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Executive Summary

is document is a resource for evaluation of promotion, tenure and merit of Community Engaged Scholarship (CES). CES involves the researcher in a mutually bene cial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement. is is di erent then 'service', which implies o ering one's expertise to the institution, the discipline or the community, but lacks the core qualities of scholarship mentioned above. is resource is informed by a comprehensive literature review and empirical research conducted by the O ce 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 po1 1ementing tenure,

Acknowledgements

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 ve criteria have been identi ed as a useful template for institutional recognition of Community-engaged Scholarship:

1. **The need to value, define, describe, and differentiate community-engaged scholarship.** e following section de nes CES and how it di ers from 'service';

2. **The need to identify criteria for evaluating community-engaged scholarship.** It is important that this criteria be used both to di erentiate between engaged scholarship and community service and to evaluate the quality of engaged scholarship. e accompanying peer review criteria and impact rubric builds from Glassick et al's (1997) criteria of clear goals, adequate preparation, appropriate methods, signi cant results, e ective presentation, and re ective 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 eld 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.** e 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.
ere 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.   is narrow disciplinary view has signi cantly 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-de ned disciplinary boundaries. Evaluation and merit of this scholarship is therefore focused on the individual e ort – 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

O'Meara *et al.,* (2015), in a call for institutional reform, describes the tenure, promotion and merit process as part of a larger e ort 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).

e 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.   is resource is not intended to override those e orts.

III. What is Community Engaged Scholarship?

Community Engaged Scholarship (CES) involves the researcher in a mutually bene cial partnership with the community and results in scholarship deriving from teaching, discovery, integration, application or engagement[1]. 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 di erent types of scholarly work, and later added another form of scholarship: the scholarship of engagement.

1. **Scholarship of Discovery:** Inquiry and knowledge generation. Represents

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

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:
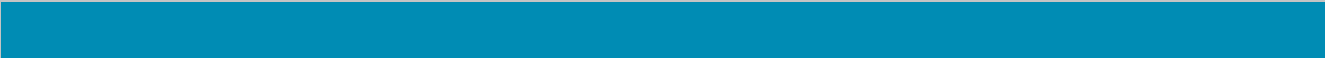
1. Are there partners from *both* the university and another non-university sector (but not an academic disciplinary society - the intention is to identify connections to entities external to higher education)
2. Are there expressed goals and anticipated and/or achieved outcomes for *both* the university 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

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** (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, signi cance 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; Wol & Hart, 2011). Clearly de ned social impact goals are required to determine the impact of the CES work (Wol & Hart, 2011). It is helpful to focus on impact associated with the goals of the research, teaching or service and including criteria de ned by the community as meaningful.   is 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.   is would mean including more genres of published and unpublished work, in addition to various other engagement activities.

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 les. It as 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

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 (Gelmon *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 (Gelmon *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.

e 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 deciton-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.   e 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 quali

2. Adequate preparation in content area *and* grounding in community. A scholar must be well-prepared and knowledgable about developments in his or her eld. e 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 signi cant contributions to 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

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			
Newsletters	SR	SR	SR
Local/national Newspapers	SR	E	E
Multimedia products (e.g., video/audio documentaries, websites, podcasts ect)	SR	SR	E
Other outputs			
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 lms or videos	SR	SR	SR
Press coverage	SR	SR	E
Social media buzz	SR	SR	E

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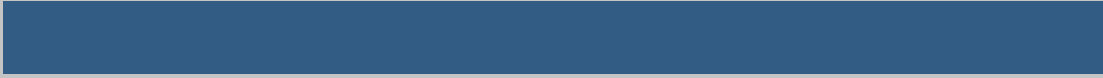
2. Adequate preparation in content area and grounding in the community

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

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

Low	High	OCUE Impact Story
• ere is no shared ownership or vision of the project	• Substantive relationships and interaction with faculty and community over extended periods of time during which relationships develop	*Keller, P (Geography)*
• Limited relationship or interaction between the scholar and community partners over extended period of time during which relationship develops	• Demonstrated evidence from community partners indicating high levels of trust, and meaningful relationship	*C* *-* *P* *L* *C* *-*

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 dat 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
• Simply informing or consulting with community partners, low levels of reciprocity	• Co-creation of research and high reciprocity on spectrum of engagement • ere is consensus on common agenda and sustain shared action to make it a reality • All stakeholders have demonstrated agreement with the goals and objectives of the work	Wild, P (IIES) *"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".*

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

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

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
• Scholar makes minimal effort to share learnings to advance the discipline or change in community	• 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	Easter, S (Business) *"Engaging in this work showed me the value of taking up a community based approach in*

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
• Low or no attempts to consider and act in culturally and ethically appropriate manner	• Engaging communities in a respectful and ethical manner	Ranson, H (Business)
• Low recognition of community partners as equal partners	• Approaching communities as mutual partners to foster trusting, equitable relationships	*"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"*
• No consideration of remuneration for community partners time	• Appropriately acknowledging community partners when writing, presenting, etc about the collaborative work	
	• Appropriately involving community partners in writing and reviewing products of the scholarship before they are published or otherwise disseminated.	