

# INTEGRATING COMMUNITY-ENGAGED SCHOLARSHIP INTO FACULTY ASSESSMENT PRACTICES



REWARDING  
COMMUNITY-  
ENGAGED  
SCHOLARSHIP:  
TRANSFORMING UNIVERSITY  
POLICIES AND PRACTICES

2014

A workbook for faculty leaders

Produced by the Faculty Assessment Working Group as part of the project 'Rewarding Community Engaged Scholarship: Transforming University Policies and Practices,' a Community-Engaged Scholarship Partnership initiative.

## **Integrating Community-Engaged Scholarship into Faculty Assessment Practices: A Workbook for Faculty Leaders.**

Text by Patricia W. Elliott, University of Regina  
Community Engaged Scholarship Partnership, 2014

Based on the research paper:

“Community Engaged Scholarship and Faculty Assessment: A Review of Canadian Practices,” by Leonzo Barreno, Patricia W.Elliott, Ijeoma Madueke and Dominique Sarny, Faculty Assessment Workgroup, CES Partnership, October 2013.

### **The CES Partnership**

Our partnership is comprised of eight Canadian universities and an international organization that have pledged to work together to change university culture, policies and practices in order to recognize and reward CES. Our overarching goal is to realize the potential of universities to improve the quality of life for all Canadians through CES.

[www.cescholarship.ca](http://www.cescholarship.ca)

# Integrating community- engaged scholarship into faculty assessment practices

## HOW THIS WORKBOOK CAME ABOUT

This workbook was developed by the Community Engaged Scholarship (CES) Partnership, a research and action partnership of eight universities and one NGO, the Community-Campus Partnership for Health. The Partnership was launched in 2011 to help promote the continued growth of CES in our universities, through:

- Institutional change
- Scholar development
- Improved professional recognition of CES practice
- Creation of a web-based CES resource centre

The Faculty Assessment Workgroup was charged with reviewing existing Canadian policies and practices regarding professional recognition of CES for the purpose of tenure and promotion. Completed in 2013, our review found CES is an active and well-established research field in Canadian universities.

However, we also found CES is largely absent from institutional language around tenure and promotion (T&P). Therefore, Workgroup members were asked to develop some clear, easy-to-follow recommendations and guidelines for filling the gap.

### CES PARTNERSHIP MEMBERS

Community-Campus  
Partnerships for  
Health

Memorial University  
of Newfoundland

University of Alberta

University of Calgary

University of Guelph

University of  
Saskatchewan

University of Regina

University of Victoria

York University

## SOME CES CHARACTERISTICS

1. Seeks solutions to problems identified by marginalized community members.
2. Respects and explores community members' knowledge about their history, conditions and aspirations.
3. Is based in collaborative, mutually beneficial relationships.
4. Selects from the full toolkit of research methods – both quantitative and qualitative – according to the problem to be solved. May involve the development of new research methods.
5. Often interdisciplinary.
6. Authorship is generally shared with or transferred to community collaborators. Seldom single-authored.
7. Seeks peer review from the community, regarding the research's accuracy, ethics and social value.
8. Often emphasizes novel, public-oriented, highly accessible research dissemination practices over traditional academic journal writing.

## HOW TO USE THIS WORKBOOK

Every institution has its own structures and dynamics. This workbook does not contain a 'silver bullet' one-size-fits-all solution that can be mandated from above. This means there is work for you to do as a university community. We offer the workbook as a means to explore and implement the suggested guidelines in a manner that will be successful for your particular institution.

In other words, the work of transforming faculty assessment practices is not easy or simple – but neither is it impossibly complex. On close examination of your existing practices, you will likely find that CES, properly framed, can fit in without too much fuss. Indeed, it may already be there, but is simply overlooked or relegated to the wrong 'column' of considerations.

## WHAT IS COMMUNITY-ENGAGED SCHOLARSHIP?

Community Engaged Scholarship (CES) is not a particularly new or radical concept. Its roots go back at least as far as Aristotle's concept of *phronêsis*, defined as "the design of problem-solving actions through collaborative knowledge construction with the legitimate stakeholders in the problem" (Greenwood 2008).

Indeed, our research found that CES has been practiced in Canadian universities for many decades, and that the standards of practice are fairly consistent across institutions. What is not consistent is the manner in which different institutions recognize CES within institutional policies.

Because community-engaged scholars work primarily in the public sphere, CES is often taken out of the research realm and placed in a realm of public service, voluntarism and community outreach. This negatively impacts the level of institutional support community-engaged scholars are able to leverage for their community-based research projects.

In response, Canadian researchers are now seeking a more universally understood place for CES within our institutions. The CES Partnership offers the following key definitions to guide this institutional change:

SCHOLARSHIP is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

COMMUNITY-ENGAGED SCHOLARSHIP encompasses intellectual and creative activities that generate, validate, synthesize and apply knowledge through partnerships with people and organizations outside of the academy.

Thus scholars apply their expertise to real-world problems, working side by side with community members who bring their own leadership, knowledge and expertise to the table.

But more than building partnerships, the ultimate purpose of CES is to overcome power imbalances that hamper fulsome knowledge generation for the public good. **This means CES is distinct from formal partnership agreements with large-scale private sector businesses and governments.**

Instead, CES involves working with community members whose knowledge and experience has been historically marginalized or suppressed. Well-practiced CES is therefore invariably part of a larger journey toward social equality and justice, resulting in highly dynamic, impactful research practice.

## SUPPORT FOR CES BOOSTS

Faculty morale

Student satisfaction

Procreation of new knowledge

Knowledge mobilization

Innovative curriculum

Visibility

Credibility

Public understanding of the work of universities

Mutually beneficial community connections

External support for the university

## WHY SHOULD WE RECOGNIZE CES IN FACULTY ASSESSMENT?

The simple answer is because faculty members are doing CES. Its popularity as a research approach is growing, providing a viable alternative to the 'ivory tower.' It is not a better or worse research approach. It is *another* approach, one with easily identifiable markers of success. As CES becomes more central to the research agenda, it should therefore be professionally recognized like any other work we carry out as part of our academic responsibilities. As well, recognizing CES may help raise the

glass ceiling at Canadian universities. Women are much more likely than men to report carrying out CES (Voglegesang et al., 2005); one study found 90 per cent of faculty who self-identified as community-engaged scholars were women (O'Meara, 2002). We might extrapolate that recognizing community engagement in essence recognizes the undervalued work of women scholars.

Finally, full recognition of CES in promotion and tenure will encourage a practice that contains substantial tangible benefits to the university, including an opportunity to adjust its practices to reflect a more collaborative, networked world. An engaged university is a place where students and faculty alike find their work has meaning and social relevance.

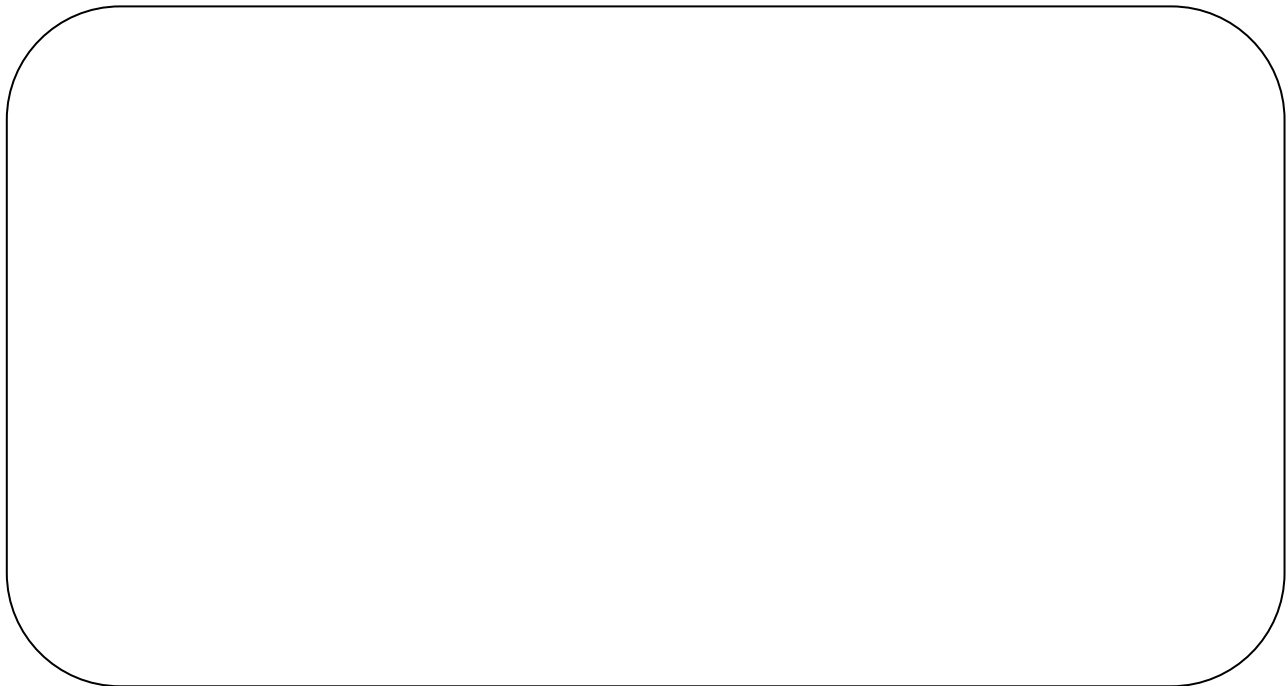
## **STEP 1: Decide where/how to spark the discussion**

You need a group of people to get the wheels in motion. One method is to identify champions – people you know will be interested. They might be faculty engaged in CES, T&P committee members, or faculty administrators.

Another method is to get it on the agenda of an existing group's next meeting. This will again depend on your university. Some likely suspects are:

- A tenure and promotion committee
- A community engagement office
- A union committee

**MY DISCUSSION SPARKS WILL BE (NAMES OR GROUPS):**

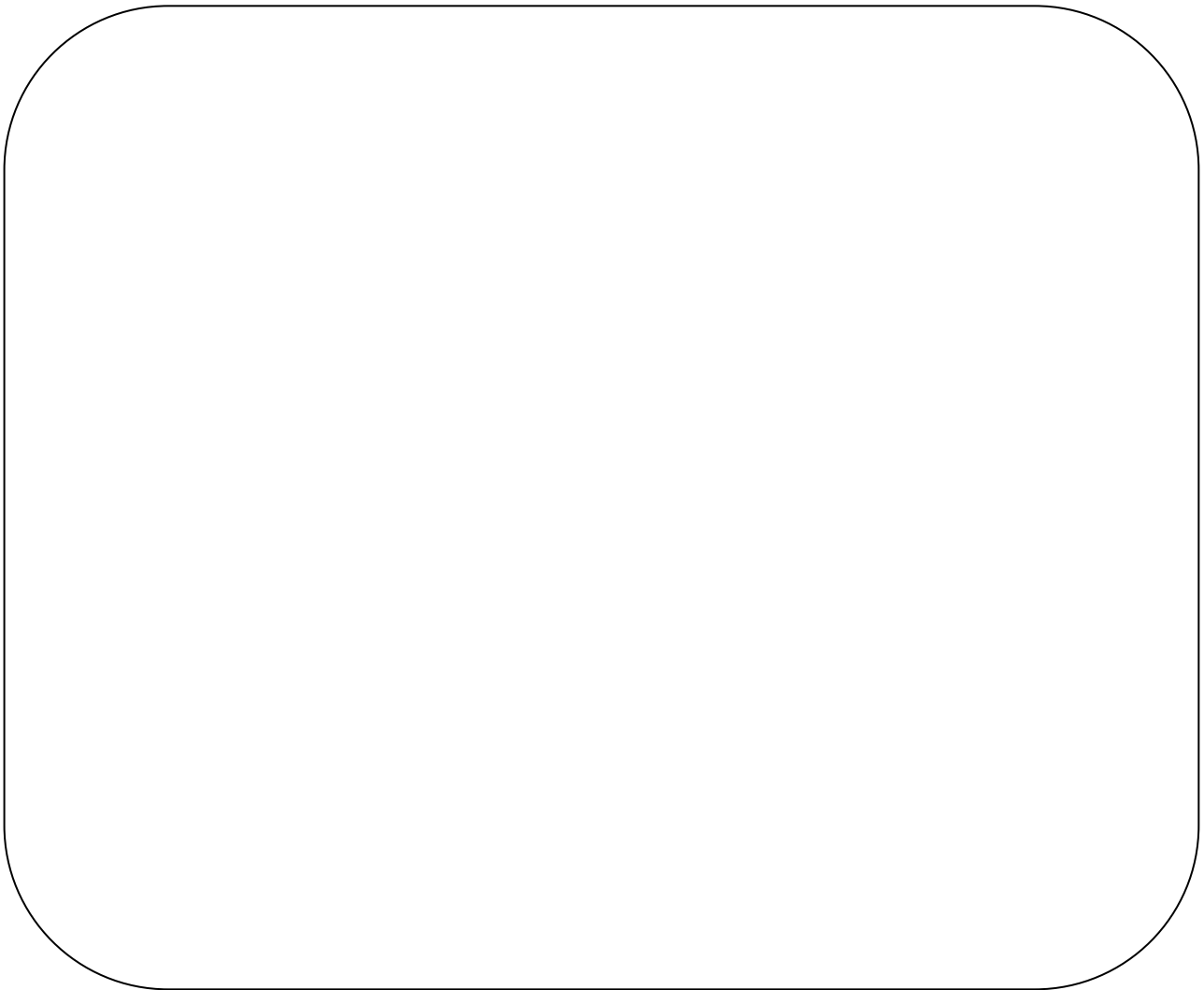


## STEP 2: Identify the best level to engage

Once you've gathered some interested colleagues, the first thing on the agenda should be to determine what is the most logical institutional level to lead the change. Some universities have a single T&P process for all faculty, others give responsibility to faculties or departments. Federated colleges and institutes may also have their own separate policies. You might decide to model your work in a smaller environment, and then grow it to other parts of the university. Or you may find your university structure is more amenable to a single sweeping change for all.

The answer to this question needs to be carefully considered and discussed, because it will shape everything that follows, including who will be part of your working group.

### WE WILL SEEK CHANGE HERE:

A large, empty rounded rectangular box with a thin black border, intended for users to write down where they will seek change. The box is centered on the page and occupies most of the lower half of the document.

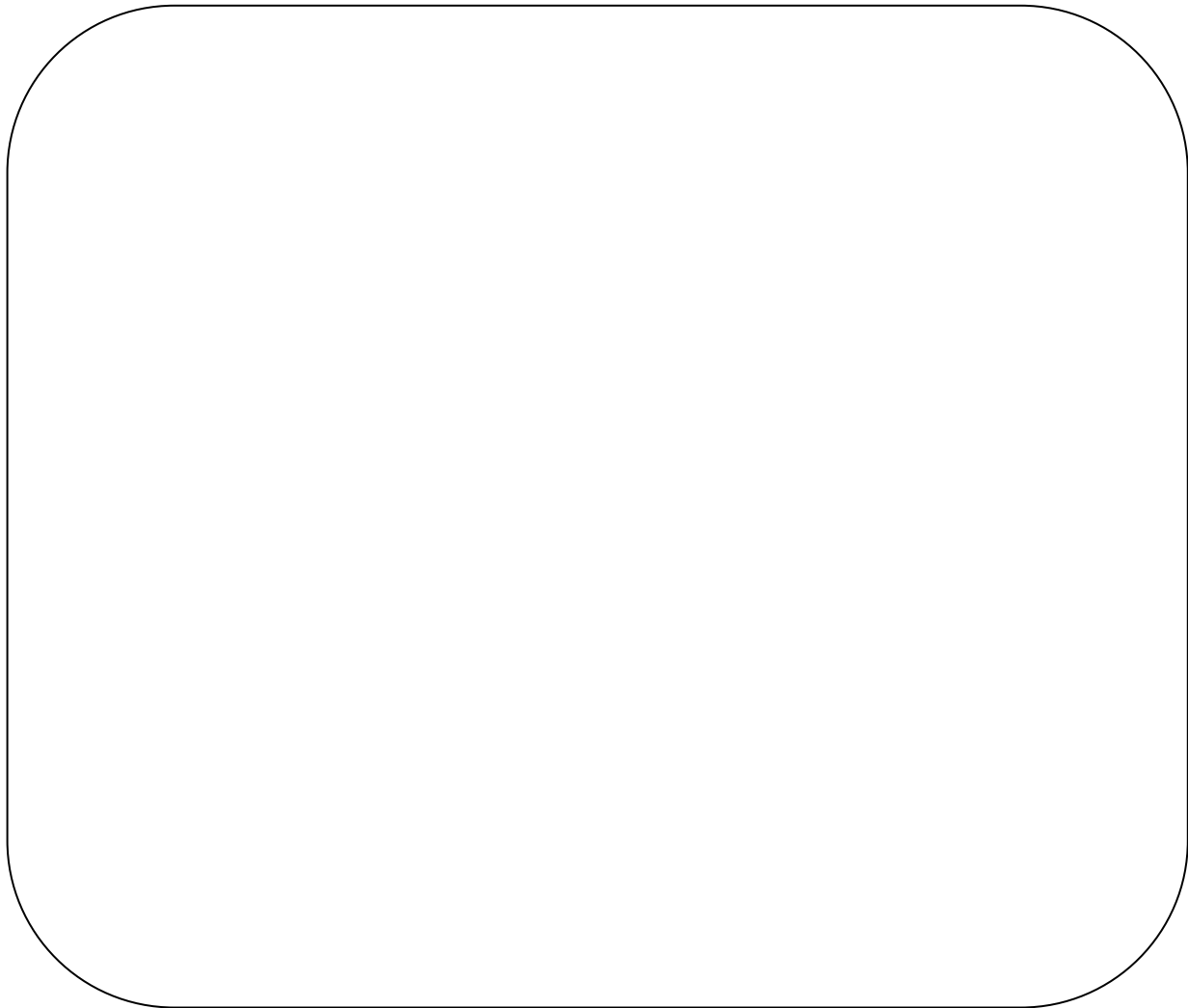
## STEP 3: Create a working group

After identifying what structural level to promote change, create a working group of people within that environment. Ideally your group should include representation from:

- Community-engaged researchers
- T&P committee members
- Faculty administrators
- The faculty union

Set out a schedule of regular meetings, with a chair and minute-taker identified. Community representatives can be invited to participate, although not expected to do so. If you are fortunate enough to have a community member who is interested in sitting on the committee, he/she will doubtless have valuable insights into how researchers should be expected to interact with the community.

### WORKING GROUP MEMBERS





**OUR SUCCESS INDICATORS WILL BE:**

A large, empty rounded rectangular box with a thin black border, intended for writing success indicators. The box is centered on the page and occupies most of the lower half of the document.

## STEP 4: Build on what you have

The CES Partnership has completed an inventory of CES in T&P policy documents at 16 Canadian universities and three colleges. It is available for download at cescholarship.ca. This inventory also included language used in vision statements and other general direction-setting documents. We found that, although most institutions lack specific policies, almost all have some kind of broad statement that addresses community engagement.

Rather than re-inventing the wheel and using unfamiliar terms, then, take a look at what language is already being used at your university. If a term seems suitable – for example ‘publicly engaged’ as opposed to ‘community engaged’ – consider adopting the existing institutional language for your work. Your recommendations will have a far better chance of success if expressed in language already understood at your university.

Likewise, you may find there are some corners of your university that have quietly gone about implementing T&P changes to accommodate CES, formally or informally. Make use of this foundational work. Review what the Partnership found at your institution, and add to it, if promising local examples are missing from the list. If your institution is *not* included among the 16 that were inventoried, you will need to carry out this step yourself. Our report will still be useful, however, as a guide to the type of documents you need to examine. This may include:

- Your collective agreement
- T&P guidelines
- Institutional vision statements
- Strategic planning documents

### Universities included in the Partnership’s CES language inventory:

Brandon University  
Campus St. Jean  
Cape Breton University  
Concordia University  
L’institut français (U of R)  
Nipissing University  
Memorial University  
Simon Fraser University  
University of Alberta  
University of Calgary  
University of Guelph  
University of Manitoba  
Université de Moncton  
Université du Quebec à Montreal  
University of Regina and affiliated colleges (Campion, Luther and First Nations University)  
University of Saskatchewan  
University of Toronto  
University of Victoria  
University of Winnipeg

### OUR INSTITUTIONAL DOCUMENTS TO REVIEW:



## **STEP 5: Familiarize yourself with what others are doing**

Visit the CES Partnership website at [www.cescholarship.ca](http://www.cescholarship.ca). There you will find a wealth of background information and links to help inform your work.

## **STEP 6: Examine your existing T&P policy**

Have a close look at the policy. Can CES fit comfortably into existing guidelines for faculty assessment? What are the barriers and limits?

### **Your notes**

*What can be used “as is”?*

*What can be adapted?*

*What should be added?*

**DON'T  
FORGET THE  
BEAN-  
COUNTERS!**

CES recognition helps the bottom line. Key points:

Tri-Council funders increasingly expect evidence of community engagement.

Community engagement opens the door to more diverse funding sources, beyond Tri-Council.

Strong community engagement leads to greater taxpayer willingness to fund universities.

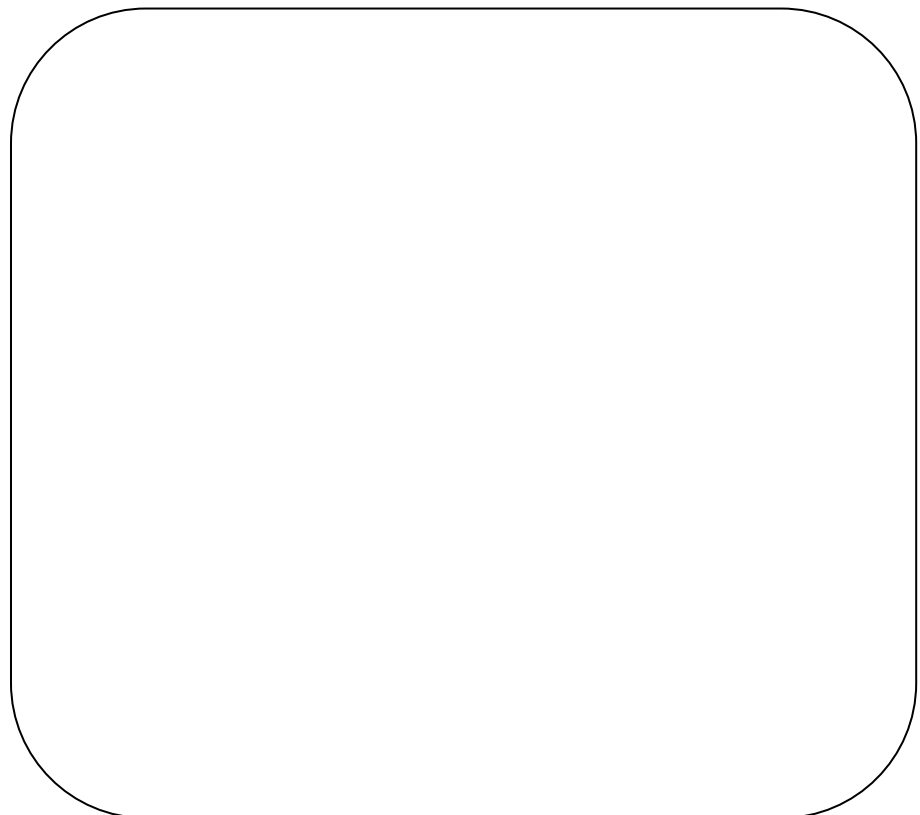
**STEP 7: Reach out to your 'stakeholders'**

The previous steps will provide an information base for sharing with others, and gathering their input into solutions. Holding a special informational workshop for faculty members, administrators and community partners is a good way to go about this. Provide them with as much information in advance, so that they come to the table prepared for discussion.

As well, make sure you meet regularly with your union representatives. In addition to being a policy issue, faculty assessment is a collective bargaining issue. Never forget this.

You may find it helpful to prepare a slide presentation that can be adjusted to the audience. There are some slide presentations available at [cescholarship.ca](http://cescholarship.ca). A grid of suggested key performance indicators is provided at the end of this handbook. Share it widely and seek input.

**Schedule of workshops and meetings:**



## STEP 8: Prepare paths for peer/community critique and review for CES

Peer review is an essential ingredient in CES – the main difference being that the most qualified peers may operate outside the academy. This requires some innovative practices to recognize and honour that which is already built into the research practice. As well, we now have some university-based groups that are geared toward reviewing and publishing community-based research products. Although CES research products generally have a different form than academic journal articles, they are no less legitimate in terms their rigour and contribution to knowledge.

Traditional notions of peer review will likely be your biggest hurdle, so be prepared with a well-planned, well-informed strategy. Here are some resources and links to start:

### **Rewarding Community Engaged Scholarship**

[www.engagedscholarship.ca](http://www.engagedscholarship.ca)

### **University of Guelph Institute for Community Engaged Scholarship: Defining Our Terms**

[www.theresearchshop.ca](http://www.theresearchshop.ca)

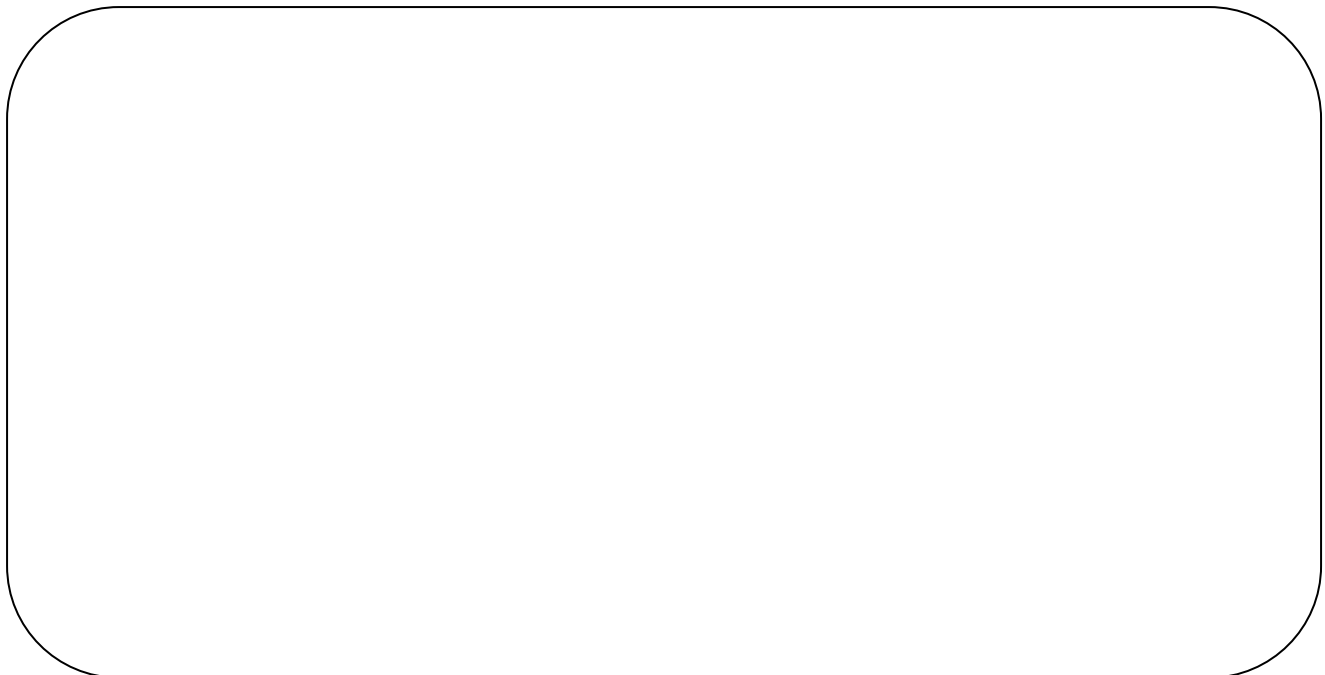
### **University of Washington: Developing Criteria for CES**

[http://depts.washington.edu/ccph/pdf\\_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf](http://depts.washington.edu/ccph/pdf_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf)

### **Community Campus Partnerships for Health: Community Engaged Scholarship Toolkit**

<https://ccph.memberclicks.net/ces-toolkit>

### **ADD YOUR OWN RESOURCES AND LINKS:**



## STEP 9: Operationalize your plan

Prepare a summary document of recommendations. This should include targets of which policies need to be changed, where these policies are located, and how to go about it. Draw up a map to recognition, and follow the steps one by one.

We have developed the attached grid of key performance indicators for T&P committees. It is based on best practices identified through our research. We recommend it as a solid base for your working group. In meeting with your stakeholder groups, you may find it is agreeable to people as is. More likely, they will suggest changes. Accommodating input from the people most affected is an important part of the process.

Be prepared to be flexible. At the same time, work to ensure discussants are informed of the established elements of effective CES – if we are to recognize it, it must be recognizable to its established practitioners.

### Main characteristics of CES include:

- Rigorous
- Field-based
- Addresses inequalities
- Problem-solving
- Invites public involvement and critique/review
- Disseminates findings back to the community
- Includes marginalized populations

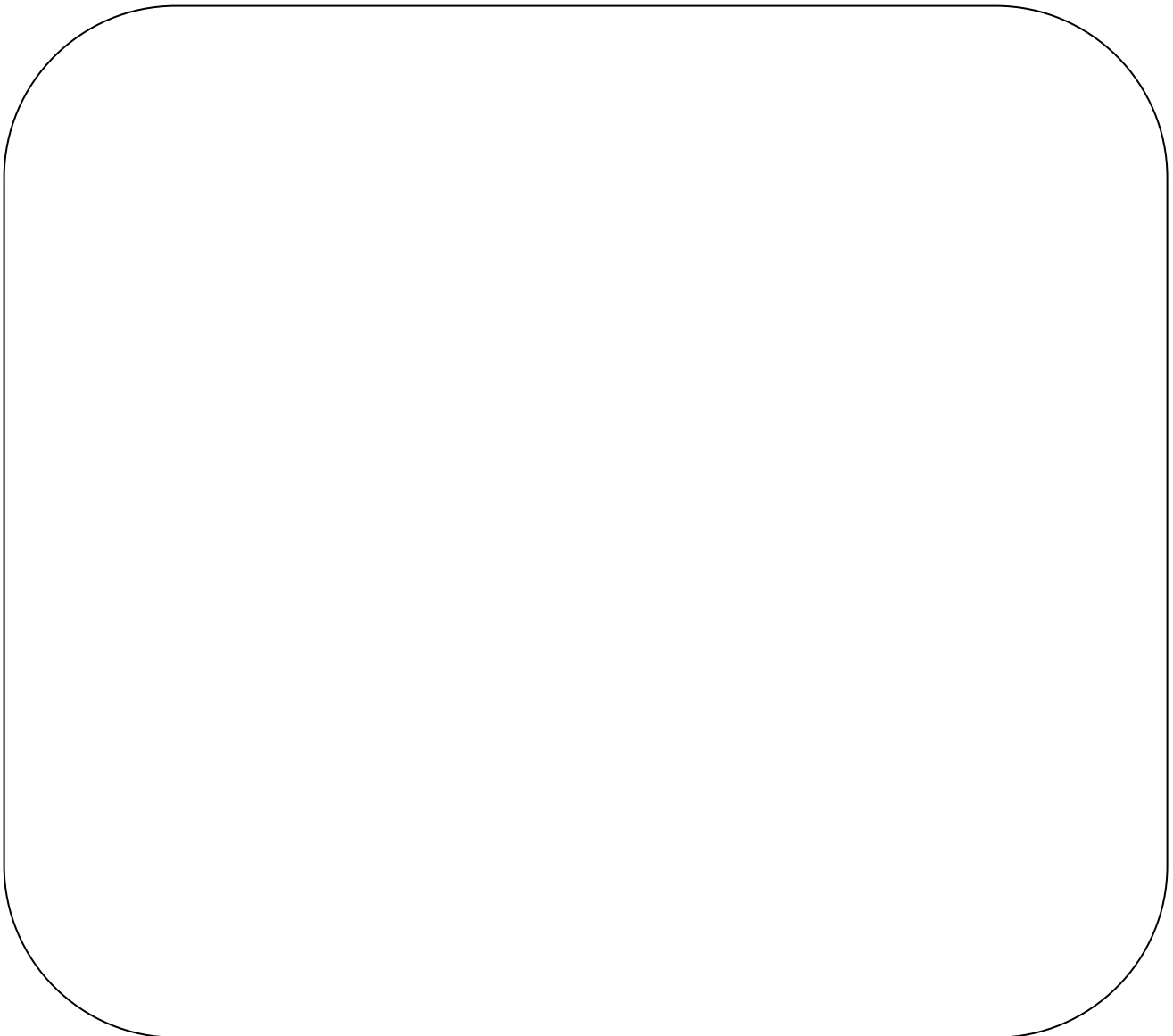
### Other considerations for T&P committees:

- CES methods are often arrived at organically, instead of by a pre-determined systematic research plan, as with traditional research.
- Methods are diverse and specific to the research question.
- CES may be deeply integrated with the researcher's own community involvement and experiences, in contrast to a 'separate' professional activity.
- Approaches are diverse, inventive and often driven by necessity.
- Research product may include a program of action, a policy recommendation or a novel form of publishing and knowledge dissemination.
- CES typically involves fundraising for research work and related community activities, or to create programs and institutions dedicated to CES. Capacity-building is part of the scholarly work.
- Community transformation is an expected outcome. This can be manifested in many ways.

## STEP 10: Tell others

Disseminate your successes and challenges to other universities. We all need to learn from each other. If you are working within a specific department or Faculty, tell others at your university. Spread the work outside your campus, too.

### Our dissemination plan:

A large, empty rounded rectangular box with a thin black border, intended for writing a dissemination plan. The box is centered on the page and occupies most of the lower half of the page.

## Characteristics of Community Engaged Scholarship (CES) A Rubric for Evidencing CES

This rubric is meant to be a guide for community-engaged scholars and those assessing their scholarship. This rubric may be completed by faculty, promotion and tenure committees, and/or community stakeholders. Please refer to the associated Handbook for more information on CES.

Given the sometimes unpredictable nature of CES, this rubric may be adapted to reflect long-term, multi-faceted projects, with different phases, by, for example, breaking down the CES initiative into phases, and completing a separate rubric for each phase. For example, part of a project may have extensive participant involvement, but another part may not, either by design or by the relative level of interest among community members. As well, most projects are multi-year.

The *Characteristics* are meant as a guide and may have to be adapted based on the project, community and institutional contexts. The *Weight* section, left blank, allows for customization and prioritization of *Characteristics*.

| Weight | Characteristic  | Lowest  | Mod-<br>erate | High | Highest  | Total |
|--------|---|---|---------------|------|--|-------|
|        | <i>Problem identification by the community</i>  | Conducting research on issues identified by the researcher. |               |      | Stakeholder partnership defines research.                            |       |
|        | <i>Clear and important academic and community Change Goals - relevant research question</i> | Unidentifiable or unclear community outcomes                |               |      | Clear and measurable community outcomes                              |       |
|        | <i>Community involvement in research process</i>  | Engaging with community stakeholders as subjects            |               |      | Includes all stakeholders and elicits under-represented perspectives |       |



| <b>Weight</b> | <b>Characteristic</b>  | <b>Lowest</b>  | <b>Mod-erate</b> | <b>High</b> | <b>Highest</b>   | <b>Total</b> |
|---------------|--|--|------------------|-------------|--|--------------|
|               | <i>Clear and measurable community outcomes/transformation</i>                                | Ambiguous and vague community outcomes   |                  |             | Clear, measurable, and observable community outcomes   |              |
|               | <i>Significant results: Builds community and institutional capacity</i>                      | Does not build capacity within the institution or community                          |                  |             | Builds significant institutional and community capacity  |              |
|               | <i>Effective dissemination to academic and community audiences</i>                           | No dissemination of impact or lessons learned  |                  |             | Collaborative scholarship and dissemination through a variety of community and peer-reviewed academic routes |              |
|               | <i>Reflective critique: Lessons learned to improve scholarship and community engagement</i>  | Does not include self-reflexive, peer, community and stakeholder critique/evaluation |                  |             | Clear evidence of praxis for both community and academic stakeholders  |              |
|               | <i>Leadership and personal contribution</i>  | Inflexible in adapting/anticipation changing contexts                                |                  |             | Demonstrates ability to adapt to changing contexts   |              |
|               | <i>Consistently ethical behaviour: socially responsible conduct of research and teaching</i> | Does not demonstrate social responsibility   |                  |             | Evidence of academic focus on equalizing power imbalances between stakeholders                               |              |
|               |  |  |                  |             |  |              |
|               |  |  |                  |             |  |              |
|               | <b>TOTAL</b>   |  |                  |             |  |              |

Drafted by the Faculty Assessment Working Group, CES Partnership 2013