

Template for the development of assessment criteria for community engaged scholarship.

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Both discipline specific and interdisciplinary academic departments are often tasked with the development of assessment criteria for tenure and promotion, some of which may operationalize the conceptualization of community engaged scholarship. Below are 5 suggested categories to provide a framework for both faculty submitting portfolios that include community engaged scholarship for the tenure and promotion process, and for the development of criteria that elicit questions of quality and impact for assessing engaged scholarship by departments, schools and institutions. This articulation is consistent with frameworks of integrated knowledge translation and transfer (CIHR) and knowledge mobilization, partnerships and networks (SSHRC).

Defining Community Engaged Scholarship

Community engaged scholarship involves mutually beneficial partnerships with the community (community may be defined as the local community, but it may also be communities of interest that are local, national, or international in scope) that results in the creation of scholarly products. It is “engaged” in the sense that it involves forming campus-community collaborations in order to conduct research, evaluate social impacts and mobilize knowledge to address and solve problems and issues facing communities. The products and processes of community engaged scholarship include the generation of peer reviewed journal articles and academic books, and may also include other forms of knowledge production and dissemination. It should be noted that the recognition of community engaged scholarship does not replace the importance and significance of traditional forms of scholarship. For many in the university community, research dissemination will continue to focus on the generation of peer reviewed journal articles and academic books.

Assessing Community Engaged Scholarship

Departments operationalizing engaged scholarship and faculty submitting portfolios for assessment of their contributions to community engaged scholarship should be attentive to the following:

1. *Goals and partnerships*: Clear articulation of research goals and a program of activities including statements about the importance of the goals for community partners. Faculty might provide a scholarly rationale of methods used *to develop* the research, build partnerships and articulate the goals for social change.
2. *Use of appropriate scientific methods in process and measurement*: Describe the ways that social science and science methodologies have been used to design the research activities in order to ensure that ethics, data collection, interpretation and results are robust and lead to effective change strategies. Identify success in getting grants or mobilizing community resources toward successful collaborations and social change. Indicate the inclusion of students in experiential learning related to research. Describe effective research training of community partners (e.g. peer interviewing, writing grant proposals etc.).
3. *Significance of results*: Outline the ways in which the knowledge generated in the research has an impact on the existing literature, the community, social policy, organizations or processes of change. Faculty must explicitly state what knowledge has been created or applied and what impact it has had. Recognize a range of scholarly outputs that includes, but goes beyond, publishing in refereed journals, conference presentations and books, to knowledge mobilization or knowledge translation and transfer activities that include a variety of creative tools for making the results of research more accessible.
 - policy documents; government recommendations
 - practical, community accessible publications that arise out of collaborative research
 - scholarly papers in community based research journals
 - community forums designed to educate or transform structures
 - websites that provide research based information
 - innovative intervention programs with evaluated outcomes
 - Impact on programs and sustainability of the work accomplished – e.g. emergence of leaders, new members, effective programs
 - Clearly mark publications where the co-author(s) are a student or community partner
4. *Assessing impact*: In assessing the value of some of these products, that may be unfamiliar to some faculty submitting or reviewing portfolios, there are a number of possible strategies:
 - peer review of the community engaged scholarship by academic and community leaders. Independent peer review for CES at www.ces4health.info
 - Request measures of impact in the community (e.g. evidence of increased capacity, improvement in programs, sustainability)
 - Letters from key partners or knowledge recipients outlining the impact of the research activities; letters from external reviewers who are asked to independently assess impact of the work
5. *Assessing leadership and reputation*: Provide evidence of national or international reputation arising from the work. Indicate how the success of a project has been used in other contexts which have extended the impact of the original work. Provide critical reflections on leadership, outcomes, factors related to success and needs for adjustments.