

A
FRAMEWORK FOR
COMMUNITY
ENGAGED
SCHOLARSHIP

Created by Connecticut Campus Compact
(CTCC) and the CTCC Engaged
Scholarship Advisory Committee



CONNECTICUT CAMPUS COMPACT MISSION

Connecticut Campus Compact advances the public purpose of colleges and universities by deepening their ability to implement all forms of public engagement, providing civic pathways to academic and career success, and nurturing a culture of engaged citizenship on campus and within communities.

ENGAGED SCHOLARSHIP ADVISORY COMMITTEE MISSION

The Committee makes recommendations to the CTCC Board of Directors regarding both institutional and statewide recognition and rewarding of engaged scholarship, and promotes policies that recognize public/community engagement.

ENGAGED SCHOLARSHIP ADVISORY COMMITTEE MEMBERS – 2011 TO 2012

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INTRODUCTION

As proponents of community engaged scholarship (CES), we must distinguish service learning or community engagement from CES and avoid conflation at all costs. Whether by accident or by design, the very act of conflation by advocates of CES shoulders significant blame for resistance to its integration. Students majoring in early childhood education, for example, who are taught to tutor kids and reflect on its academic relevance is NOT community engaged scholarship because tutoring is NOT scholarship and, therefore, cannot be reviewed as scholarship. Performing a literacy intervention and assessing its significance without community peer consultation and review of effectiveness is scholarship but is NOT community engaged and is, therefore, not in adherence to commonly articulated standards of community engaged scholarship. The challenge faced is to reflect best practices in both scholarship and community engagement in faculty guidelines for promotion and tenure, thereby enabling CES to be evaluated for rigor and effectiveness by both discipline- and community-specific peers. Just as the very boundaries of knowledge are constantly shifting, so too are the boundaries of scholarship.

WHAT IS COMMUNITY ENGAGED SCHOLARSHIP (CES)?

Community engaged scholarship can be found in teaching, research and/or service. It is academically relevant work that simultaneously addresses disciplinary concerns and fulfills campus and community objectives. It involves sharing authority with community partners in the development of goals and approaches, as well as the conduct of work and its dissemination. It should involve critical review by discipline-specific peers, community partners and the public.

– Engaged Scholarship Advisory Committee to Connecticut Campus Compact (2012)

The very nature of CES promotes its successful expression in teaching, research, and/or service. Criteria for review of scholarship are no less rigorous or necessary in any of the three areas of faculty expertise. It logically follows, then, that institutions should be able to develop a framework for CES that is applicable to all three areas of faculty work or, alternately, to provide a comprehensive framework for CES specific to each of teaching, research and service. This publication is, therefore, organized to reflect these different potential objectives as follows:

- CES: Institutional guidelines that are applicable to teaching, research or service
- CES as Service: Specific guidelines for faculty
- CES as Teaching: Specific guidelines for faculty
- CES as Research: Specific guidelines for faculty

The purpose of this publication is to provide a framework for defining, describing, and assessing community engaged scholarship (CES), and offer examples found in areas of teaching, research and/or service. With this purpose in mind, existing guidelines at institutions of higher education are provided in support of a reconsideration of both the structure and culture of a campus, optimally resulting in the recognition and rewarding of community engaged scholarship.

A complimentary publication to this framework under construction is the “*CES Toolbox*” being written by Connecticut Campus Compact. This is designed to enable campuses to engage in active dialogue on the content and possible steps that might be taken to recognize community engaged scholarship. The goal of the publications is to provide campuses with a logical, simple deconstruction of CES as it is detailed in guidelines for selected institutions nationwide and a guide to one possible format for dialogue. As with all scholarship, this publication seeks the reader’s consideration of its merit and invites contributions to enhance its accuracy, clarity, and effectiveness.

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CONCEPT MAP FORM

The figure intentionally reflects Connecticut Campus Compact’s framework for CES – this form of scholarship is frequently integrated into all 3 areas of faculty work but can be described and evaluated in each individual expression of scholarship.

Note: If viewing electronically, please click on any term in the figure to go to the bookmarked section.

PICTORIAL FRAMEWORK FOR COMMUNITY ENGAGED SCHOLARSHIP (CES)

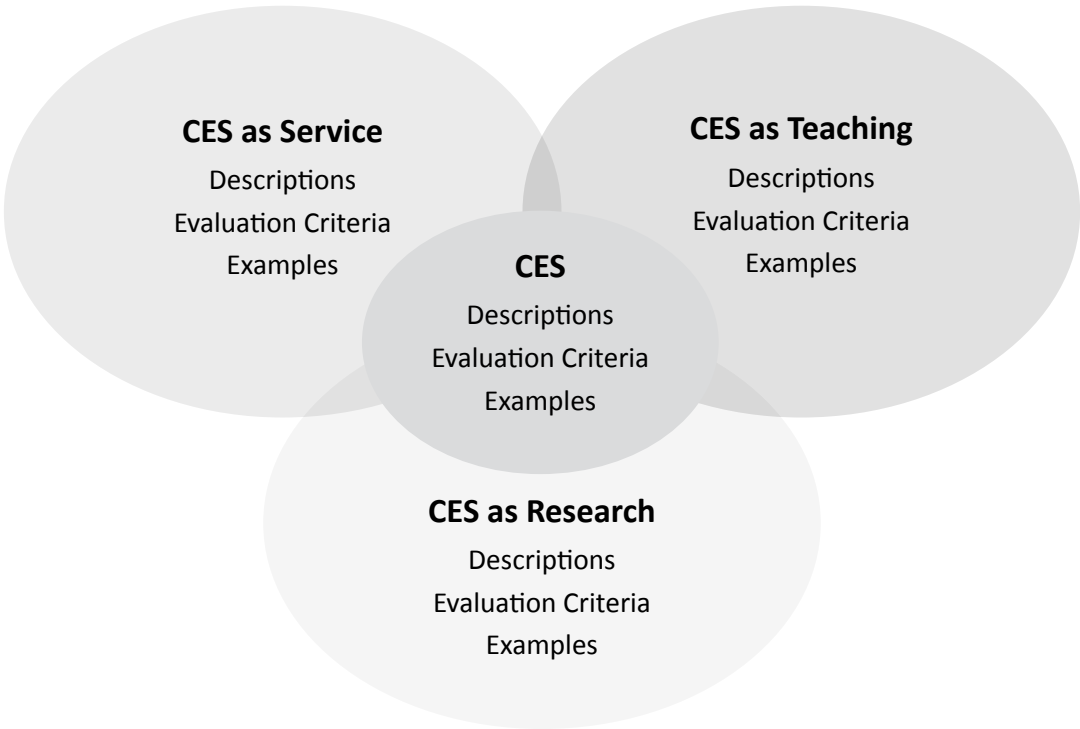


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Defining, describing, and evaluating community engaged scholarship (CES) on pages 19 to 37 below are designed to be intentionally applicable to teaching, research, and service. This reflects the manner in which CES was adopted in selected faculty guidelines.

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COMMUNITY ENGAGED SCHOLARSHIP (CES)

GENERAL DEFINITIONS

Below are five definitions of community engaged scholarship. The first is the definition put forward by Connecticut Campus Compact. The second is by the National Review Board for the Scholarship of Engagement, followed by three examples found in faculty handbooks.

CONNECTICUT CAMPUS COMPACT

Community engaged scholarship can be found in teaching, research and/or service. It is academically relevant work that simultaneously addresses disciplinary concerns and fulfills campus and community objectives. It involves sharing authority with community partners in the development of goals and approaches, as well the conduct of work and its dissemination. It should involve critical review by discipline-specific peers, community partners and the public. *(Engaged Scholarship Advisory Committee, 2012)*

NATIONAL REVIEW BOARD FOR THE SCHOLARSHIP OF ENGAGEMENT

Engaged scholarship: A term that captures scholarship in the multiple aspects of teaching, research and/or service. This type of scholarship engages faculty in academically relevant work that simultaneously fulfills the campus mission and goals as well as community needs. It is a scholarly agenda that integrates community issues. *(http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html)*



UNIVERSITY OF MEMPHIS

Engaged scholarship now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and results in a written work shared with others in the discipline or field of study. Engaged scholarship conceptualizes “community groups” as all those outside of academe and requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation.

University of Memphis (http://www.memphis.edu/facres/pdfs/faculty_handbook_2007.pdf)

PORTLAND STATE UNIVERSITY

“Engaged scholarship emerges from learning and discovery in collaboration with communities. It engages faculty in academically relevant work that simultaneously meets campus mission and community needs: a scholarly agenda that integrates communities’ assets and interests. Engaged scholarship generates, transmits, integrates and applies knowledge through collaborations designed to contribute to the public good.”

(<http://pdx.edu/oa/engagement>)

SYRACUSE UNIVERSITY

“Publicly engaged scholarship may involve partnerships of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good.”

(www.syr.edu/academics/office_of_academic_admin/faculty/manual/tenure.html#233)

GENERAL DESCRIPTIONS

INTRODUCTION TO GENERAL DESCRIPTIONS

What is key here is that institutions often develop a single description of community engaged scholarship (CES) with the express purpose of being applicable to the three expressions of faculty work – teaching, research, AND service. This approach is designed to promote scholarship equally or without hierarchy of importance among all three areas of faculty work.

A great number of faculty guidelines that describe community engaged scholarship (CES) directly reference Boyer’s “Scholarship Reconsidered,” outlining:

- The scholarship of discovery and integration – reflecting the investigative and synthesizing traditions of academic life (Glassick, Huber and Maeroff, 9)
- The scholarship of interpretation and application/engagement – refers to making knowledge accessible and public, and using campus and community peers in determining its effectiveness reflecting the investigative and synthesizing traditions of academic life (Glassick, Huber and Maeroff, 9)

Connecticut Campus Compact (CTCC) promotes an expanded range of outcomes or products associated with scholarship. This includes instantiating organizational change as a form of public scholarship, for example; creating new forums and organizational relationships; establishing collaborative venues for positive change, and promoting centers for effective change. These outcomes are intended to also be applicable to faculty at community colleges who are not traditionally encouraged to focus on outcome-based scholarship, yet their community engaged scholarship may take place right on campus.

SAMPLE DESCRIPTIONS APPLICABLE TO TEACHING, RESEARCH, AND SERVICE

Portland State University
<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, AND MERIT INCREASES

SCHOLARSHIP

The term scholar implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are presented below in no particular order of importance) apply equally to Research, Teaching, and Community Outreach.

- **Discovery:** Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.
- **Integration:** Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.
- **Interpretation:** Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.
- **Application:** Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

The University of North Carolina at Greensboro
Department of Sociology
<http://www.uncg.edu/soc/Department%20of%20Sociology%20P&T%20document%20%202011.pdf>

GUIDELINES ON REAPPOINTMENT: PART 2

SCHOLARSHIP AND RESEARCH. COMMUNITY ENGAGED SCHOLARSHIP

Community Engaged Scholarship and Research: Community engaged scholarship includes research/creative activities undertaken by faculty members in collaboration with community partners. It involves the collaborative production of knowledge. As noted in University documents (see Community Engagement: Terms and Definitions for Promotion and Tenure Guidelines) it involves both community engagement and scholarship. With respect to tenure and promotion, the Sociology Department utilizes the following standards of evaluation, which are derived from those established by The ASA Council.

Community engaged scholarship in sociology:

- Draws on a body of sociological literature
- Is research-based
- Upholds rigorous methodological standards
- Is subject to peer review

GENERAL EVALUATION CRITERIA

Similar to the previous section, what is key here is that institutions often develop evaluation criteria for all forms of scholarship so as to be equally applicable to the three expressions of faculty work – teaching, research, AND service. This promotes scholarship across all three areas.

The primary source for these criteria is Glassick, Taylor and Maeroff’s *Scholarship Assessed* and was summarized by Glassick as follows:

- **Clear Goals:** Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?
- **Adequate Preparation:** Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?
- **Appropriate Methods:** Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?
- **Significant Results:** Does the scholar achieve the goals? Does the scholar’s work add consequentially to the field? Does the scholar’s work open additional areas for further exploration?
- **Effective Presentation:** Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?
- **Reflective Critique:** Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

Morgridge College of Education at the University of Denver is one such example of a college that adopted the Glassick criteria, albeit with some minor adaptations. CTCC’s Engaged Scholarship Advisory Committee further adapted Morgridge College of Education as the primary source for evaluation criteria to which only minor adaptations were made.

CRITERIA FOR EVALUATION OF COMMUNITY ENGAGED SCHOLARSHIP
IN AREAS OF TEACHING, RESEARCH, AND SERVICE

A. Clear Goals

- How does the candidate’s work contribute to the department, college, and university mission, as well as the public good?
- How does the candidate’s work identify and address significant questions arising from disciplinary, interdisciplinary and/or community questions?
- How have the candidate’s objectives been formulated, refined, and achieved?

B. The Context of Disciplinary Expertise, Theory, Literature, and Best Practices

- How does the candidate show an understanding of relevant existing scholarship?
- What skills and contributions does the candidate bring to the work?
- Is the work intellectually compelling to the discipline, professional practice, interdisciplinary knowledge, and other communities?

C. Appropriate Methods

- What is the candidate’s rationale for selection of methods in relation to context and issue and community interests?
- Were methods developed in collaboration with the community partners?
- How does the candidate use methods appropriate to the goals, questions and context of the work?
- How does the candidate effectively apply the methods selected?
- Does the candidate modify procedures appropriately in response to changing circumstances?

D. Significant Results

- How does the candidate’s work add consequentially to the discipline, areas of practice, and to the community?
- How are these outcomes evaluated and by whom?
- Does the candidate’s work open additional areas for further exploration and collaboration?
- Does the candidate’s work make a contribution consistent with the purpose and target of the work over a period of time?

E. Effective Communication/Dissemination

- Does the candidate communicate and disseminate effectively to appropriate academic audiences, practice areas, community partners, and public audiences/forums consistent with the mission of the institution?

F. Reflective Critique

- How does the candidate critically evaluate and refine the work?
- What sources of evidence inform the critique?
- In what ways have the discipline, practice areas, and community partners’ perspectives informed the critique?

SAMPLE EVALUATION CRITERIA APPLICABLE TO TEACHING, RESEARCH, AND/OR SERVICE

Morgridge College of Education, University of Denver
Promotion and Tenure Policy (May 18, 2009)
depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf

Three of the four areas for evaluation, Teaching, and Student Advising and Mentoring; Scholarship and Creative Activities; and Professional Outreach and Service, will normally be judged by six criteria, though not to the exclusion of other evidence that may be appropriate in particular cases. These six criteria include clear goals; evidence of the context of disciplinary expertise, theory, literature, and best practices; appropriate methods; significant results; effective communication and dissemination; and reflective critique. Each of these criteria contains guiding questions to assist the candidate in preparation of review documents as well as a tool for the annual review and the candidate’s overall career plan.

These criteria embrace the college’s recognition of Ernest Boyer’s and other authors’ broad view of scholarship, a view that acknowledges the value of many types of contributions including discovery, application, integration, teaching, and engagement. The college’s recognition includes the understanding that community involvement can change the nature of faculty work, enhance student learning, better fulfill campus mission, influence strategic planning and assessment, improve university-community relations, and enrich the public good.

CLEAR GOALS

- How does the candidate’s work contribute to the department, college, and university mission, as well as the public good?
- How does the candidate’s work identify and address significant questions arising from disciplinary, interdisciplinary and/or community questions?
- How have the candidate’s objectives been formulated, refined, and achieved?

THE CONTEXT OF DISCIPLINARY EXPERTISE, THEORY, LITERATURE, AND BEST PRACTICES

- How does the candidate show an understanding of relevant existing scholarship?
- What skills and contributions does the candidate bring to the work?
- Is the work intellectually compelling to the discipline, professional practice, interdisciplinary knowledge, and/or other communities of practice?

APPROPRIATE METHODS

- What is the candidate’s rationale for selection of methods in relation to context and issue?
- How does the candidate use methods appropriate to the goals, questions and context of the work?
- How does the candidate effectively apply the methods selected?
- Does the candidate modify procedures appropriately in response to changing circumstances?

SIGNIFICANT RESULTS

- How does the candidate’s work add consequentially to the discipline (as evidenced, in part, by blind, peer-reviewed publications), areas of practice, and to the community?
- How are these outcomes evaluated and by whom?
- Does the candidate’s work open additional areas for further exploration and collaboration?
- Does the candidate’s work make a contribution consistent with the purpose and target of the work over a period of time?

SAMPLE EVALUATION CRITERIA APPLICABLE TO TEACHING, RESEARCH, AND/OR SERVICE *(continued)*

EFFECTIVE COMMUNICATION/DISSEMINATION

- Does the candidate communicate and disseminate effectively to appropriate academic audiences, practice areas, community partners, and public audiences/forums consistent with the mission of the institution?

REFLECTIVE CRITIQUE

- How does the candidate critically evaluate and refine the work?
- What sources of evidence inform the critique?
- In what ways have the discipline, practice areas, and community partners’ perspectives informed the critique?



CES AS SERVICE

SPECIFIC DESCRIPTIONS

“Community engaged scholarship (CES) as service” is more than just volunteerism or providing a service to a community. It is a scholarly agenda that has four important components. It is:

- Collaboratively identified with community partners and utilizes faculty member’s academic expertise
- Co-developed to address relevant social problem or issue
- Subject to critical review by discipline-specific and community peers
- Publicly accessible such that results are disseminated to the public (for example through publication in journals, presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach, local conferences, community reports, video documentaries)

In addition, “Community engaged scholarship (CES) as service” calls for:

- Evidence of impact and/or contribution to the community
- The formation and maintenance of good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement



SPECIFIC DESCRIPTIONS OF SERVICE FROM FACULTY GUIDELINES

Promotion and Tenure Policy (May 18, 2009)
Morgridge College of Education, University of Denver
depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf

PROFESSIONAL OUTREACH AND SERVICE

Professional Service and Outreach, versus private or personal service, includes high quality contributions to projects or initiatives that support the public good mission of the University of Denver and the Morgridge College of Education. Professional service and outreach includes activities that are grounded in and informed by the faculty member’s disciplinary, interdisciplinary, or professional knowledge; addresses compelling intellectual questions; draws on the faculty member’s knowledge base; and contributes to knowledge bases of the candidate’s discipline, professional practice, interdisciplinary knowledge, and other communities of practice.

Portland State University
http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community based activities are those which are tied directly to one’s special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

SPECIFIC EVALUATION CRITERIA

INTRODUCTION TO SPECIFIC EVALUATION CRITERIA

In 1997, Dr. KerryAnn O’Meara wrote a paper for NERCHE entitled, *Rewarding Faculty Professional Service* that provides detailed criteria for evaluating professional service using faculty guidelines as source documentation. These are outlined here and are clearly useful when considering criteria for evaluating service as community engaged scholarship.

- Use of faculty expertise
- Clarity and appropriateness of goals and methods
- Effectiveness of communication and dissemination
- Significance of impact and results
- Originality and innovation
- Quality of reflection

These criteria largely reflect the criteria developed by Glassick for evaluating CES in research, teaching, and service. A further series of criteria were outlined and suggested to be more specific to service:

- Sustaining contribution and leadership
- Dynamic interaction of service, research and teaching
- Responsiveness to the needs of recipients/degree of collaboration
- Consistently ethical behavior

SAMPLE SERVICE EVALUATION CRITERIA FROM FACULTY GUIDELINES

Indiana University – Purdue University Indianapolis
2009-2010 P&T Guidelines. SECTION V: Professional and University Service
Faculty: Documentation of Professional and University Service
www.informatics.iupui.edu/files/2009-2010-IUPUI-PT-Guidelines.pdf

- Peer review within IUPUI and by disciplinary or professional peers at other universities or public settings is an essential component for evaluating all aspects of professional service, as it is for teaching and research.
- Evaluations effectiveness by clients, patients, and other recipients of or participants in professional service activities may be critically important as evidence that can be summarized and assessed by disciplinary peers. Evaluation of service impact may include outcome data for the population served, compliance with evidence-based practice guidelines, or comparative data from benchmark groups.

Portland State University
<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Faculty and departments should evaluate a faculty member’s community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship (see previous section). It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- Publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- Honors, awards, and other forms of special recognition received for community outreach
- Adoption of the faculty member’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Substantial contributions to public policy or influence upon professional practice
- Models that enrich the artistic and cultural life of the community
- Evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

SPECIFIC EXAMPLES

INTRODUCTION TO SPECIFIC EXAMPLES

The Engaged Scholarship Advisory Committee drew specific examples from the guidelines provided in this section, resulting in the following condensed examples of CES as Service:

- Forming and maintaining good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement
- Contribute to the definition or resolution of a relevant social problem or issue
- Use state-of-the-art knowledge to facilitate change in organizations or institutions
- Use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems
- Set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes
- Contribute to the evaluation of existing practices or programs
- Make substantive contributions to public policy

EXAMPLES OF SERVICE FROM FACULTY GUIDELINES

Morgridge College of Education, University of Denver
Promotion and Tenure Policy (May 18, 2009)
depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf

Professional Outreach and Service: Professional Outreach and Service shall include significant efforts (i.e., evidence of impact and/or contribution) which add to the professional knowledge or career of the individual and which are undertaken as a formal or quasi-formal representative of the University such as:

- Providing learning experiences that result in students having a positive impact on communities through service.
- Forming and maintaining good working relationships with community partners that have mutual benefits (e.g., grants, program development) and help build community and institutional capacity for engagement.

Portland State University
<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:

- Contribute to the definition or resolution of a relevant social problem or issue
- Use state-of-the-art knowledge to facilitate change in organizations or institutions
- Use disciplinary or interdisciplinary expertise to help groups/organizations in conceptualizing and solving problems
- Set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes
- Contribute to the evaluation of existing practices or programs
- Make substantive contributions to public policy
- Create schedules and choose or hire participants in community events such as festivals
- Offer professional services such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the universitys

EXAMPLES OF SERVICE FROM FACULTY GUIDELINES (continued)

Northern Kentucky University
www.nku.edu/~senate/docs/faculty_handbook.pdf

SERVICE TO THE UNIVERSITY, THE DISCIPLINE/PROFESSION, AND THE COMMUNITY

- Providing service to a local, regional, or global community or governmental agency, such as the P-12 community, non-profit agencies, economic development forces
- Facilitating or improving organizational development in the community
- Providing services to support or enhance economic development in the region
- Providing consulting services or technical assistance
- Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures, arts performances, art displays; participating on panels or symposia for public presentation
- Serving on boards, committees, commissions utilizing one’s disciplinary expertise
- Providing public writing services, including grant proposals and grant awards for an organization or community
- Other (to be added by the college or department)



CES AS TEACHING

SPECIFIC DESCRIPTIONS

“Community engaged scholarship (CES) as teaching” involves a two-step process:

1. “Adopting service learning as a pedagogical tool to enhance faculty’s teaching effectiveness and student learning” (see California State University – Long Beach faculty guidelines)
2. Sharing of insights about community impact, student learning and/or the teaching process with peers and colleagues to improve pedagogy in a field through the production of publicly-accessible scholarship (O’Meara)

In reference to 1 (above), *Adopting service learning as a pedagogical tool to enhance faculty’s teaching effectiveness and student learning*, service learning (by definition) is an innovative approach to fostering student learning. Additionally, service learning involves students in activities outside of the classroom. Faculty participate in the development of new course materials, reflection activities (papers, journals, in-class discussions, etc.) and often develop additional ways of assessing the wide range of student learning process and outcomes inherent in service learning curriculum (e.g. teaching others, learning by doing, diversity, citizenship, assessment) (California State University – Long Beach faculty guidelines).

The service-learning methodology provides a way for students to process and synthesize the impact of the service learning experience on their understanding of the course content (University of Utah faculty guidelines).



Adopting service learning as a pedagogical tool further involves:

- Developing more powerful curricula that provides students with a “real world” context for theory and discipline-specific knowledge, thereby helping students to retain more relevant information (California State University – Long Beach faculty guidelines)
- Integrating insight from disciplinary colleagues and pedagogy literature into course construction and research on learning outcomes (O’Meara)
- Raising students’ awareness about current social issues as they relate to academic areas of interest (California State University – Long Beach faculty guidelines)
- Engaging students in powerful, interactive classroom discussions that invite new perspectives and personal experiences (California State University – Long Beach faculty guidelines)
- Developing students’ critical thinking, writing, and interpersonal communication skills (California State University – Long Beach faculty guidelines)
- Helping students learn about the complexities of social injustices and systemic problems
- Increasing awareness of students’ community and community needs (California State University – Long Beach faculty guidelines)
- Broadening students understanding of civic involvement, even though students may also focus on career preparation (University of Utah)

In reference to 2 (on previous page), *The sharing of insights about student learning and the teaching process with peers and colleagues to improve pedagogy in a field through the production of publicly-accessible scholarship*, “Community engaged scholarship (CES) as teaching” as the name suggests, must entail the production of scholarship aimed at addressing community issues AND expanding our understanding of service learning pedagogy. In addition to reporting on the goals, methodology and outcomes of the service learning project, it is important that this scholarship provides a description of the service learning pedagogy and a reflection of its effectiveness. To this end, the use of assessment measures of student learning and engagement is recommended. Finally, the report can take many forms (e.g. journal article, community report, video documentary, conference proceeding) and must be accessible for public review.

SAMPLE DESCRIPTIONS FROM FACULTY GUIDELINES

California State University – Long Beach
<http://www.csulb.edu/divisions/aa/personnel/evaluations/rtp/documents/CSLC%20Vals%20RTP.pdf>

TEACHING – ADOPTING SERVICE LEARNING AS A PEDAGOGICAL TOOL ENHANCES FACULTY’S TEACHING EFFECTIVENESS BY:

- Developing more powerful curricula that provides students with a “real world” context for theory and discipline-specific knowledge, thereby helping students to retain more relevant information
- Raising students’ awareness about current social issues as they relate to academic areas of interest
- Engaging students in powerful, interactive classroom discussions that invite new perspectives and personal experiences
- Developing students’ critical thinking, writing, and interpersonal communication skills
- Helping students learn about the complexities of social injustices and systemic problems
- Increasing awareness of students’ community and community needs

In terms of enhancing criteria for instructionally related activities, service learning (by definition) is an innovative approach to fostering student learning. Additionally, service learning (by definition) involves students in activities outside of the classroom. Faculty participate in the development of new course materials, reflection activities (papers, journals, in-class discussions, etc.) and often develop additional ways of assessing the wide range of student learning process and outcomes inherent in service learning curriculum (e.g. teaching others, learning by doing, diversity, citizenship, assessment, etc.).

SPECIFIC EVALUATION CRITERIA

INTRODUCTION TO SPECIFIC EVALUATION CRITERIA

Criteria for evaluating CES as teaching recognize the following attributes of success:

- Students learn to apply theoretical constructs and practical methods to concrete situations
- Students are emotionally challenged in a process of examining and deepening values and capacity for empathy
- Students become familiar with new ways of framing social problems
- Students become familiar with new ways of using personal and collective resources to address social problems
- Students are encouraged to appreciate capacities for agency in themselves and others
- Students are held accountable for the quality of their work by people other than the instructor, including each other and community partners
- Teaching experience, including description and analysis of pedagogy, is documented and disseminated

SAMPLE EVALUATION CRITERIA FROM FACULTY GUIDELINES

University of Utah
<http://www.compact.org/advancedtoolkit/pdf/utah.pdf>

EVALUATING SERVICE-LEARNING AS A COMPONENT OF TEACHING IN THE TENURE PROCESS

- Purpose: This document suggests criteria by which an interested department could effectively evaluate a faculty member’s service-learning contributions in the teaching component of the tenure process.
- Rationale: Service-learning is a teaching methodology which links classroom learning and community service to enrich learning experiences and emphasize civic responsibility. Through service-learning experiences, students develop a sense of responsibility for their community and help to meet un-met societal needs. This document suggests criteria and documentation for service-learning in the evaluation of teaching.

Suggested criteria for evaluating a faculty member’s Service-Learning teaching contributions:

- The service-learning contributions relate to the faculty member’s area of scholarship.
- The faculty members service-learning contributions are responsive to a recognized need of individuals, organizations or other entities on campus and/or in the community and have significant and lasting impact.
- Service-learning interactions are carried out in partnership with the community being served.
- The faculty member demonstrates that his/her students have provided a needed service to members of the community at large rather than an exclusionary group.
- The service-learning methodology provides a way for students to process and synthesize the impact of the service learning experience on their understanding of the subject matter of the class
- The faculty member demonstrates that he/she has broadened students’ understanding of civic involvement, even though students may also focus on career preparation.
- The faculty member acts as role model for students and other faculty, especially in developing the student’s understanding of the importance of community involvement.

Portland State University
<http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf>

3. TEACHING, MENTORING, AND CURRICULAR ACTIVITIES (TEACHING)

- The results of supervision of service learning experiences in the community
- Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning

SPECIFIC EXAMPLES
INTRODUCTION TO SPECIFIC EXAMPLES

This section provides examples of CES as Teaching found in the faculty handbook at the Northern Kentucky University.

SPECIFIC EXAMPLES FROM FACULTY GUIDELINES

Northern Kentucky University
http://www.nku.edu/~senate/docs/faculty_handbook.pdf

1. TEACHING

NKU strives for excellence in teaching with a focus on student learning.

B. RANGE OF ACTIVITIES

- Effective presentations, whether in lecture, laboratory, studio, or other venues.
- “Active learning” pedagogy, such as use of active-learning techniques and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, and student polling; integration of service learning and other community-based learning into courses; direction of laboratory-based student research, supervision of internships and co-op experiences; study abroad activities.
- Engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes, but is not limited to, service learning and other community-based learning experiences, internships and co-op experiences, and involvement in community-based research or other special projects.



CES AS RESEARCH

SPECIFIC DESCRIPTIONS

“Community engaged scholarship (CES) as research” refers to scholarly collaboration with community partners which enacts, deepens understanding of, or creates knowledge within academic disciplines at the same time that it addresses community concerns. The designation of community engaged scholarship (CES) as research both reflects and challenges the traditional emphasis on peer-reviewed journal articles and conference proceedings. One avenue of expression is for quality CES as research a) to be “packaged” in familiar formats (such as journal articles) and b) to be evaluated and recognized by academic peers and published in peer-reviewed journals. On the other hand, institutions which value CES also acknowledge that CES as research will often *not* lend itself to being presented as a journal article (at least in most disciplines) and/or that approaches and constructs will be sufficiently unfamiliar to, or undervalued by, traditional academic communities that it will not be favorably viewed (even in journal article format). Additionally, these institutions recognize that in the case of CES as research the most expert “peers” may well be found outside of academia, particularly in the organizations and communities with which the research has been conducted.

These same attributes (exploring new paradigms and contexts, establishing new applications) that create challenges for evaluation also reflect the underlying value of CES research within disciplines, for the institution, and for communities. The effort to articulate and incorporate standards for quality CES as research therefore often results in clearer and more refined statements of evaluation criteria which can be applied to all scholarship or creative activities. The examples of evaluation criteria included here all reflect (to varying degrees) the inclusion of discovery, interpretation, integration and application as four equally legitimate expressions of scholarship (see the Portland State University and DePaul University criteria, on next page).



SPECIFIC DESCRIPTIONS FROM FACULTY GUIDELINES

Portland State University
http://pdx.edu/sites/www.pdx.edu.oaa/files/P&T%20guide%206-09%20b.pdf

C. SCHOLARSHIP

The term scholar implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are presented below in no particular order of importance) apply equally to Research, Teaching, and Community Outreach.

1. Discovery: Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.

1. Integration: Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

1. Interpretation: Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

2. Application: Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

DePaul University
https://oaa.depaul.edu/_content/what/documents/FCHandbook_Chap3_2010.pdf

SCHOLARSHIP, RESEARCH AND/OR OTHER CREATIVE ACTIVITIES

Scholarship, research and/or other creative activities are expected of each faculty member throughout their professional life. For appointments to tenure track positions, there should be strong indications of the candidate’s potential for these pursuits. Throughout the probationary years, faculty members should also be able to demonstrate success at completing projects and disseminating the results of these projects in the academic and artistic area beyond DePaul. Evidence concerning scholarly contributions for the creative products should include:

A complete professional curriculum vitae

Assessment of these contributions by professional peers and other experts in the field

Self-assessment concerning scholarly growth and development

DEFINITION

Scholarship encompasses four separate but overlapping functions:

The advancement of knowledge through original discovery, usually within the context of a disciplinary field and practice, such that a significant contribution is made to the stock of human knowledge and the intellectual climate of the university

The integration of knowledge through cross- and multi-disciplinary investigations, through placing results of disciplinary research into broader frameworks of interpretation, by discovering the boundaries where older fields of inquiry converge and require a new field to develop

The application of knowledge in responsible ways to consequential problems of contemporary society, the larger community, so that one’s scholarly specialty informs and is informed by interactions with that community

The representation and communication of knowledge through the development of pedagogical methods and tools that reflect on and enhance the intellectual community

SPECIFIC EVALUATION CRITERIA

INTRODUCTION TO SPECIFIC EVALUATION CRITERIA

- Specific evaluation criteria for CES as research reviewed by the Engaged Scholarship Advisory Committee tend to:
- Build on traditional mechanisms of peer-review by creating opportunities for rigorous review by non-academic experts

Require clear statement of need and relevance at both disciplinary and community levels

Require linkages to and explanation of contribution to existing scholarship in the academic field

Require presentation and dissemination among academic and community circles and not necessarily require peer-reviewed journal publication

Require adherence to scholarly standards of ethics

Morgridge College of Education, University of Denver
Promotion and Tenure Policy (May 18, 2009)
depts.washington.edu/ccph/.../APT_policy_Final_May_18_2009.pdf

SCHOLARSHIP AND CREATIVE ACTIVITIES

Internal evaluation of the quality and impact of the candidate’s scholarship by the Appointments, Promotion and Tenure Committee is supplemented by letters and critical reviews from nationally recognized experts in the candidate’s discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service. When appropriate, candidates may select reviewers from settings outside the academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy or organizational ends.

COMMUNITY PEER REVIEW

Community Peer Review is appropriate to assess:

The effectiveness of collaborative research methods

The impact of applied research on publics

The overall professional outreach and service to the community or organization

Such review should be used as part of the overall review of candidates’ work and in conjunction with traditional criteria and reviewers.

D. QUALITY AND SIGNIFICANCE OF SCHOLARSHIP

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Quality and significance of scholarship are over-arching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to faculty accomplishments resulting from research, teaching, and community outreach. A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

1. CLARITY AND RELEVANCE OF GOALS

A scholar should clearly define objectives of scholarly work and clearly state basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

- Research or community outreach projects should address substantive intellectual, aesthetic, or creative problems or issues within one’s chosen discipline or interdisciplinary field. Clear objectives are necessary for fair evaluation.
- Teaching activities are usually related to learning objectives that are appropriate within the context of curricular goals and the state of knowledge in the subject matter.

2. MASTERY OF EXISTING KNOWLEDGE

A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others, conduct meaningful research, and provide high quality assistance through community outreach depends upon mastering existing knowledge.

- As researchers and problem solvers, scholars propose methodologies, measures, and interventions that reflect relevant theory, conceptualizations, and cumulative wisdom.
- As teachers, scholars demonstrate a command of resources and exhibit a depth, breadth, and understanding of subject matter allowing them to respond adequately to student learning needs and to evaluate teaching and curricular innovation.

3. APPROPRIATE USE OF METHODOLOGY AND RESOURCES

A scholar should address goals with carefully constructed logic and methodology.

- Rigorous research and applied problem solving requires well-constructed methodology that allows one to determine the efficacy of the tested hypotheses or chosen intervention.
- As teachers, scholars apply appropriate pedagogy and instructional techniques to maximize student learning and use appropriate methodology to evaluate the effectiveness of curricular activities.

4. EFFECTIVENESS OF COMMUNICATION

Scholars should posses effective oral and written communication skills that enable them to convert knowledge into language that a public audience beyond the classroom, research laboratory, or field site can understand.

- As researchers and problem solvers, scholars make formal oral presentations and write effective manuscripts or reports or create original artistic works that meet the professional standards of the intended audience.
- As teachers, scholars communicate in ways that build positive student rapport and clarify new knowledge so as to facilitate learning.

They also should be able to disseminate the results of their curricular innovations to their teaching peers. Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops.

5. SIGNIFICANCE OF RESULTS

Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. Customarily, peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts) evaluate the significance of results.

- As researchers, teachers, and problem-solvers, scholars widely disseminate their work in order to invite scrutiny and to measure varying degrees of critical acclaim. They must consider more than direct user satisfaction when evaluating the quality and significance of an intellectual contribution.
- Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholars should widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.
- As teachers, scholars can make a difference in their students’ lives by raising student motivation to learn, by developing students’ life-long learning skills, and by contributing to students’ knowledge, skills, and abilities. Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt these approaches.

6. CONSISTENTLY ETHICAL BEHAVIOR

Scholars should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior. For example, ethical behavior includes following the human subject review process in conducting research projects and properly crediting sources of information in writing reports, articles, and books.

SPECIFIC EXAMPLES
IV. INTRODUCTION TO SPECIFIC EXAMPLES

This section provides examples of CES as research found in the faculty handbook at the Northern Kentucky University.

SPECIFIC EXAMPLES FROM FACULTY GUIDELINES

2. SCHOLARSHIP AND CREATIVE ACTIVITY

NKU is strongly committed to the scholarship of discovery, integration, engagement, and teaching and to creative activity in all its diverse forms. NKU’s commitment to public engagement and our metropolitan location provides specific opportunities for new and evolving forms of research, including research that draws on and supports its environment.

B. RANGE OF ACTIVITIES

There may be activities that qualify for more than one of the following categories. This list is not meant to be required of all faculty, but to indicate the broad range of scholarship and creative activity possible.

- Scholarship of Discovery, including basic and applied research; development and application of theory.
- Scholarship of Integration, including interdisciplinary research; new interpretations of current knowledge; integration of knowledge from diverse sources.
- Scholarship of Engagement, including community-based research, technical assistance, demonstration projects, impact assessment, and policy analysis; scholarly work relating to the study or promotion of public engagement.
- Scholarship of Teaching, including applied research regarding various pedagogies, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one’s own classroom.
- Creative Activity, including performances, exhibitions, and creation of original work.



REFLECTION

ONE FACULTY MEMBER’S WORK THAT REFLECTS ON HOW CES OFTEN INTERSECTS SERVICE, TEACHING, AND RESEARCH

DR. LAUREN ROSENBERG

The Engaged Scholars Advisory Committee believes that community-engaged faculty integrate research, teaching, and service in their scholarship. In other words, we argue for an alternative definition of scholarship that recognizes the intersections of research, teaching, and service in the work we do. Below, we trace a service-learning project through the lenses of teaching, research, and service to show how one project operates on all three levels.

This project was conducted by Lauren Rosenberg at Eastern Connecticut State University as a component of a First Year Writing Course. For two years, in three developmental sections of a first year writing course, Rosenberg designed and taught a curriculum that included a service-learning project. Students worked with Latino entrepreneurs who were establishing local businesses in the town of Willimantic, CT, to create business plans together. By challenging students to produce real world writing in partnership with local business people, Rosenberg believed they would gain a greater understanding of their multiple purposes as college writers.

It is worth noting that Rosenberg’s department recognized the value of her community-engaged scholarship that wove together research, teaching, and service, as “valuable and commendable,” and included a discussion of these activities in their evaluation of her for renewal and later for promotion and tenure.



COMMUNITY-BASED TEACHING

This course exemplified community-based teaching. Since College Writing Plus is a developmental writing course, students who may have been labeled as “weak” writers throughout their educational careers were positioned as experts and consultants as they offered research and writing skills to local business people. In return, students ventured out of the university and became involved with the surrounding town and local culture.

RESEARCH

Rosenberg shared the results of this service-learning project at professional meetings. Along with her community partner, George Hernandez, she gave a talk about the project at two meetings for faculty at Eastern and to community members in Willimantic. Rosenberg presented a paper at the Council of Public Liberal Arts Colleges (COPLAC) Annual Conference with the Director of Eastern’s Center for Community Engagement. The presentation to an audience of college presidents, provosts, and deans was on the topic of how Student Affairs and Academic Affairs can work together. It focused on this service-learning course as an example of such collaboration.

SERVICE

This service-learning project provided service to community members, service to Rosenberg’s department and service to her university as it sought to deepen its relationships within its surrounding community. Over the course of the project, Rosenberg and her community partner, George Hernandez, Regional Small Business Specialist at the Windham County CT Spanish American Merchants Association, developed an important reciprocal relationship. Rosenberg and Hernandez designed a project that would meet her course objectives and that would help him teach business start-up classes to entrepreneurs in the Willimantic area. Some of the business plans begun in the classes were submitted to banks and other loan agents.

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