

**Civic Engagement Recommendations on Scholarship Criteria  
for CLA Committee on Faculty  
FINAL 5/16/16**

**Summary Statement:** Civic Engagement scholarship and its aligned methodologies pose alternatives to the traditional peer reviewed journal article or book as the dominant standard for evaluating scholarship for promotion and tenure. Terminology referring to civic engagement scholarship is fluid and evolving, including terms such as public scholarship, community-engaged scholarship, and community-based participatory research. Drew University refers to this work as “scholarship of praxis.” Civic Engagement (CE) scholarship aligns with Drew’s Mission by seeking to “add to the world’s good by responding to the urgent challenges of our time.” A widely accepted definition of Civic Engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting quality of life in a community, through both political and non-political processes” (Ehrlich, ed. *Civic Responsibility and Higher Education*) For additional definitions SEE APPENDIX.

Core components of community-engaged research, scholarship, and creative work include the active participation of community partners in the design, execution, analysis, and dissemination of the project or program. The expertise and experience of community participants is recognized and respected, as is that of the academic professional. Engaged scholarship frequently crosses disciplinary lines, since the problems and issues it addresses do not generally conform to academic boundaries. As a result of the collaborative, multifaceted nature of effective academic/community partnerships, high quality CE scholarship frequently exhibits the following attributes:

- Multiple authors, creators, presenters. Single authored products are the exception rather than the rule
- Integration of research and practice from multiple constituencies: faculty-directed student research, integration of scholarship and praxis in the context of community-based learning classes, and community-partner participation in all phases of a project.
- Loose or absent connection to standard disciplinary outlets for dissemination in preference to broader public exposure in the interest of impact on the issues and in the communities targeted

**Category 1: Primary published or exhibited work.**

CE scholarship may or may not be most effectively judged and disseminated via discipline-based publications. Indications of high quality and high impact engaged scholarship often take the following forms:

- A successful grant proposal to a foundation or government agency with a track record of funding in the proposal area
- A publically disseminated report that achieves significant visibility (as measured by, for example, requests for copies, downloads, and evidence of impact on policy and practice) of research findings, evidence-based policy recommendations, or description and evaluation of programs designed and implemented—particularly reports detailing the impact of the work on the issues or communities targeted

- Informational resources for the use of community members and partner organizations
- Websites, software, creative work such as exhibits or performances, or other products that further the goals of the target community or population
- Publication in peer reviewed journals in field of engagement scholarship (see list on the Engagement Consortium Scholarship website)
- Presentation at international, national or regional conferences, whether in the discipline of the candidate or in the field of CE scholarship (e.g. Campus Compact, Imagining America, Community-Campus Partnerships for Health, International Association for Research on Service-Learning and Community Engagement (IARSLCE))

**Category 2: Secondary published or exhibited works.**

Highly valued work that supports the development and stewardship of partnerships, builds community capacity to deliver programs and services, increases the knowledge of the community through research and information sharing includes the kinds of activities listed below. Many of these activities also serve to educate Drew students and forge connections between the university and outside communities that benefit Drew. To the extent that these activities lay the ground work for, support the development of, or are otherwise directly related to the ability to produce the kinds of products outlined in Category 1, they should be considered integral to the production of engaged scholarship.

- Service on community or nonprofit boards, planning committees, selection committees
- Supervised undergraduate research—independent or as part of a class—that addresses expressed community needs and priorities
- Administration and oversight of program delivery, evaluation, or design processes through community-based learning or research executed by students and community members, including organizing community forums, performances and other events
- Facilitation of community planning and capacity and coalition building through attending meetings and events, soliciting and supporting involvement of other faculty members in partnerships, and aligning university resources with community needs
- Presentations at community meetings in the role of expert consultant

**External Evaluators:** Appropriate peer review and external evaluation of CE scholarship might include not only academic experts, but also those whose positions and experience in communities give them standing to evaluate the approach to and assess the impact of the work for the intended community. Such non-academic evaluators might include high level staff or board members in nonprofit organizations, program officers of funders in the field, or others well-positioned to assess the impact of the work in terms of the populations served, policies promoted, or indicators of progress met.

Qualified academic external evaluators now exist in almost every discipline, but it is important that evaluators holding traditional academic credentials also be screened for experience in CE research and scholarship prior to solicitation.

## APPENDIX

The New England Resource Center for Higher Education (NERCHE) is the long-term administrator, in partnership with the Carnegie Foundation, of the national Carnegie Community Engagement Classification designation. NERCHE provides the following definition of engaged scholarship:

The term "scholarship of engagement" is an emergent concept first used by Ernest Boyer in a 1996 article by that title. The term redefines faculty scholarly work from application of academic expertise to community engaged scholarship that involves the faculty member in a reciprocal partnership with the community, is interdisciplinary, and integrates faculty roles of teaching, research, and service. While there is variation in current terminology (public scholarship, scholarship of engagement, community-engaged scholarship), engaged scholarship is defined by the collaboration between academics and individuals outside the academy - knowledge professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The scholarship of engagement includes explicitly democratic dimensions of encouraging the participation of non-academics in ways that enhance and broaden engagement and deliberation about major social issues inside and outside the university. It seeks to facilitate a more active and engaged democracy by bringing affected publics into problem-solving work in ways that advance the public good with and not merely for the public.

The National Institutes of Health provides the following definition of community-based participatory research:

Community-based participatory research (CBPR) is an applied collaborative approach that enables community residents to more actively participate in the full spectrum of research (from conception – design – conduct – analysis – interpretation – conclusions – communication of results) with a goal of influencing change in community health, systems, programs or policies. Community members and researchers partner to combine knowledge and action for social change to improve community health and often reduce health disparities. Academic/research and community partners join to develop models and approaches to building communication, trust and capacity, with the final goal of increasing community participation in the research process. It is an orientation to research which equitably involves all partners in the research process and recognizes the unique strengths that each brings.