowledging that customs and practices vary from one cultural community to the next and therefore should not be assumed when initially engaging a community
- Focusing scholarly work on community assets not deficiencies, allowing community members to take active, meaningful roles in research and courses, not for example, simply serving as research subjects

#### Low

#### High

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Low or no attempts to consider and act in culturally and ethically appropriate manner</li> <li>• Low recognition of community partners as equal partners</li> <li>• No consideration of remuneration for community partners time</li> </ul> | <ul style="list-style-type: none"> <li>• Engaging communities in a respectful and ethical manner</li> <li>• Approaching communities as mutual partners to foster trusting, equitable relationships</li> <li>• Appropriately acknowledging community partners when writing, presenting, etc about the collaborative work</li> <li>• Appropriately involving community partners in writing and reviewing products of the scholarship before they are published or otherwise disseminated.</li> </ul> |
|--|--|

#### OCUE Impact Story

Ranson, H (Business)

*“Every stage of this project was co-created with the client. They worked with us to define the questions, build the background and context and answer questions throughout the research process. Our Place Society initiated the project by getting in touch with us at the university”*