

Community Engagement & ARPT

SALA Equity, Diversity, & Inclusion Committee, 29 May 2024



Defining Community Engagement

“The purpose of community engagement is ... to enrich scholarship ... ; enhance curriculum, ...; 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.”

– Carnegie Foundation for the Advancement of Teaching and American Council on Education, “Elective Classification for Community Engagement Guidebook,” March 2024

What is *epistemic inclusion* and *reciprocity*?

Epistemic Inclusion / Epistemological Justice

Examines the persistent in/exclusion of one's contributions to knowledge

Reciprocity as Epistemic inclusion is

Advocating for acknowledging diverse forms of knowledge production beyond traditional academic measures.

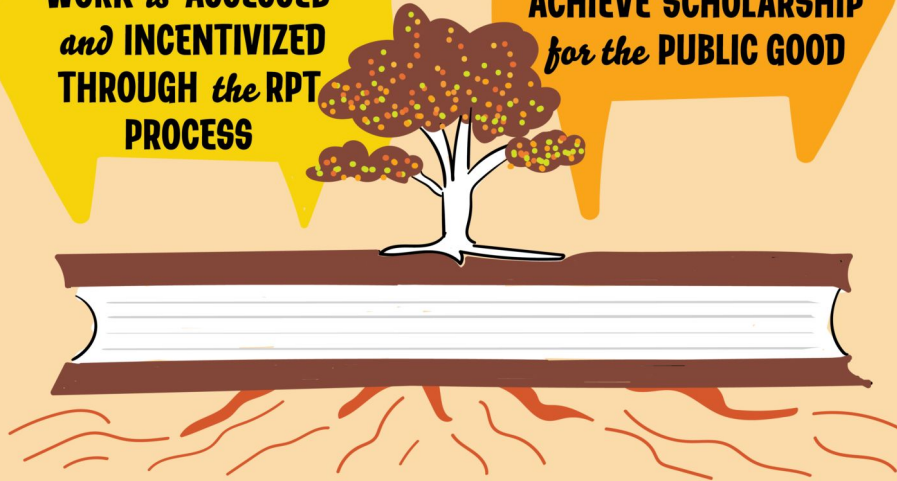
- Valuing experiential knowledge, community wisdom, and indigenous knowledge systems.
- Encouraging inclusivity and recognizing the multiplicity of ways in which knowledge is created and shared.

A CLEAR DISCREPANCY BETWEEN

**HOW FACULTY
WORK *is* ASSESSED
and INCENTIVIZED
THROUGH *the* RPT
PROCESS**

vs.

**The STATED GOALS of
INSTITUTIONS *to*
ACHIEVE SCHOLARSHIP
for the PUBLIC GOOD**



**A REMINDER of HOW ENTRENCHED TRADITIONAL
MODES of SCHOLARSHIP ARE *in* ACADEMIA**

The DEMANDS of FACULTY WORK are **INCREASINGLY COMPLEX**, REQUIRING MANY to **JUGGLE** and NAVIGATE CONFLICTING PRIORITIES



For THOSE LOOKING to SUCCEED in TODAY'S ACADEMIC ENVIRONMENT, the **RPT PROCESS PROVIDES GUIDANCE** and in MANY WAYS **DEFINES the ROAD to SUCCESS**



★ REVIEW, PROMOTION & TENURE (RPT):
THE PROCESS OUTLINING KEY REQUIREMENTS, ELIGIBILITY and CRITERIA for FACULTY PROMOTION and TENURE



By **STUDYING** the RPT PROCESS, WE CAN BETTER UNDERSTAND **HOW SCHOLARSHIP is REWARDED** and WHERE THERE is **OPPORTUNITY for CHANGE**

Rethinking RESEARCH ASSESSMENT for the GREATER GOOD

An OVERVIEW by JUAN P. ALPERIN, ERIN C. MCKIERNAN, MEREDITH T. NILES & LESLEY A. SCHIMANSKI

LET'S SHIFT the FOCUS from STATUS to VALUES & RECOGNIZE, REWARD & EMBED PUBLIC SCHOLARSHIP as a FOUNDATIONAL CRITERIA for SUCCESS in ACADEMIA



WE NEED to **IMPROVE** and **EVOLVE** HOW OUTPUTS of SCHOLARLY RESEARCH are EVALUATED



The FOCUS SHOULD be on the QUALITY of **INDIVIDUAL WORK**, not JOURNAL-LEVEL METRICS



VALUE of NON-TRADITIONAL SCHOLARLY OUTPUTS for PROMOTION and TENURE

FACULTY PUBLISHING VALUES and THEIR RELATIONSHIP to RPT EXPECTATIONS

USE of JOURNAL IMPACT FACTOR in RPT DOCUMENTS



SIGNIFICANCE of PUBLIC DIMENSIONS of FACULTY WORK in RPT DOCUMENTS

LEARN MORE at

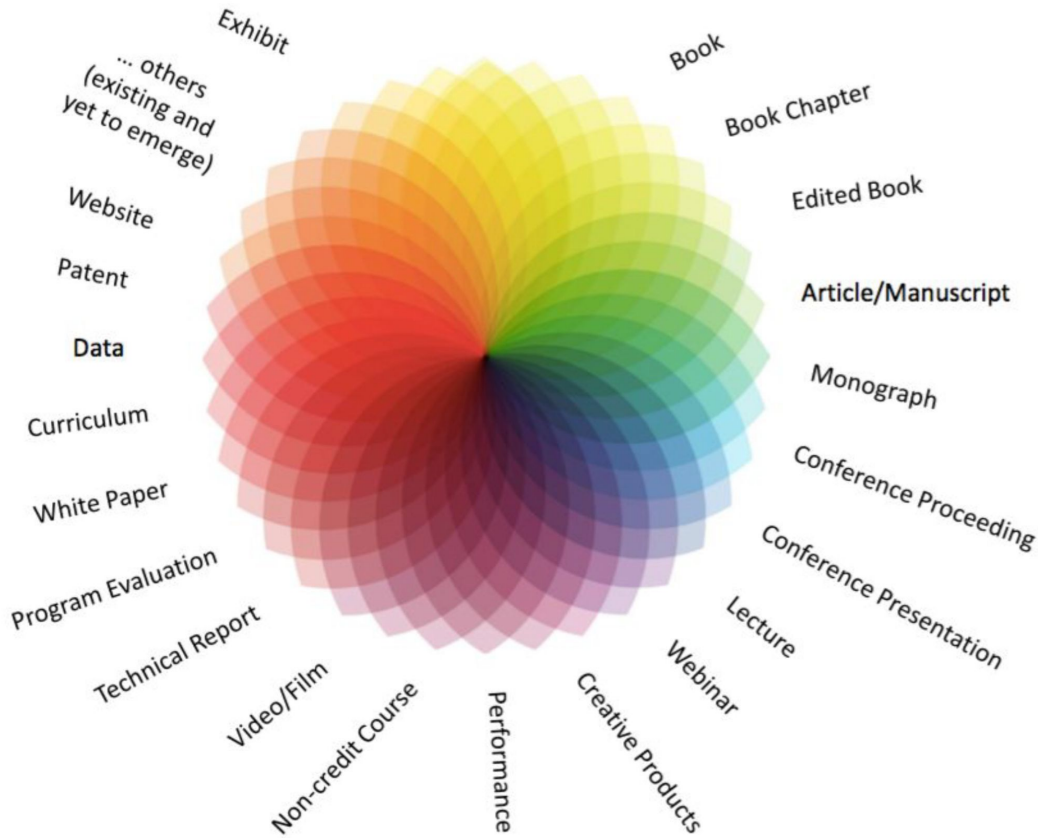
Indicators of quality for all scholarly work

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

UBC defines Indigenous Scholarly Activity

For Indigenous scholarly activity (Article 4.03 of the Agreement) “evidence may include a diverse set of outputs outside the general norms of any given discipline, such as but not limited to curation or creation of artistic or cultural exhibits, significant oral dissemination of research, policy development, and community engaged scholarship under the ownership of Indigenous nations. Evidence of oral dissemination shall be accessible for peer review and demonstrate impact.”

Expressions of Scholarship



Community engagement is characterized in three ways:



OUTPUT: *Activities & Artifacts*

Community engagement is described by what is produced, delivered, or supplied, such as activities (e.g., service-learning class, internship, presentation, outreach event) and artifacts developed (e.g., policy recommendations, book/monograph, program, article, curriculum, data set).



OUTCOME: *Purpose & Values*

Community engagement is described by the purpose, the expected or achieved contributions to populations or stakeholders, or the values, the principled intentions that drive efforts to engage.



PROCESS: *Relationship & Epistemic Inclusion*

Community engagement is described by the relationship, the ways in which partners work together (e.g., collaboration, reciprocity, mutual benefit), or epistemology, the primacy of community members in the co-construction of and sharing of knowledge.

Community engagement is characterized in three ways:

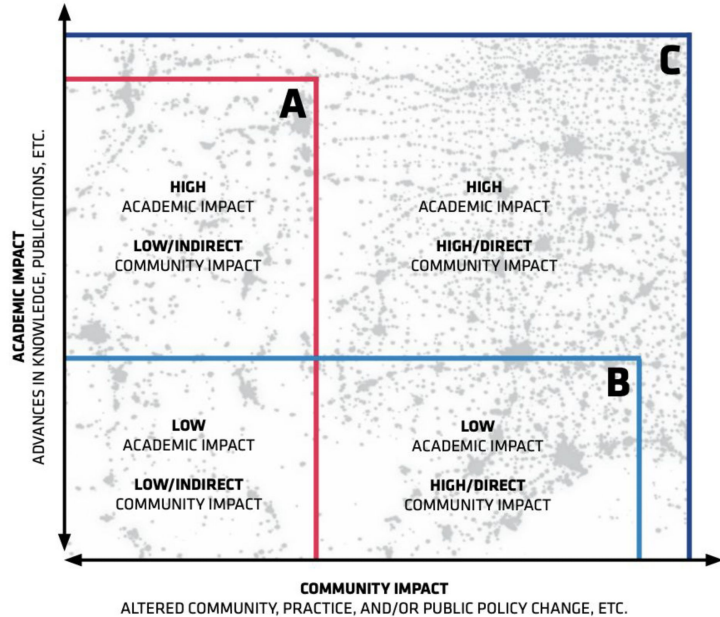
Community engagement is described by what is

or supplied, such as activities in class, internship, presentation, artifacts developed (e.g., policy book/monograph, program, curriculum, data set).

Community engagement is described by the purpose, expected or actual contributions to populations or communities, or the values, the beliefs, and attitudes that drive efforts to engage.

Community engagement is described by the nature of the relationship, the ways in which community members come together (e.g., collaboration, partnership, mutual benefit), or the nature of the relationship and the primacy of community members in the co-construction of knowledge and sharing of knowledge.

OUTCOMES OF ENGAGED RESEARCH

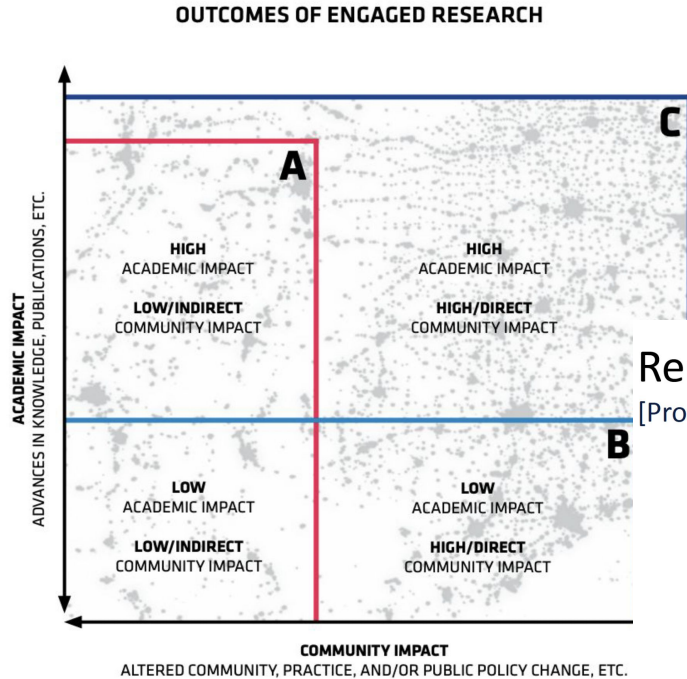


Relationship & Epistemic Inclusion

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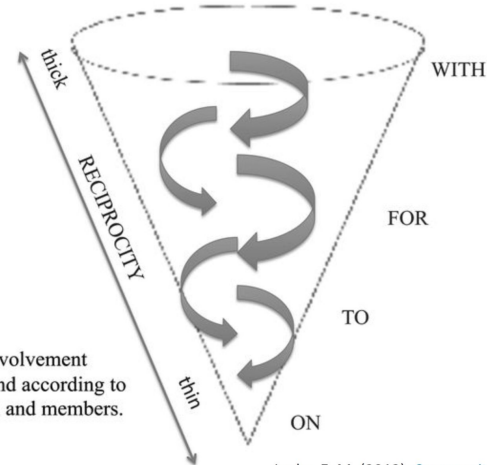
Community engagement is described by what is or supplied, such as activities class, internship, presentation, artifacts developed (e.g., policy book/monograph, program, curriculum, data set).

ent is described by the purpose,



Reciprocity [Process]

Cone of Engagement



The type and level of involvement will change over time and according to phase, activity, purpose, and members.



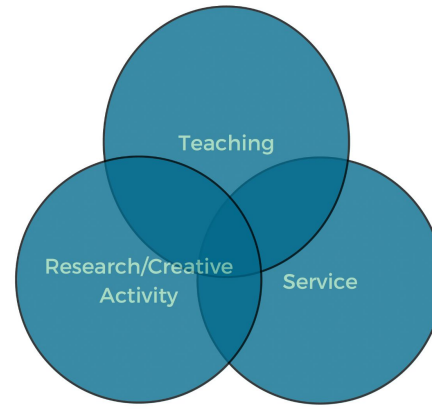
Relationship & Epistemic Inclusion

Community engagement is characterized in three ways:

Community engagement is described

or supplied, such as in a classroom, internship, or research project. It can be through artifacts developed, such as a book/monograph, or through curriculum, data sets,

ent is described by the purpose,



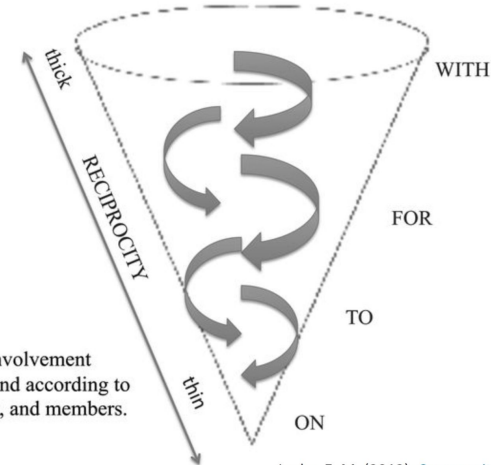
INTEGRATION

Faculty frequently accomplish multiple work roles simultaneously

Cone of Engagement

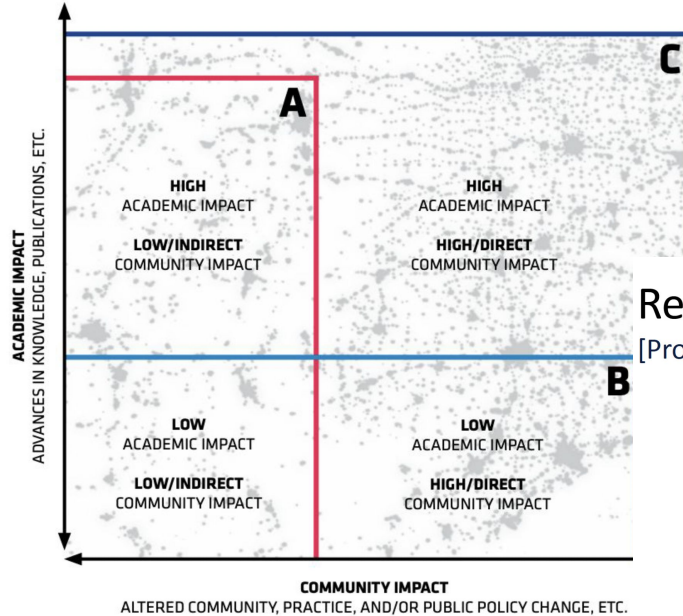
Reciprocity

[Process]



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OUTCOMES OF ENGAGED RESEARCH



Relationship & Epistemic Inclusion



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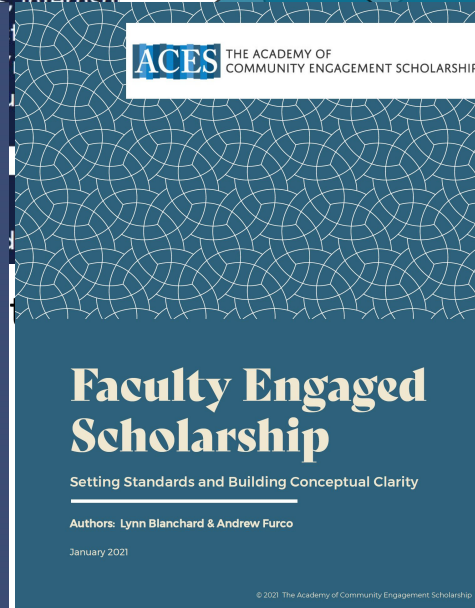
OUTCOMES OF ENGAGED RESEARCH

Community engagement is described as... or supplied, such as... class, internshi...

Teaching



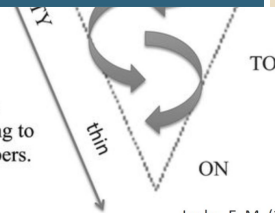
Modernizing Scholarship for the Public Good:
An Action Framework for Public Research Universities



ALTERED COMMUNITY, PRACTICE, AND/OR PUBLIC POLICY CHANGE, ETC.

Relationship & Epistemic Inclusion

The type and level of involvement will change over time and according to phase, activity, purpose, and members.



Janke, E. M. (2013). [Community p](#)