Documenting & Evaluating Community-Engaged Scholarship at UNCG

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.

**Traditional versus New Views of Academic Employment**

<table>
<thead>
<tr>
<th>Traditional View</th>
<th>New View</th>
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<tbody>
<tr>
<td>Secrecy assures quality.</td>
<td>Transparency assures equity.</td>
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<tr>
<td>Merit is an empirically determined, objective concept.</td>
<td>Merit is a socially constructed, subjective concept.</td>
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<tr>
<td>Competition improves performance.</td>
<td>Collaboration improves scholarly outcomes.</td>
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<tr>
<td>Research should be organized around disciplines.</td>
<td>Research should be organized around problems.</td>
</tr>
<tr>
<td>Research is the coin of the realm.</td>
<td>Excellent teaching and service are crucial and are related.</td>
</tr>
<tr>
<td>A life of the mind first and foremost.</td>
<td>A life of both the mind and the heart are essential to health and happiness.</td>
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<tr>
<td>Faculty thrive on autonomy.</td>
<td>Faculty have a collective responsibility.</td>
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FIGURE 1
A Pluralist Conceptualization of Impact: Multiple Stakeholders and Multiple Measures

<table>
<thead>
<tr>
<th>Conceptualization of scholarly impact</th>
<th>Common approach</th>
<th>Pluralist conceptualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact considered from perspective of one type of stakeholder only: academics.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Zero-sum conceptualization of impact such that impact on researchers (i.e., via publications in &quot;A-journals&quot; and citations) often assumed a detriment to impact on other stakeholders (i.e., teaching executive education courses), and vice versa.</td>
<td></td>
<td>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.</td>
</tr>
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<table>
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<tr>
<th>Measurement of scholarly impact</th>
<th>Common approach</th>
<th>Pluralist conceptualization</th>
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</thead>
<tbody>
<tr>
<td>Citation count, including possibility of including multiple measures of citations (e.g., Web of Knowledge, Google Scholar, h-index).</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Same measures of citation counts used in all contexts.</td>
<td></td>
<td>Measures of impact can be adapted to specific local context; revised over time based on changes in strategic priorities.</td>
</tr>
<tr>
<td>Given reliance on single type of measure of impact, no possibility to adjust relative weights of different impact indicators.</td>
<td></td>
<td>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).</td>
</tr>
</tbody>
</table>
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
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
# Taking Giant Steps: UNCG’s Strategic Plan

<table>
<thead>
<tr>
<th>Student Transformation</th>
<th>Knowledge Transformation</th>
<th>Regional Transformation</th>
</tr>
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<tbody>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>Students will gain understanding and appreciation for health and wellness as it applies to their personal and professional lives.</td>
<td>UNCG will enhance understanding of health and wellness, health disparities, and the health professions.</td>
</tr>
<tr>
<td><strong>Vibrant Communities</strong></td>
<td>Students will gain the necessary knowledge and skills to be active contributors to their communities.</td>
<td>UNCG will enhance understanding of the elements and processes that both comprise and compromise vibrant communities.</td>
</tr>
<tr>
<td><strong>Global Connections</strong></td>
<td>Students will gain the necessary knowledge and skills to engage effectively in and contribute productively to the global community.</td>
<td>UNCG will enhance understanding of global issues and of challenges related to globalization.</td>
</tr>
</tbody>
</table>
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.

Diamond and Adams, 1997
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

Diamond and Adams, 1997
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
Academic culture is changing

20th Century:
One standard/measure of performance (grants/pubs) that all faculty must meet.

21st 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.
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
Connecting to Community-Engaged Scholarship

What is your community-engaged scholarship?

What questions do you have about community-engaged scholarship?
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
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 agendas.

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.
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?
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]
Measuring the Impact of Engaged Scholarship
Resources for Connecting to 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
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
Expressions of Scholarship

- Exhibit
- Book
- Book Chapter
- Edited Book
- Article/Manuscript
- Monograph
- Conference Proceeding
- Conference Presentation
- Lecture
- Webinar
- Creative Products
- Performance
- Non-credit Course
- Video/Film
- Technical Report
- Program Evaluation
- Data
- Patent
- Website
- Others (existing and yet to emerge)
What kind of evidence do reviewers want to see?

### CES4Health.info Peer Reviewer Form

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Does the author clearly state the basic purpose of the product?</td>
<td></td>
</tr>
<tr>
<td>1b. Does the author clearly identify the intended audience/user of the product?</td>
<td></td>
</tr>
<tr>
<td>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 other approaches to 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 concept)</td>
<td></td>
</tr>
<tr>
<td>2b. Adequate Preparation - the degree to which the authors appropriately reference or build upon prior work in the area. (re:process) (review narrative)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4a. Does the product appear to be developed with thoroughness, attention to detail and professionalism?</td>
<td></td>
</tr>
<tr>
<td>4b. Does the product effectively incorporate both community and academic/institutional expertise in the development and implementation of the project? (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 project was &quot;with&quot; the community as opposed to &quot;for&quot; or simply &quot;in&quot; the community.)</td>
<td></td>
</tr>
<tr>
<td>5a. Does the author use a suitable style, clear communication and effective organization to present the work?</td>
<td></td>
</tr>
<tr>
<td>5b. Are the language, format, or graphics contained in the product likely to be understood by others (avoidance of jargon, unexplained acronyms, etc.)?</td>
<td></td>
</tr>
<tr>
<td>6a. Does the author offer critically reflective comments (both strengths and limitations) regarding the product and/or the project that led to it?</td>
<td></td>
</tr>
<tr>
<td>6b. Does the author present evidence that both academic/institutional and community feedback informed the reflective critique?</td>
<td></td>
</tr>
</tbody>
</table>

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

Adapted from CES4Health.info
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
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
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
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...
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
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 or 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
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.


http://communityengagement.uncg.edu/scholarly_resources