

# Recognizing Excellence in Community Engaged Scholarship

Support for Faculty Promotion, Tenure & Merit

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

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## Executive Summary

This document is a resource for evaluation of promotion, tenure and merit of Community Engaged Scholarship (CES). CES involves the researcher in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement. This is different than ‘service’, which implies offering one’s expertise to the institution, the discipline or the community, but lacks the core qualities of scholarship mentioned above. This resource is informed by a comprehensive literature review and empirical research conducted by the Office of Community University Engagement (OCUE) between August-December 2016. An impact rubric for assessing CES accompanies this resource. It is the intention that this resource be used to support a meaningful consultation process for reviewing and implementing tenure, promotion and merit policies for CES 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.*

# I. Recognizing Community Engaged Scholarship

Drawing from O'Meara *et al.* (2015) the following five criteria have been identified 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 defines CES and how it differs from 'service';
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 peer review criteria and 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*). Policy language that values a diversity of knowledge outputs and that recognizes a range of acceptable scholarly products is needed. In promotion, tenure and merit evaluations, products of engaged scholarship are named and valued (*i.e. reports and studies, workshops, broadcasts, artistic and creative exhibits and performances, websites, and technical reports*).
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, tenure and merit.

## II. Introduction

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). Faculty are increasingly valuing and integrating community involvement, internships, and various forms of experiential learning in their courses and view them as critical components of education. Numerous faculty are also engaging in research with community, which entails working with local organizations, businesses, and governments to solve problems. There is extensive literature that documents the scholarship and pedagogical impact of community engagement strategies in teaching and research (Moore, 2014; Tremblay & Bagleman, 2017).

Despite evidence of the impact of these engagements across higher education and society, few institutions have made the structural reforms that values community engagement as a core function of the institution. 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 the disciplines at the University of Victoria are engaging in various types of community engaged scholarship (See OCUE typologies). 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, co-teaching). 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.

O’Meara *et al.*, (2015), in a call for institutional reform, describes the tenure, promotion and merit process as part of a larger effort towards inclusive excellence within universities. Organizing practices such as promotion, tenure and merit 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”. 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

UVic participates, as one of eight universities across Canada, in the “Rewarding Community Engaged Scholarship” initiative launched in 2011, aimed to promote and advance institutional supports and recognition for CES (Elliott, 2014).

Some units at UVic have since developed their own criteria for evaluating CES. This resource is not intended to override those efforts.

### III. What is Community Engaged Scholarship?

Community Engaged Scholarship (CES) involves the researcher in a mutually beneficial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement<sup>1</sup>. Greenwood (2008) articulates this approach as the design of problem-solving actions through collaborative knowledge construction with the legitimate stakeholders in the problem. Boyer (2009) originally distinguished between four different types of scholarly work, and later added another 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.

Faculty in the tenure-stream are normally evaluated based on their teaching, research and often their service to the institution. While the means of assessment for ‘service’ vary from institution to institution, common activities might include: participation in departmental/divisional/institutional committees, participation in institutional governance processes, academic administrative appointments, community service (where relevant to academic expertise), and faculty association responsibilities.

CES differs from ‘service’, which implies offering one’s expertise and effort to the institution, the discipline or the community, but it lacks the core qualities of scholarship. Key characteristics of scholarship include work that is public, peer reviewed and available in a platform that others may build on. Faculty members take a scholarly approach when they systematically design, implement, assess and redesign an activity, drawing from the literature and best practices in the field (Diamond & Adam, 1993). CES encompasses the

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<sup>1</sup> Community Engaged Scholarship Institute: <http://www.cesinstitute.ca>

three realms of scholarship that are generally measured in a promotion, tenure and merit review process: research, teaching and service (see Figure 1 below).

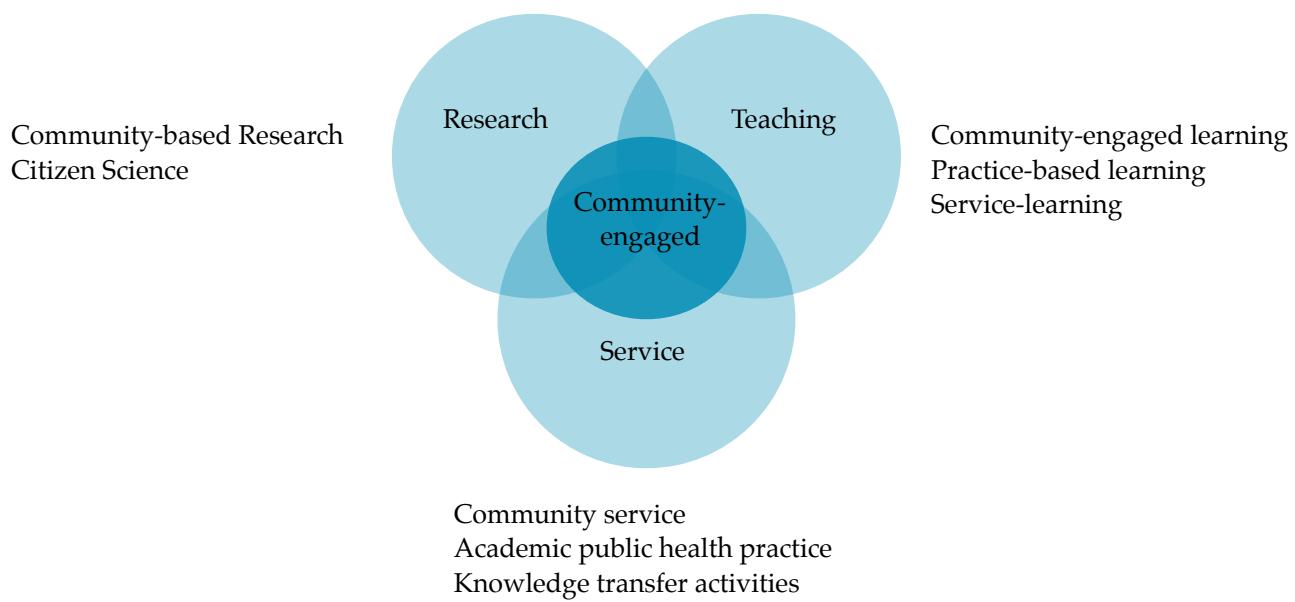


Figure 1: Community-engaged Scholarship. Community-Campus Partnerships for Health, 2005.

## IV. Assessing Community Engaged Scholarship

In developing criteria for assessing 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). The 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 or discipline.

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 assessing CES. 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. Others, including McDougal & Moore (2012), suggest that evaluation of non traditional forms of scholarship rely on peer review, determined on a case by case basis, and that impacts be evaluated through anecdotal evidence. UNC (2013) outline four useful questions that can help establish whether or not the activity should be included as CES:

1. Are there partners from *both* the university and another non-university sector (but not an academic disciplinary society - the intention is to identify connections to entities external to higher education)
2. Are there expressed goals and anticipated and/or achieved outcomes for *both* the university and community partners?
3. Is knowledge or expertise being exchanged across the university *and* community to meet the goals of the activity?
4. Does the project address a specific community interest?

The following are key criteria identified in the literature on assessing CES in promotion, tenure and merit review:

1. **Reciprocal relationship.** Consistently relevant, responsive and significant to both the scholarly community and the public (Doberneck & Fitzgerald 2008; Jordan 2006; Scott 2007; Gelmon *et al.*, 2013; Baker 2001, MSU 2006). This is a clear distinction between engagement “with” and engagement “in” community.

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

While there is no agreed upon criteria to assess or ‘weight’ CES vs more traditional research outputs (*i.e. peer reviewed journals*), some, such as Sandmann (2007) below, have provided some illustrative examples. In this way, documentation must be open to a more diverse array of materials in order to treat newer forms of scholarship fairly. This would mean including more genres of published and unpublished work, in addition to various other engagement activities.

| Traditional Outcomes   | Expanded Outcomes  |
|--|--|
| 3 articles under review<br>6 national conference presentations<br>1 grant funded | Delivered individual feedback reports to 10 community-based organizations<br>Presented findings to:<br>32 organizational leaders, local funders<br>Over 100 service providers and managers<br>Over 500 service delivery leaders and providers, policy makers<br>Influenced local policies<br>Facilitated 5 community workshops on training |

In a review of policies from eight universities across Canada (including UVic), it was reported that all faculty members include non-traditional scholarly impacts in their promotion, tenure and merit files. It was also reported that committees weigh these activities with varying levels of importance at each institution and within each discipline on a case-by-case basis. “Since adequate metrics for evaluating non-traditional impacts have not been developed, committees must rely on peer review to determine the quality and importance of these scholarly activities” (Elliott, 2014; p.12). It is suggested therefore, that faculty

members compose a committee with expertise in non-traditional scholarly activities for adequate judgment. Faculty members should also gather evaluation letters from external peers that describe the importance of any non-traditional activities, such as letters from community members.

## V. Criteria for peer review

According to Merriam-Webster, peer review is defined as “a process by which a scholarly work (such as a paper or research proposal) is checked by a group of experts in the same field [i.e., peers] to make sure it meets the necessary standards before it is published or accepted. Peer review is fundamental to the definition of scholarship. To be considered scholarly, an activity is judged to be significant and meritorious (product, process, and/or results) by a panel of peers Diamond (2002).

In developing peer review criteria that are relevant to the nature of CES, further thought could be given to broadening the concept of ‘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 (Gelman *et al.*, 2013; Ellison & Eatman 2008; Freeman *et al.*, 2009, UIC 2001). Nonacademic peers may include granting agency program officers, government officials, and community, nonprofit, and business leaders. Doberneck *et al.*, (2015) note the importance of including more peers whose qualifications are chiefly in their professional, rather than educational, experience. Emergence as a leader in the relevant topical field is a particularly valid criterion for reviewing CES. There are still questions concerning how to include these kinds of qualified individuals in the peer review process. 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 (Gelman *et al.*, 2013).

How does peer review of CES differ from traditional scholarship? Community-engaged scholarship includes “scholarly activities related to research and/or teaching that involve full collaboration of students, community partners, and faculty as co-educators, co-learners, and co-generators of knowledge and that address questions of public concern” (Jameson *et al.*, 2012, pg. 54). The process of collaboration and the inclusion of community partner voice in the scholarly process is the main difference from traditional scholarship.

Non-academic peer reviewers can participate in various ways, (as adapted from Freeman *et al.*, 2009):

- Community partners assist in writing the guidelines that help to define what skills, competencies, and other qualities a “community-engaged scholar” needs to demonstrate.
- Community partners serve as external expert reviewers commenting on the portfolios of community-engaged faculty.
- Community partners serve as ad hoc members on promotion, tenure and merit committees.

- Community partners identify and refer other community-engaged scholars from other universities as peer reviewers.
- Community partners help to write community-engaged scholarship guidelines for the promotion and tenure procedures.

The inclusion of community/student learner feedback into the review process can be seen on a continuum of engagement from minimal (i.e. providing input into review decision) to maximum (i.e. decision-making authority). Some examples of minimal input could be in the form of a letter or email in support of a portfolio, or video testimony about the impact of a project. An example of maximum input is illustrated in the review process of the *Journal of Community Engaged Scholarship*, where board reviewers are supplemented by a diverse range of additional reviewers, including community partners and students. The UK based *Research For All* journal also has a community peer review process.

Some of the key issues/questions in CES peer review are: Who are the appropriate “peers” in the peer review of CES? What expertise is relevant in CES? Who selects the peers? What makes the peer qualified to review? What training do/should peer reviewers get? Should all peers review the same things using the same criteria?

Other foundational criteria within peer review of both scholarly products and scholars themselves are rigor, significance, and impact. Research rigor relates to the appropriate application of the principles of the scientific method. In high-quality CES, rigor might also mean the appropriate application of principles of partnership and the use of community engagement to enhance the quality of the study (Calleson *et al.*, 2005; Jordan *et al.*, 2009).

The following peer review criteria are adapted from Jordan (2007) and Glasser *et al.* (1997). These criteria are well accepted in the literature for evaluation of promotion, tenure and merit in CES:

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.
  - Does the scholar state the basic purpose of the work and its value for public good?
  - Is there an "academic fit" with the scholar's role, departmental and university mission?
  - Does the scholar define objectives that are realistic and achievable?
  - Does the scholar identify intellectual and significant questions in the discipline and in the community?

2. Adequate preparation in content area *and* grounding in 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.
  - Does the scholar show an understanding of relevant existing scholarship?
  - Does the scholar bring the necessary skills to the collaboration?
  - Does the scholar make significant contributions to the work?
  - Is the work intellectually compelling?
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
  - Does the scholar use methods appropriate to the goals, questions and context of the work?
  - Does the scholar describe rationale for election of methods in relation to context and issue?
  - Does the scholar apply effectively the methods selected?
  - Does the scholar modify procedures in response to changing circumstances
4. Significant results: Impact on the field *and* 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.
  - Does the scholar achieve the goals?
  - Does the scholar's work add consequentially to the discipline and to the community?
  - Does the scholar's work open additional areas for further exploration and collaboration?
  - Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?
  - Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?
5. Effective dissemination and presentation 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.
  - Does the scholar use suitable styles and effective organization to present the work?

- Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution?
  - Does the scholar use appropriate forums for communicating work to the intended audience?
  - Does the scholar present information with clarity and integrity?
6. Reflective critique. 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)
- Does the scholar critically evaluate the work?
  - What are the sources of evidence informing the critique?
  - Does the scholar bring an appropriate breadth of evidence to the critique?
  - In what way has the community perspective informed the critique?
  - Does the scholar use evaluation to learn from the work and to direct future work
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
- Does the scholar receive invitations to present at community forums, to appear in the media or serve on editorial boards?
  - Does the scholar serve as a mentor for students, junior faculty or community partners?
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 must consider cultural or community implications as well as university policies.
- Does the scholar employ sound research techniques and appropriate engaged pedagogies that result in meaningful and beneficial contributions to communities?

## VI. Research Outputs and Significance of Impact

The following table is informed by the OCUE Impact Stories case studies, designed as a resource for decisions around which output might be the most appropriate for different levels of societal impact. Please note these are 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  |
| Reports                          | SR  | SR   | E  |
| Handbooks                        | SR  | SR   | SR   |

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

|   |    |    |    |
|---|----|----|----|
| Newsletters   | SR | SR | SR |
| Local/national Newspapers   | SR | E  | E  |
| Multimedia products (e.g., video/audio documentaries, websites, podcasts etc) | 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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## Criteria for evaluating Community Engaged Scholarship and 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  | High  | OCUE Impact Story   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Low degree of trust between scholar and community partners</li><li>• There is no value added to the community or society</li></ul> | <ul style="list-style-type: none"><li>• High degree of trust between scholar and community partners</li><li>• The issue being addressed is important to the scholarly community, specific stakeholders and the general public</li><li>• All stakeholders demonstrate agreement with the goals and objectives of the research project</li><li>• The value of the work goes beyond the goals and time-line of the work itself</li></ul> | <p>Gutberlet, J. (Geography)</p> <p><i>“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”</i></p> |

## Criteria for evaluating Community Engaged Scholarship and 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  | High   | OCUE Impact Story   |
|--|--|---|
| <ul style="list-style-type: none"><li>• There is no shared ownership or vision of the project</li><li>• Limited relationship or interaction between the scholar and community partners over extended period of time during which relationship develops</li></ul> | <ul style="list-style-type: none"><li>• Substantive relationships and interaction with faculty and community over extended periods of time during which relationships develop</li><li>• Demonstrated evidence from community partners indicating high levels of trust, and meaningful relationship</li></ul> | <p><i>Keller, P (Geography)</i></p> <p><i>"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"</i></p> |

## Criteria for evaluating Community Engaged Scholarship and 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)<br><br><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> |

## Criteria for evaluating Community Engaged Scholarship and 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  | High  | OCUE Impact Story  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Minimal or limited change as a result of the research process or outputs</li><li>• Progress of impact or change is not collected or communicated</li><li>• Few students were involved in the research process, there has been limited learning opportunities</li></ul> | <ul style="list-style-type: none"><li>• System-level change - make substantive contributions to policy or programs</li><li>• Collect, track and report progress &amp; impact</li><li>• New structures, processes or recognition have been developed</li><li>• Learning is captured, used to refine action and is documented and shared</li><li>• Develop intervention programs to prevent or remediate persistent negative outcomes for individuals or groups</li></ul> | <p>Hall, B. (Public Administration)</p> <p><i>"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, etc). 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".</i></p> |

## Criteria for evaluating Community Engaged Scholarship and 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  |
|--|-------------------------------------|--|
| Low number of people reached   | See Table of CER outputs and Impact | Wiebe, S. (ISICUE)<br><br><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> |
| Methods of dissemination are not appropriate for reaching intended or high impact audience |                                     |  |
| Dissemination is limited to peer-reviewed journals   |                                     |  |

## Criteria for evaluating Community Engaged Scholarship and 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  | High   | OCUE Impact Story   |
|--|--|---|
| <ul style="list-style-type: none"><li>• The research process provides minimal opportunities for students, faculty and community partners to reflect</li><li>• There is limited or no critical reflection of the research process</li></ul> | <ul style="list-style-type: none"><li>• 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</li><li>• The research plan is regularly updated and refined using data and learning from the group's actions</li></ul> | Brown, L (ISICUE)<br><br><i>"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."</i> |

## Criteria for evaluating Community Engaged Scholarship and 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  | High   | OCUE Impact Story  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Scholar makes minimal effort to share learnings to advance the discipline or change in community</li></ul> | <ul style="list-style-type: none"><li>• Scholar engages regularly with students, faculty and staff to share best practice in CES</li><li>• Scholar is actively engaged with community, policy makers and governments on issues related to their topic of expertise</li></ul> | <p>Easter, S (Business)</p> <p><i>“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”</i></p> |

## Criteria for evaluating Community Engaged Scholarship and 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  | OCUE Impact Story  |
|--|---|--|
| <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> | Ranson, H (Business)<br><br><i>“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”</i> |

Based on Jordan Ed (2007) and Glassick, Maeroff, & Huber (1997)