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# ***Documenting & Evaluating Community-Engaged Scholarship at UNCG***

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Workshop presented by

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# Historic Moment in Higher Ed

The world is already beginning the largest renewal of the academic workforce in 50 years.

Gen X & Millennial scholars are entering the faculty now, and will be in charge of faculty governance within 8 years.

Research shows the new generation has very different goals, values, and expectations.

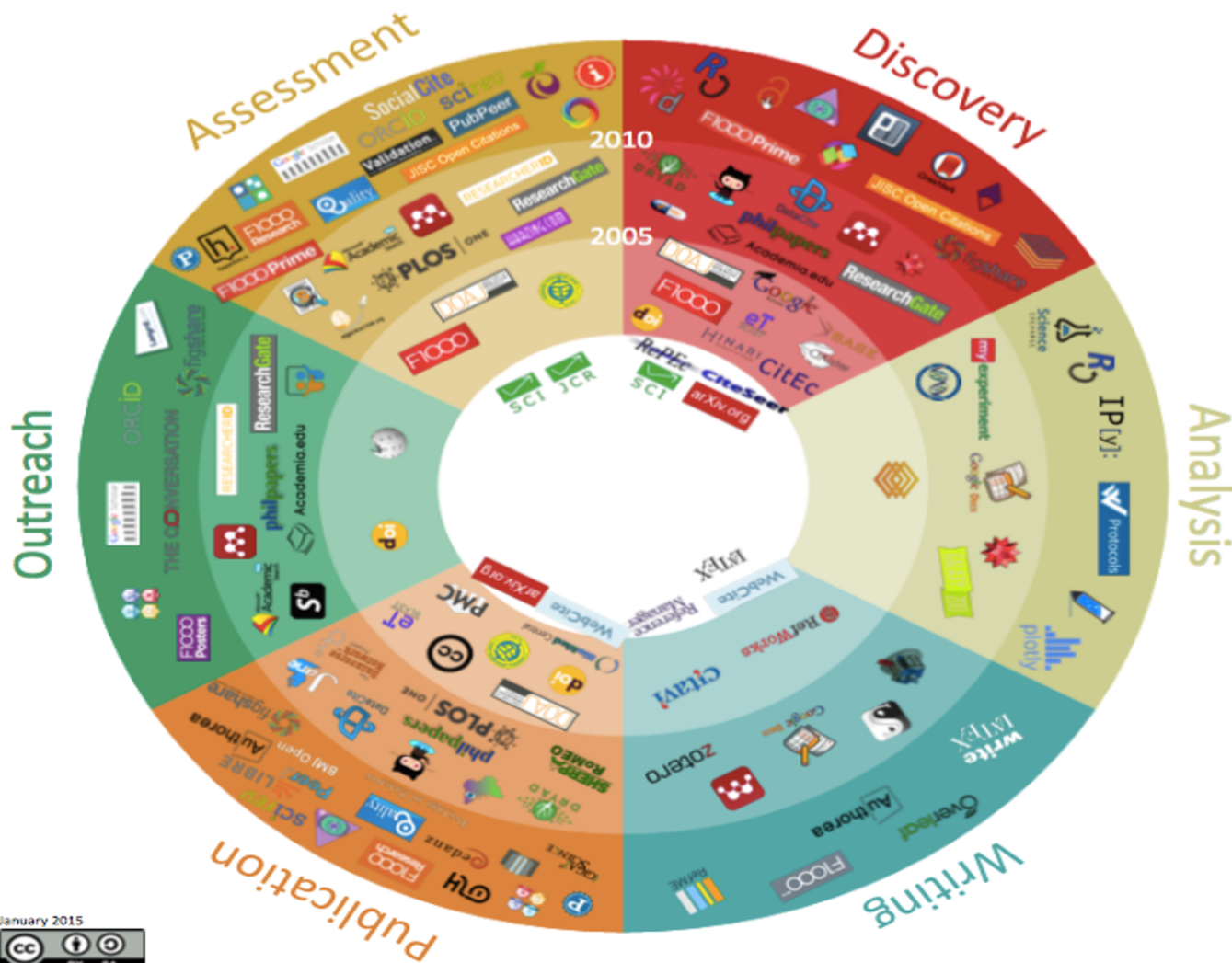
Holland, B. (2014) The changing landscape of academia. In E.M. Janke, K.B. Medlin, and B.A. Holland's *Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship. Excellence in Community Engagement & Community-Engaged Scholarship*. Vol. 2. University of North Carolina at Greensboro: Institute for Community and Economic Engagement.



# Traditional versus New Views of Academic Employment

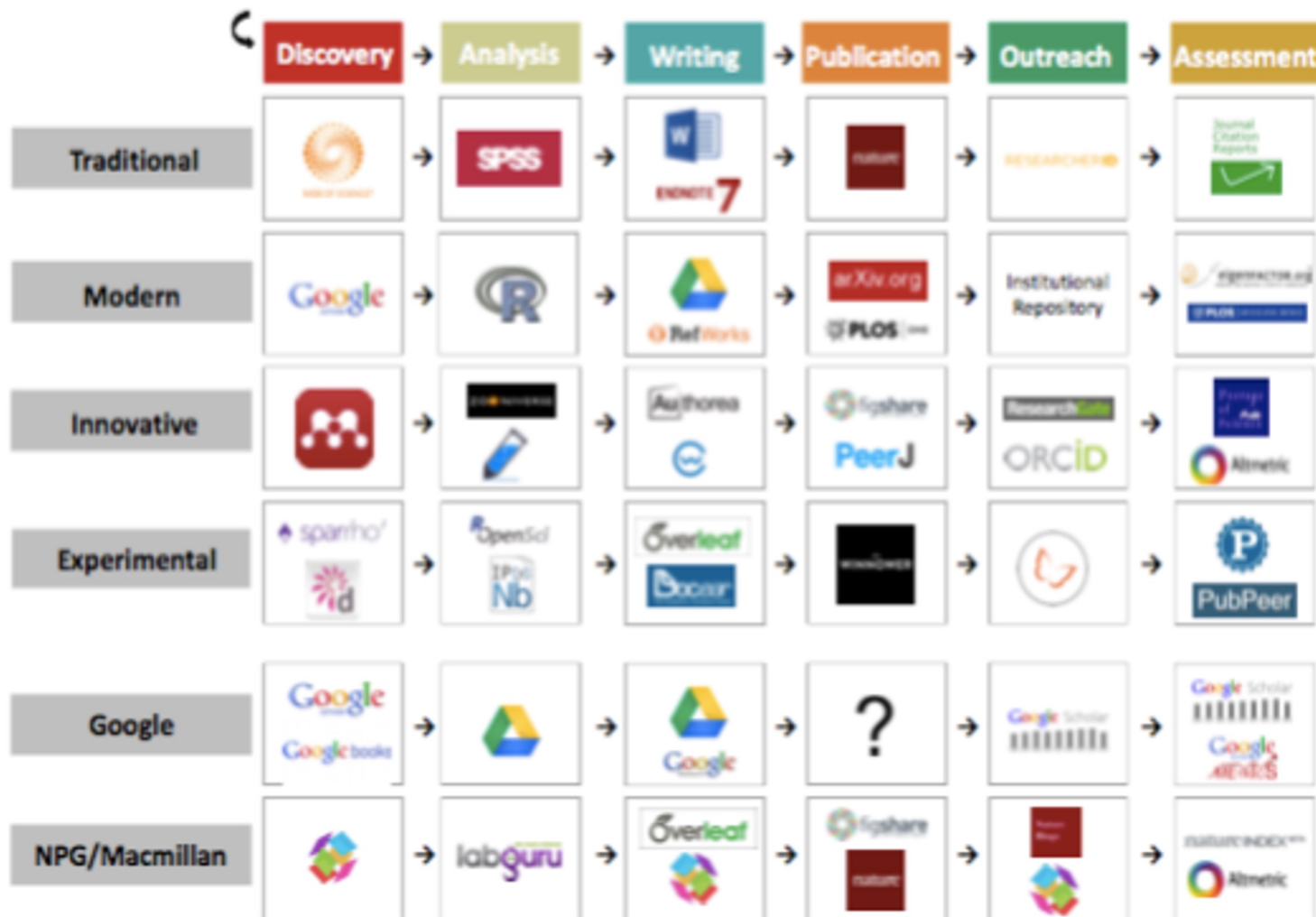
Traditional View	New View
Secrecy assures quality.	Transparency assures equity.
Merit is an empirically determined, objective concept.	Merit is a socially constructed, subjective concept.
Competition improves performance.	Collaboration improves scholarly outcomes.
Research should be organized around disciplines.	Research should be organized around problems.
Research is the coin of the realm.	Excellent teaching and service are crucial and are related.
A life of the mind first and foremost.	A life of both the mind and the heart are essential to health and happiness.
Faculty thrive on autonomy.	Faculty have a collective responsibility.

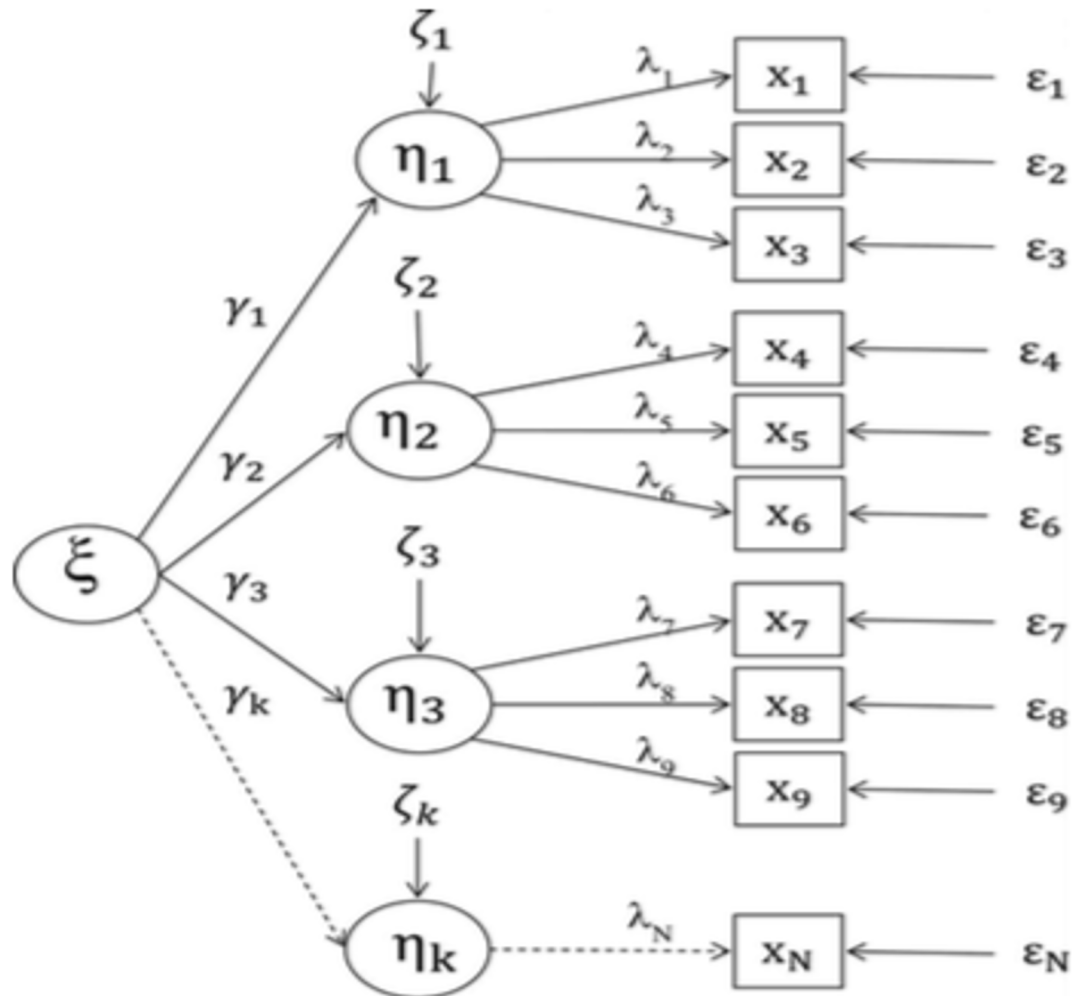
## 101 Innovative tools and sites in 6 research workflow phases (< 2000 - 2015)





# Typical workflow examples





**FIGURE 1**  
**A Pluralist Conceptualization of Impact: Multiple Stakeholders and Multiple Measures**

**TABLE 1**  
**Comparison of the Common and a Pluralist Approach to Conceptualizing and Measuring Scholarly Impact**

	Common approach	Pluralist conceptualization
<b>Conceptualization of scholarly impact</b>	<ul style="list-style-type: none"> <li>• Impact considered from perspective of one type of stakeholder only: academics.</li> <li>• Zero-sum conceptualization of impact such that impact on researchers (i.e., via publications in "A-journals" and citations) often assumed a detriment to impact on other stakeholders (i.e., teaching executive education courses), and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact considered from perspective of multiple stakeholders, including academics but also students at various levels (e.g., undergraduate, MBA, doctoral, executive), executives, government policy makers, not-for-profit organizations, media, among others.</li> <li>• Allows for non-zero relationships between overall impact on various stakeholder groups and also for non-zero relationships among indicators of impact within and across stakeholder groups.</li> </ul>
<b>Measurement of scholarly impact</b>	<ul style="list-style-type: none"> <li>• Citation count, including possibility of including multiple measures of citations (e.g., Web of Knowledge, Google Scholar, h-index).</li> <li>• Same measures of citation counts used in all contexts.</li> <li>• Given reliance on single type of measure of impact, no possibility to adjust relative weights of different impact indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers more than one measure for assessing impact on each stakeholder; does not assume citation count is a perfectly valid and reliable indicator of impact.</li> <li>• Measures of impact can be adapted to specific local context; revised over time based on changes in strategic priorities.</li> <li>• Relative weight of measures of impact can be adjusted based on relative importance of different stakeholder groups. Can be used in a compensatory manner (i.e., a low score on a measure can be offset by a high score in another) or in a noncompensatory one (i.e., minimum threshold of impact required for each individual measure before computing overall score of impact).</li> </ul>

# A pluralist conceptualization of impact

Key distinctions between traditional and pluralist:

1. multiple stakeholders should at least be considered explicitly in these decisions, rather than ignored by giving habitual attention to only researchers in the academy
2. is multi-measure in nature, because it involves assessing impact via varying types of impact-related measures
3. can be *locally sensitive*
4. it can be *stakeholder-sensitive*
5. can be *synergies across the various stakeholders* in terms of impact



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# Rewarding our Mosaic of Talent at UNCG

- Recognise the mosaic of faculty talents so everyone works to their strengths
- Encourage interaction among faculty, students and external knowledge sources
- Experiential learning increases research capacity
- Recognise individual career paths and stages
- All faculty must contribute consistently to the mission and goals and standards of the university, college, school, or program –
  - but an individual's emphasis of activities may vary and evolve over time



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# Taking Giant Steps: UNCG's Strategic Plan

	Student Transformation	Knowledge Transformation	Regional Transformation
Health and Wellness	Students will gain understanding of and appreciation for health and wellness as it applies to their personal and professional lives.	UNCG will enhance understanding of health and wellness, health disparities, and the health professions.	UNCG will be an active partner in promoting health and wellness in the broader community.
Vibrant Communities	Students will gain the necessary knowledge and skills to be active contributors to their communities.	UNCG will enhance understanding of the elements and processes that both comprise and compromise vibrant communities.	UNCG will be an active partner in contributing to the vibrancy of the larger community.
Global Connections	Students will gain the necessary knowledge and skills to engage effectively in and contribute productively to the global community.	UNCG will enhance understanding of global issues and of challenges related to globalization.	UNCG will be an active partner in promoting an environment in which global connections grow and thrive.



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# A Scholar is

- One who engages in the highest levels of life-long learning and inquiry using rigorous academic practices to build and distribute knowledge for many purposes.
- Different scholars use different expressions, methods, and modes of scholarship and often prefer one or two over other expressions or priorities.
- Interests tend to evolve over a career as research and teaching deepens and transforms skills and interests.





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# High quality scholarship

- Requires a high level of discipline-based expertise
- Breaks new ground; innovative
- Can be replicated or elaborated
- Can be documented and peer-reviewed
- Has demonstrable significance or impact on academic and/or other audiences





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# Indicators of Quality for All Scholarly Work

- Clear goals
- Preparation and mastery of existing knowledge
- Appropriate use of methods
- Significance of results
- Effective dissemination and communication
- Consistently ethical conduct



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# Academic culture is changing

20<sup>th</sup> Century:

One standard/measure of performance (grants/pubs) that all faculty must meet.

21<sup>st</sup> Century:

One standard framework for measuring the intellectual quality and impact of all types of diverse outputs from a faculty that is diverse in skills, interests, ambitions and background.



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In my experience at UNCG, these new views are what draw people to our department.

We have assistant professors that are collaborative and supportive of each other, not competitive. That's made our department a better place. There's a culture of good work, hard work, important problems and issues, and they also have a life."

- UNCG Faculty Member



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# Connecting to Community-Engaged Scholarship

What is your community-engaged scholarship?

What questions do you have about community-engaged scholarship?



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# What is Community Engagement?

**Community Engagement** describes the collaboration between higher education institutions and their larger communities (local, national, global) for the *mutually beneficial exchange* of knowledge and resources in a context of *partnership* and *reciprocity*. (Carnegie Foundation, 10/2007; emphasis added)

## Key Principles:

A partnership between community & university partners that is:

1. mutually beneficial
2. reciprocal
3. asset-based



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# Engagement is a Scholarly Method

Community Engagement is a METHOD – a way of doing teaching, learning, and research that involves “others” outside academia who have expertise, wisdom, insights and lived experience that equips them to contribute to the quality of our scholarly agenda.

As a method, it is used in situations where it is the **best fit** for the question, problem, or learning goal.

Engaged scholars find most success when they **integrate** their teaching, research and service so that it is synergistic work.



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# Is it Community-Engaged Research/Creative Activity/Inquiry?

1. Is there one or more **community partner** involved in planning and implementation?
2. Does the activity address a specific **community-identified priority**?
3. Have the university and the partner articulated and achieved expected **benefits**?
4. Is knowledge or expertise being exchanged to meet the goals of the activity? (**reciprocity**)
5. Does the **activity link** directly to research or teaching/learning or both?
6. Is the partner a disciplinary or other professional society?



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# Standards of Community-Engaged Teaching

- Partnerships **honor the knowledge and skills of all stakeholders** and address both community and academic priorities.
- Students **directly and actively connect** with community members throughout the course.
- Experiential activities **meet academic, personal, professional, and civic student learning objectives.**
- Faculty facilitate ongoing **critical reflection activities** and prompt deep thinking and analysis about the role of individuals and systems in society.
- Reflective practices promote **students' understanding of diversity, mutual respect, and cultural competence.**
- Partners engage in **ongoing evaluation** to assess the quality of process and progress toward goals, using the results to improve practice and outcomes.

[See page 12 in Vol 3]





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# Measuring the Impact of Engaged Scholarship

**Measuring the Impact of Engaged Scholarship<sup>17</sup>**

<b>Scholarly Impact</b> ↑	<b>High Scholarly Impact</b> <b>Low/Indirect Community Impact</b>	<b>High Scholarly Impact</b> <b>High/Direct Community Impact</b>
	<b>Low Scholarly Impact</b> <b>Low/Indirect Community Impact</b>	<b>Low Scholarly Impact</b> <b>High/Direct Community Impact</b>
<b>Community Impact</b> →		



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# Resources for Connecting to CES



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Search UNCG

UNCG.edu this site

Future Students | Current Students | Faculty & Staff | Alumni | Community & Friends

CAMPUS LINKS

Home | About Us | For Students | For Faculty | For Community Partners | Student Highlights | TEDxUNCGreensboro

## Leadership and Civic Engagement



**Election Information**  
#UNCGVOTES

**TEDxUNCGreensboro**  
x independently organized TED event  
Friday, April 12, 2019

**impact**  
Do you have an idea worth sharing?  
TEDxUNCGreensboro will center on IMPACT: in the community, environmentally, socially, economically, and culturally.  
Submit your idea by Nov. 16th if you would like to be considered for this event.  
<http://bit.ly/submitfortedxuncg>

Service Database

Weekly Announcements

Voting Info



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Search UNCG

UNCG.edu this site

Future Students | Current Students | Faculty & Staff | Alumni | Community & Friends

ADMINISTRATION | ACADEMICS | RESEARCH | ADMISSIONS | ARTS | GLOBAL | ATHLETICS | GIVING | CAMPUS LINKS

## COMMUNITY & FRIENDS

BUILDING HEALTHY LIVES AND VIBRANT COMMUNITIES

HOME | REFERRAL DESK | ICEE | ENGAGEMENT @ UNCG | RESOURCES | COLLABORATORY | CONTACT US



## EXPLORE OUR PARTNERSHIPS

Collaboratory® showcases community-engaged projects

## WELCOME COMMUNITY AND FRIENDS!

SEARCH

SEARCH UNCG COMMUNITY & FRIENDS

Community Engagement is about bringing people and organizations together to make a positive, significant, and lasting difference in the world in which we live. We engage as one of many members who make up our



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# PUBLISHING & PRESENTING CES

**Resources available at Community & Friends  
Website**

**<http://communityengagement.uncg.edu>**

- [Journals that publish CES](#)
- [Deadlines from the Field](#) - Google Cal that provides deadline for community engagement journal submissions, conference proposals & awards
- [Listservs and Blogs for CES](#)
- [Definitions of CES](#)



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# CONNECTING TO COMMUNITY

## ONLINE RESOURCES

- [Community Networks, Data, Reports, and Plans](#)
- [Local data sets](#)

## OFFICES & STAFF

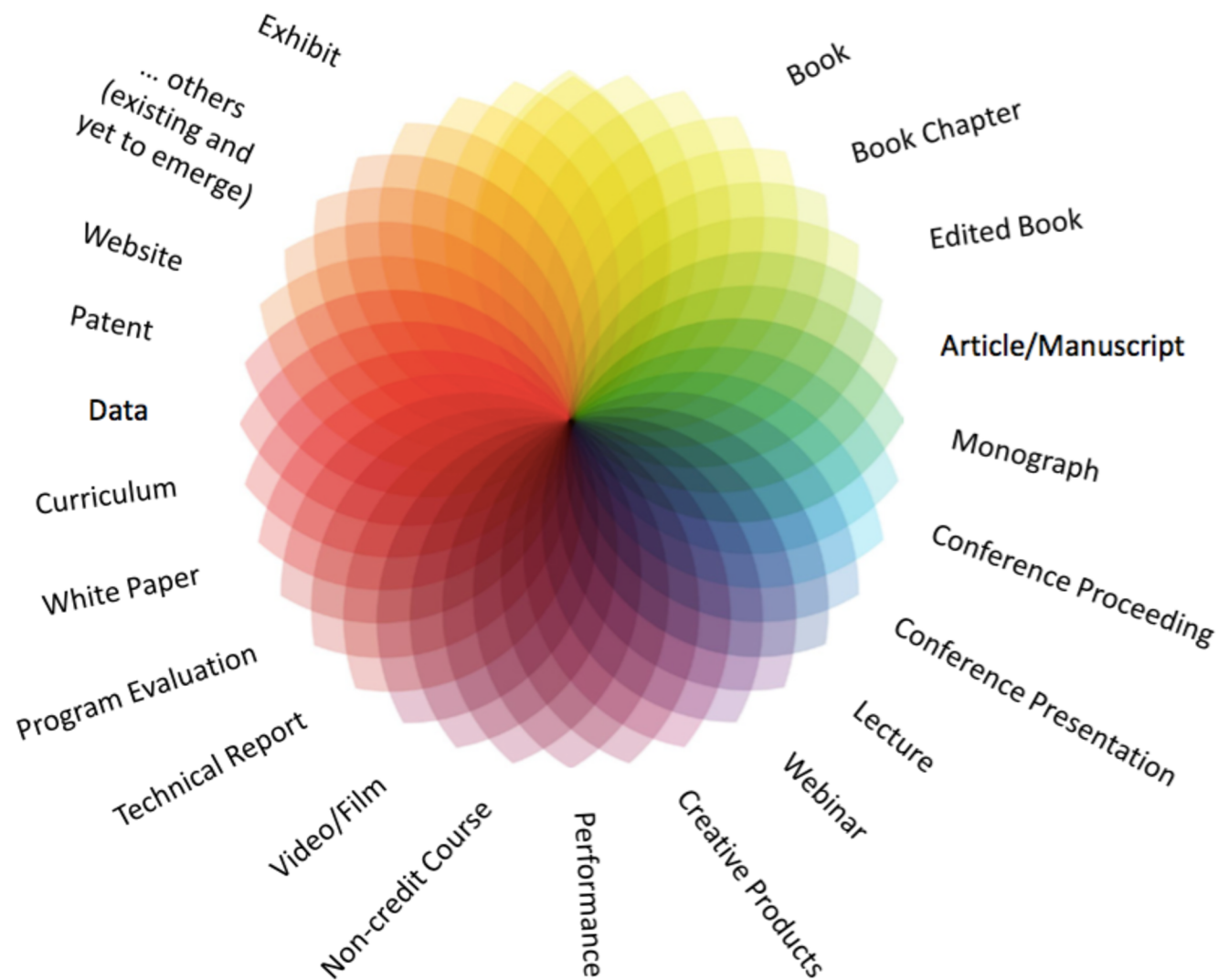
- Institute for Community & Economic Engagement
- Office of Research and Engagement
- Office of Leadership and Civic Engagement
- Office of Sponsored Programs
- North Carolina Entrepreneurship Center
- Associate Deans within CAS and the Schools

Guilford Nonprofit Consortium – 600+ member organizations



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## Expressions of Scholarship







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# What kind of evidence do reviewers want to see?

## CES4Health.info Peer Reviewer Form<sup>21</sup>

For a comprehensive review, please consider both the product as well as the project process. Evidence for each can be found in the applicant's narrative and/or product, as directed in each item below.

For the following questions requiring numerical ratings, use the following scale of 1-5:

(1 = definitely not 2 = probably not 3 = maybe 4 = probably yes 5 = definitely yes)

- Clear Goals** - the degree to which the authors states the purpose of the product, its intended audience/users and clear goals and objectives. (re: process) (review narrative)

	Rating
1a. Does the author clearly state the basic purpose of the product and its public value?	
1b. Does the author clearly identify the intended audience/user of the product?	

- Adequate Preparation** - the degree to which the authors appropriately reference or build upon prior work in the area. (re: process) (review narrative)

	Rating
2a. Does the author reference and/or build upon related work in the area? (This question is asking about the scholarly approach. Answers that cite literature or otherwise communicate an attempt to ground the work in an understanding of the conceptual, theoretical or empirical work that came before the author's work should receive a higher rating than answers that communicate a rationale [next logical step in the author's work] but not a grounding in work of others that came before. The "rationale" approach is minimally acceptable, but not as strong as the more scholarly approach).	

- Methodological Rigor** - the degree to which the author justifies the appropriateness of methods chosen with respect to the goals, questions and context of the work

The first part of this question applies to the *project process* resulting in the product. (review narrative)

- 3a. Please indicate the category that best describes the project/work resulting in the product (circle all that apply):** Research, Education, Other (if other, specify)

	Rating
3b. Does the author provide evidence for the appropriateness of the following aspects of research? (any type of research is acceptable, not only quantitative or empirical):	
• Study aims	
• Study design	
• Study population	
• Measurement approaches	
• Analysis and interpretation	
3b. Does the author provide evidence for the appropriateness of the following aspects of educational endeavors:	
• Needs assessment	
• Learning objectives	
• Educational strategies	
• Evaluation of learning	
• Evaluation of community impact	
3b. Does the author provide evidence for the appropriateness of choices made in the development of the project?	

	Rating
3c. Does the author effectively incorporate both community and academic/institutional expertise in the development and implementation of the project that resulted in this product? In a later question you will be asked about the qualities of the community-academic/institutional collaboration. The current question is about the extent that the project was "with" the community as opposed to "for" or simply "in" the community.)	

The second part of this question applies to the product. (review narrative and product)

	Rating
3d. Does the product appear to be developed with thoroughness, attention to detail and professionalism?	
3e. Does the author effectively incorporate both community and academic/institutional expertise in the development of the product? (Sometimes projects are collaborative efforts, but product development is not. Please make the distinction. Again, in a later question you will be asked about the qualities of the community-academic/institutional collaboration. The current question is about the extent that the product was developed "with" the community as opposed to "for" or simply "in" the community.)	

- Significance** - the degree to which the product adds to existing knowledge and benefits communities. (re: product) (review narrative and product)

	Rating
4a. Does the author present evidence that the product adds consequentially to existing knowledge?	
4b. Does the author provide evidence of the value or impact of the product for or in the community?	
4c. If significance or impact is not yet established, does this product have potential to add consequentially to existing knowledge or make positive community impact?	

- Effective Presentation** - the clarity of the presentation style, the accuracy of the product content, and the appropriateness of language and visual aides for diverse audiences. (re: product) (review narrative and product)

	Rating
5a. Does the author use a suitable style, clear communication and effective organization to present the work?	
5b. Are the language, format, or graphics contained in the product likely to be understood by others (avoidance of jargon, unexplained acronyms, etc.)?	
5c. Is the product's presentation format appropriate for its stated aims and intended audience? (For example, if the author intends a 20 page, text heavy document to be used by new immigrant community members, which would be an inappropriate presentation format.)	

- Reflective Critique** - the degree to which authors provide critical reflection about the work, informed by both academic/institutional and community feedback. (re: product and process) (review narrative)

	Rating
6a. Does the author offer critically reflective comments (both strengths and limitations) regarding the product and/or the project that led to it?	
6b. Does the author present evidence that both academic/institutional and community feedback informed the reflective critique?	

Note: Items related to ethical behavior are also included in the full peer reviewer form online.

Adapted from CES4Health.info



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# What kind of evidence do reviewers want to see? (Part 1)

## 1. **Clear Goals** guiding the project

- Connection to your research and/or teaching agendas and goals
- Contributions/value of this work

## 2. **Adequate Preparation**

- How does this build on existing knowledge?
- What literature/evidence informs the basis?

## 3. **Methodological Rigor**

- Why is CE the necessary & appropriate method?
- Description of partner(s); history of partnership; Discussion of:
  - Mutual benefit for partner(s) and you
  - Attribution of roles and tasks between you
  - Reciprocity in the relationship
  - Strategy for measuring impacts and outcomes (+/-); any results from said measurement



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# What kind of evidence to reviewers want to see? (Part 2)

## **Community & Student Commitments**

- Information about project funding sources and any division of funds with partners
- Statements from partner(s) attesting to their role and their views of impacts/outcomes (+/-) on their organization and/or their intended benefits or outcomes
- If university students are involved, describe:
  - Learning goals, student preparation, tasks, and reflection or assessment strategies and results





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# What kind of evidence do reviewers want to see? (Part 3)

**Significance** – the degree to which the scholarship adds to existing knowledge and benefits communities

- Effective Presentation/Artifacts of Knowledge
  - Academic publications and presentations
  - Non-academic publications and presentations
  - Recognition, citations, awards
  - Media reports
  - Description of involvement, if any, of partners/students in these outputs
- Discussion of sustainability (if appropriate) or impact on future work



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# Reflective Critiques

- What new knowledge was discovered and disseminated?
- What did participants learn/accomplish?
- What conditions or issues or services, etc., have been launched, improved or changed?
- What is different as a result of this activity?
- Who played what roles?
- What benefits or outcomes were achieved? Or not achieved?
- How do you know?
- What can be replicated and how?
- Were intended benefits/ outcomes achieved? For all involved or some?
- How will this work inform your further teaching, research and engagement?
- What is the future of the partner relationship?

# Narrative Statement & Documentation

- I know my work producing . . . has made an impact on... because...*

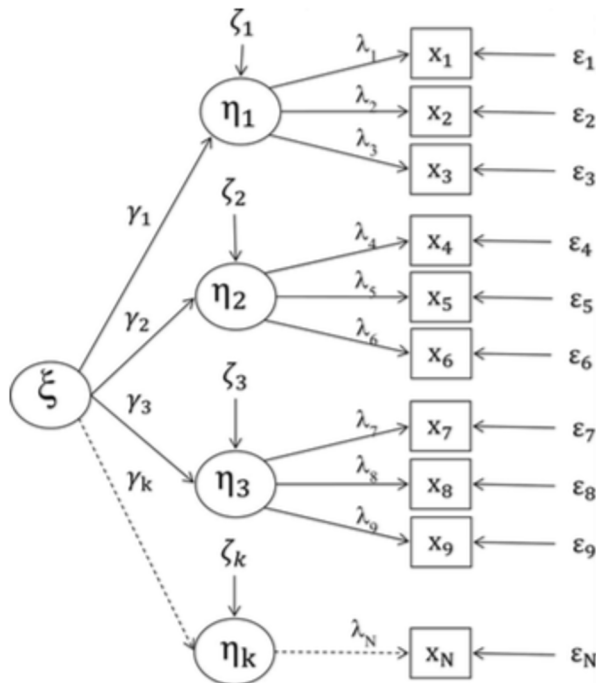
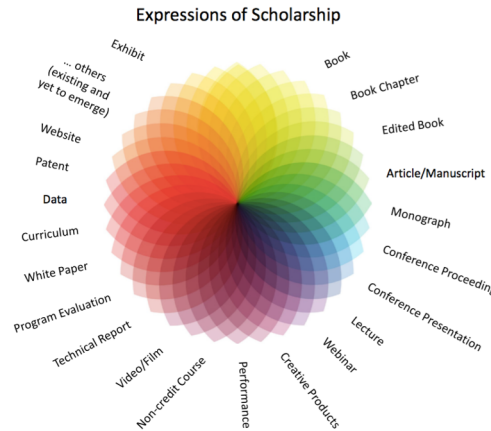


FIGURE 1

A Pluralist Conceptualization of Impact: Multiple Stakeholders and Multiple Measures



Measuring the Impact of Engaged Scholarship<sup>17</sup>

Scholarly Impact ↑	High Scholarly Impact	High Scholarly Impact
	Low/Indirect Community Impact	High/Direct Community Impact
	Low Scholarly Impact	Low Scholarly Impact
	Low/Indirect Community Impact	High/Direct Community Impact
		Community Impact →

Aim of Scholarship	Product / Artifact	Audience	Evidence of Impact



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# Common & Persistent Issues

- Vague definitions of community-engaged teaching, community-engaged research/creative activity, community-engaged service, public/community service
- Non-traditional products
- Non-traditional dissemination venues
- Collaborative work – challenge of attribution
- Interdisciplinary work – challenge of assigning credit
- Who is a peer?
- Integrative products that blend teaching, research, service
- Contracts, patents, and consulting – what is scholarly?
- Scholarship of teaching and learning
- The “three bucket problem”
- The issue of “weight”
- Role differentiation



*“Our biggest challenge to awarding and assessing community-engaged scholarship is ... how we discern attribution, roles, and reaction of community when we’re not used to having non-academic voices giving us feedback on academic activity.”*

*“What’s difficult for me is, which is more important? What the (community) receivers report as impact versus (what) peer (academic) reviewers ... say is impact. What is more important in community-based stuff? What are the respective weights?”*



“The scariest thing I’ve ever done was try to mentor a new faculty member in which we talk this talk (supporting community-engaged scholarship), and the question of ‘when I go up for tenure will they walk the walk’ – you’re dealing with career decisions of someone young and junior.”

- UNCG Department Chair

“There’s a lot of fear in the academy. The idea that somehow this work would eclipse what has been in motion for centuries blows my mind. But I know it’s true. And in fact, it’s the tradition that I was trained in.”

- UNCG Faculty Member



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# Useful Strategies

- Identify a mentor with CES experience (at UNCG or elsewhere)
- Participate in internal professional development activities
- Gather examples from other universities in your disciplines; explore the literature on service-learning and community engaged scholarship ([www.servicelearning.org](http://www.servicelearning.org) or [www.compact.org](http://www.compact.org) are two places to begin exploring)
- Identify and read current CES journals (see UNCG list)
- Create interdisciplinary or disciplinary group projects
- Develop a writing group or learning community – craft papers together
- Convene other engaged faculty and partners
  - Discuss partner practices and areas for improvement
  - Explore strategies for measuring outcomes
  - Explore ideas for separate or joint funding from grants/donors



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# Useful Resources

- [CCPH Database of Faculty Mentors and Portfolio Reviewers](#)
  - The Community-Campus Partnerships for Health Online Database of Faculty Mentors and Portfolio Reviewers is a resource for community-engaged faculty who are searching for faculty mentors, and a resource for deans, department chairs and others who are searching for external experts to review portfolios of community-engaged faculty who are being considered for promotion and/or tenure.
- Ellison, J., and T. K. Eatman. 2008. [Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University](#). Syracuse, NY: Imagining America.

[http://communityengagement.uncg.edu/scholarly\\_resources](http://communityengagement.uncg.edu/scholarly_resources)





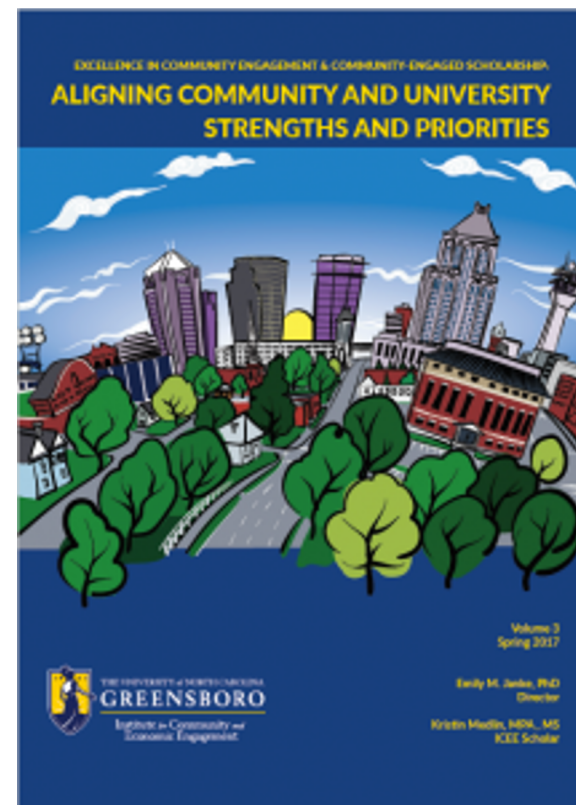
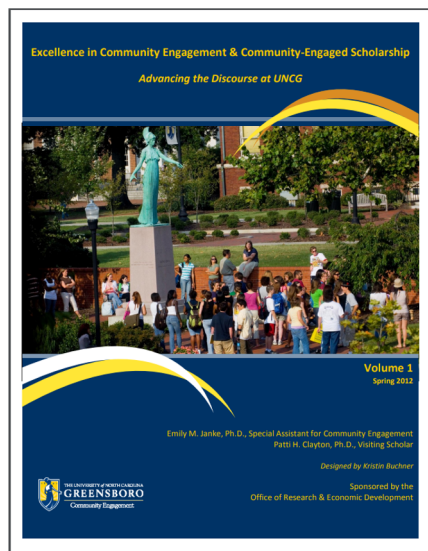
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# ICEE Publications

Giant Steps Strategic Plan

P&T

Definitions & Dialogue





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When citing this presentation, please use the following format: Janke, E.M., (2021). *Documenting and Evaluating Community-Engaged Scholarship*. (Presentation). University of North Carolina at Greensboro: Institute for Community and Economic Engagement.