

Community Engaged Scholarship for ARPT

Resources for SALA scholars and reviewers

21 May 2024

SALA has identified in its 2023 Strategic Directions that “design for impact” (including equity, justice, climate change, and progress) and “engage people and communities” (including external communities) are priorities for the school. Further, our recent hiring demonstrates the value we see in scholarship that leans into community engagement, though our ARPT processes have not adapted. Put another way, while our institution and school have identified values to aspire to, our expectations as faculty for what constitutes scholarship excellence and the ARPT processes we follow have not adapted to align with those values. To prepare for what this means for us as a school (providing guidance to scholars moving through ARPT and for reviewers evaluating ARPT cases), the EDI Committee has prepared this document and accompanying resources as a first step to begin shifting our framework for understanding the value of community engagement through the ARPT process.

Defining Community Engagement

“The Carnegie Foundation for the Advancement of Teaching defines community engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

“The purpose of community engagement is the partnership—of knowledge and resources—between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Community engagement “describes activities that are undertaken with community members using particular processes of *reciprocity* in relationships and *epistemic inclusion*. In reciprocal and epistemically inclusive partnerships, there are collaborative community–campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.”¹

Because these definitions note the issues of equity and inclusion in this realm, SALA’s EDI Committee is offering this document and associated resources as an invitation to begin reconsidering how we can best support high quality community-engaged scholarship in SALA.

¹ Carnegie Foundation for the Advancement of Teaching and American Council on Education, “Elective Classification for Community Engagement Guidebook,” March 2024, p.1, <https://carnegieclassifications.acenet.edu/wp-content/uploads/2024/03/Guidebook-2026-Community-Engagement-FirstTime.pdf> Note that there is a Canadian equivalent currently under development; until its launch the Carnegie Foundation most clearly articulates the purposes of community engagement for most North American and Commonwealth contexts.

Understanding Community-Engaged Research at UBC:

Different groups on campus and strategic plans/frameworks are involved in the realm of community engagement. Here are the key ones:

UBC Partnering in Research

- <https://communityengagement.ubc.ca/our-work/partnering-in-research/>
- ““Partnering in Research” (PiR) is a collaborative venture between the [Knowledge Exchange Unit](#) of UBC’s Vice President Research and Innovation, and the [Office of Community Engagement](#) under the Vice President External Relations.” They offer “regular programs that uphold and promote excellence in partnered research across UBC.”

UBC Community Engagement

- <https://communityengagement.ubc.ca/>
- Their focus is external, on building partnerships: “The Community Engagement office at UBC supports university and community partners to work together, bringing the full force of our combined experiences, expertise and knowledge to advance a more just and sustainable society.”
- They have annual funding to support partnerships: <https://communityengagement.ubc.ca/our-work/cues-fund/>

UBC Knowledge Exchange (KX)

- <https://kx.ubc.ca/>
- Their focus is internal, on capacity building: “The UBC Knowledge Exchange Unit builds capacity among researchers, students and staff across disciplines to develop and share impactful knowledge through connections and exchange with communities, government, not-for-profit organizations and the general public.”

UBC Strategic Equity and Anti-Racism Framework (StEAR)

- Includes guiding principle 3 (of 6): “Meaningful and ethical community engagement: ensuring ongoing consultation with, transparent communication to, and meaningful recognition of contributions of historically, persistently, or systemically marginalized groups”
- <https://equity.ubc.ca/stear-framework-and-roadmap-for-change/>

UBC Applied Science Strategic Plan

Identified priorities that relate to community engagement, including:

- Inclusive Leadership & Respectful Engagement
- Solutions for People
- Thriving Cities & Communities

2020 UBC Indigenous Strategic Plan

- Goal 3: “Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples’ self-determination.”
- Action 10: “Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.”

Relevant events at UBC and their resources:

2023 UBC Partnering in Research Conference

- Conference website: <https://communityengagement.ubc.ca/news-events/report-ubcs-2023-partnering-in-research-conference/>
- See specifically Calls to Action from the event here (asking UBC to do more to support community engaged research): <https://communityengagement.ubc.ca/news-events/report-ubcs-2023-partnering-in-research-conference/#PiRubcCallsToActions>

2024 UBC Defining and Describing Community-Engaged Scholarship for Promotion and Tenure

- This event focused on strategies for aligning C-E scholarship with existing ARPT processes, and also noted the areas where there is work to do. It laid out some best practices around partnerships that are both mutually beneficial and reciprocal as the gold standard for evaluating community partnerships. It described the interconnectedness of research, teaching, and service for community-engaged scholars, and the three levels of community engagement (focused, placed, engaged).
- Speaker: Emily Janke, University of North Carolina at Greensboro
- Recording: <https://ubc.zoom.us/rec/share/DwC3J44j6rPP1stE1LxSs9FpfnGK9nQHPPoovJuW0OTQPEMnDFPldd3eXH0R2LbI.ZOpBXWaTgZ5lWr4c?startTime=1716311970000>
Passcode: nAD7^!0r
- Slides: [240521 Emily Janke - C-E scholarship for ARPT_UBC.pdf](#)
- Handout, "Talking about Process": [2024 Emily Janke - UNCG Talking-about-Process-for-C-E.pdf](#)
- Shared resources included below

Resources for Defining Community-Engaged Scholarship for ARPT

The following is a list of key resources for understanding how to define and describe community-engaged scholarship in the context of Appointments, Reappointments, Promotions and Tenure (ARPT). These resources cover what it is, why we should do it, and how we should do it.

Carnegie Classification for Community Engagement

- This classifies a university as having made an extraordinary contribution to their public purpose in a specialized area like C-E. Its documents are the gold standard for understanding best practices in C-E research. Website: <https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/> and [Guidebook](#) (introduction of which clearly defines the processes supporting reciprocity in relation to outputs, outcomes, and processes).
- Note this classification is US-based but a Canadian equivalent is in the works

Findings from the RPT Project, Scholarly Communications Lab, aka ScholCommLab,

- Joint initiative of SFU and UOttawa
- Includes a great clear language, visual digest outlining the big picture of research assessment: <https://www.scholcommmlab.ca/2022/05/04/findings-from-the-rpt-project/>

Emily Janke, University of North Carolina at Greensboro

- Institute for Community and Economic Engagement, Scholarly Resources (includes great set of resources for documenting and/or evaluating C-E research): <https://communityengagement.uncg.edu/scholarly-resources/>

- Slides from her presentation: [240521 Emily Janke - C-E scholarship for ARPT UBC.pdf](#)

Canadian Examples on Rewarding Community-Engaged Scholarship in ARPT

- <https://communityengagement.ubc.ca/pt/>

Faculty Engaged Scholarship: Setting Standards and Building Conceptual Clarity

- White paper by Lynn Blanchard and Andrew Furco with a case study of two public research universities' approach to C-E:
<https://cdr.lib.unc.edu/concern/generals/kd17d292p?locale=en>

Research Impact as Ethos, RMIT University

- White paper, July 2020
- <https://next.rmit.edu.au/wp-content/uploads/2020/09/Rickards-et-al-2020-Research-Impact-as-Ethos-1.pdf>

Modernizing Scholarship for the Public Good: An Action Framework for Public Research Universities

- White paper from the Association of Public Land & Grant Universities, November 2023
- <https://www.aplu.org/news-and-media/news/aplu-releases-roadmap-for-advancing-publicly-engaged-scholarship/>

Scan of Promising Efforts to Broaden Faculty Reward Systems to Support Societally-Impactful Research

- Pew Trust, white paper, October 2023
- <https://www.pewtrusts.org/en/research-and-analysis/white-papers/2023/10/universities-take-promising-steps-to-reward-research-that-benefits-society>