# The Department of Curriculum and Instruction Standards for Tenure and Promotion that reflect Community Engagement

## Introduction

Community engagement (CE) is increasingly appearing as an expectation for universities. In the University of Victoria Strategic Plan one of the key strategies to increase opportunities for civic engagement in teaching and learning is to "develop support structures that assist faculty in achieving excellence in the integration of scholarship, teaching, learning and academic-based community engagement" (Objective 19, Strategy 19c).

The Department of Curriculum and Instruction values community engaged learning, teaching and scholarship. Community engaged teaching includes transmitting, transforming and extending knowledge within and beyond the classroom s (l) m)  (hi (a) y) ( )roughs) -( ) (  (m) ) -

- conducting peer-reviews of colleagues' teaching
- research training and mentoring of community members/research partners
- capacity building (eg. policy development in relation to teaching, scholarship that enhances teaching; developing infrastructure to support students and teachers for practice and/or other teaching)
- development of curriculum that engages community
- embedding community engagement in course curriculum and/or assessment strategies
- connecting and supervising undergraduate/co-op/honours and graduate student theses or directed studies to respond to community requests for research.

- Indicators for Community Engaged Teaching:

    - Communication from stakeholders about CET effectiveness and efficacy
    - Documentation of the impact of community engaged teaching on the practice in the community
    - knowledge translation plans and outcomes

## B.  Scholarly Achievement

In addition to the current standards the ARPT committee is recommending consideration of the following:
Community engaged research shall be defined as any scholarly research activity and/or acquisition, dissemination, communication, translation or mobilization of knowledge for the education, enabling, or edification of the wider public.  Such activities may include but are not limited to:

- presentation of research findings or concepts openly to the public
- open blogs on websites and social media
- traditional research scholarship involving questions driven or generated by the community
- popularization of research findings in books, video, magazine articles and other popular media
- more traditional academic scholarly activities (conference abstracts, presentations, proceedings, book chapters, journal articles) that focus on sharing methods and experiences of community engaged research activity in order to stimulate others to emulate

The concept of community engaged scholarship is tied closely to the concept of impact validity.  Impact validity is the extent to which research plays a role in clinical, institutional, setting-based, social and/or political change or is useful as a tool for practice, policy guidelines, advocacy or activism.  Although engaging with the community can result in change, community engaged scholarship is distinct.  Community engaged scholarship has an explicit knowledge

translation and exchange goal and results in a product that is subject to critique by peers. Community engaged scholarship for the purposes of knowledge translation and exchange is conducted in partnership with community stakeholders; the goals and the research are positioned from the outset to achieve knowledge translation and exchange outcomes and typically this is the result of prolonged engagement, shared priorities and two-way exchange of knowledge.

- Evidence of community engaged scholarship may include:

    - disseminating community engaged research and evaluation findings through public/stakeholder programs and events
    - policy or advocacy outcomes (eg. blogs, advocacy documents, standards, guidelines – evidence that key findings of research have contributed or been incorporated into or influenced policy)
    - conducting and disseminating the results of directed or contracted research (agencies name the priority and provide the funding for the completion of the work)
    - conducting and reporting program evaluation research that although it may be published is for the use of the community stakeholders (other institutions and agencies)
    - development of innovative solutions that address social, economic or environmental challenges
    - evidence of partnership with community stakeholders (shared presentations, presentations at their events; community partners are named on scholarly publications, etc.)
    - funded research with community stakeholders as co-investigators