



# Valuing the Scholarship of Engagement and Outreach

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# Presentation Objectives

1. Examine the role of Community Engaged Research (CEnR) in equity in faculty advancement and reward systems
2. Discuss findings from a UC-wide study of campus and system infrastructure to support CEnR

# Realizing STEM Equity and Diversity through Higher Education-Community Engagement

## *Propositions for Engagement*

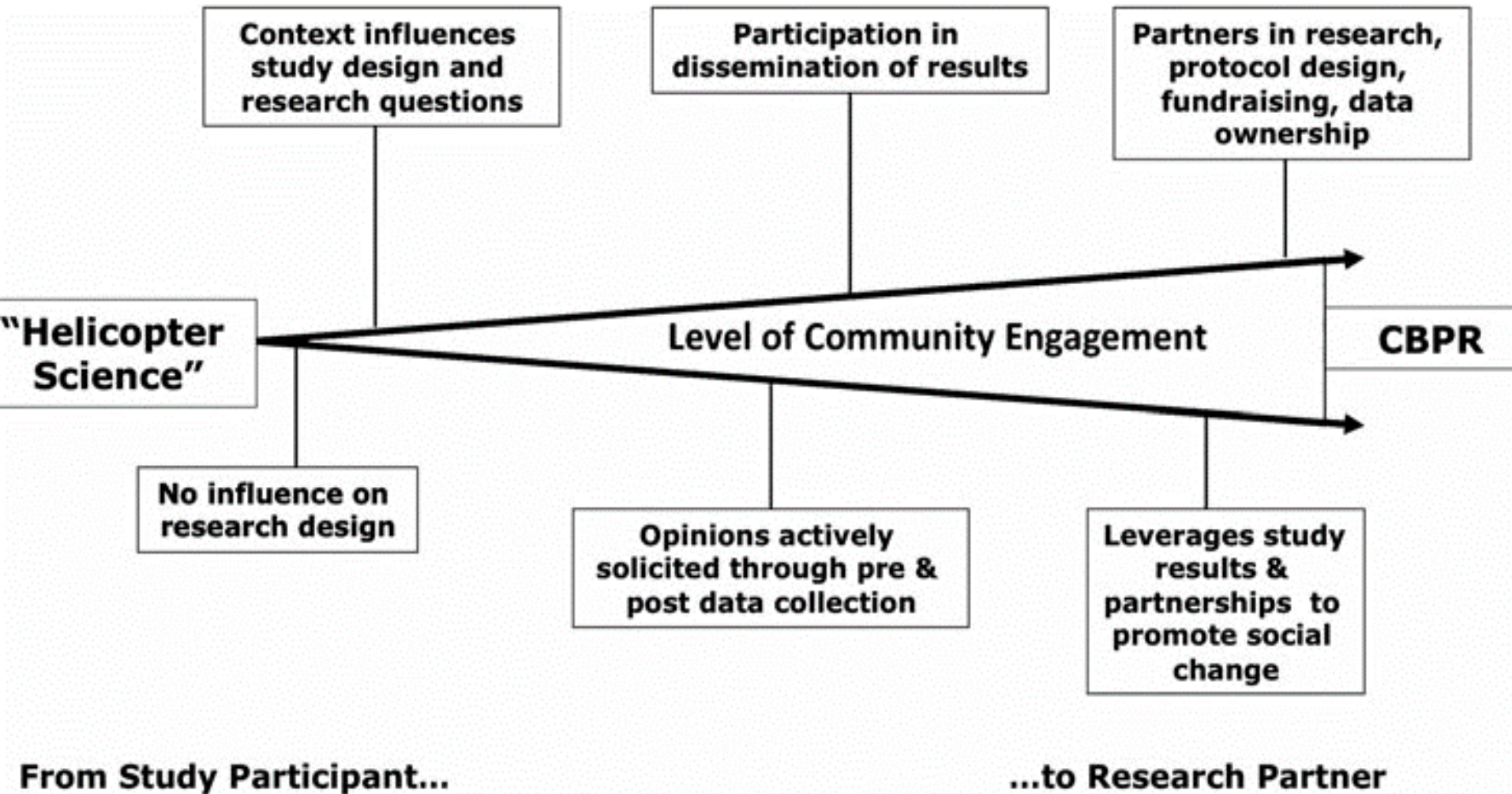
1. Significant societal problems cannot be solved without full inclusion.
2. Inclusion, in turn, will result in better science and a better society.
3. Higher education-community engagement focused on locally manifested universal problems is an effective strategy for realizing full inclusion and for producing better science and a better society.
4. Issues of knowledge generation, STEM equity, and social cohesion are faced by societies all over the world; they are universal problems that are manifested locally, which no single society can solve. An ongoing, global learning community focused on higher education-community engagement and STEM equity is needed to produce better science, broaden participation, reduce inequalities, and improve societies.

*Harkavy, Cantor & Burnett, NSF-supported white paper, January 2015.*

# Some Uses of Community Engagement for Researchers & Research

- Service and contribution
- Funding and other “supportive” relationships
- The 3 R’s
  - Rigor
  - Relevance
  - Reach

# Continuum of Community-Engaged Research



# CEnR & URM Research Pipeline

1. Community engagement during undergraduate education promotes retention of URM students
2. Undergraduate engaged research contributes to graduate pursuits of STEM and research overall
3. Graduate students are increasingly searching for community engaged research training programs and careers

*How generalizable are these findings for URM STEM researchers overall?*

# Aims of an Exploratory Study of Community Engaged Research (CEnR) in the UC System

1. Understand components of a CEnR definition
2. Identify presence and value of known important infrastructure factors
3. Gain collaborators and supporters to sustain the project

# Development of the Survey

1. Literature review to identify methods, content and framing
2. Discussions with CEnR experts and peers
3. Pilot testing and refinement
4. Survey Monkey: 45 items, 15 to 30 minutes



# Development of the Survey Sample

1. Searched for evidence of CEnR “stakeholders”
  - A. Existing work
  - B. Placement, title, and role
  - C. Decision makers for promotion (e.g., CAP service)
2. Sources
  - A. Colleagues and network
  - B. Websites

# Some Key Study Limitations

1. Sampling bias & completeness
2. No incentives to increase participation
3. Survey validity and reliability
4. Self-reported observations
5. Survey limited to academic voice  
(no community view of CER infrastructure)

## Survey Distribution & Response Rate

	<b>Invited</b>	<b>Responded</b>	<b>Response Rate</b>
Tenured	1,633 (55%)	194 (48%)	12%
Tenure track	560 (19%)	44 (11%)	8%
Non-tenure track	748 (25%)	167 (41%)	22%
Total	2,941	405	14%

# Some Key Demographics: Survey Respondent vs. Overall UC Faculty

<b>c</b>	<b>Survey</b>	<b>UC</b>
Tenured Female	54.5%	28.8%
Tenure-track Female	76.2%	41.0%
Tenured Latino	10.4%	5.5%
Tenured African American	2.0%	2.4%

\* Survey respondents June to December 2013  
UC faculty incumbents in October 2013

# What is Community Engaged Research?

## *Nominated Criteria to “Count” CEnR*

<b>Criteria</b>	<b>N</b>	<b>Percent</b>
Community members gain tangible product/benefit	277	92%
Include non-academic decision-makers	246	88%
Academic members participate in dissemination of research beyond academic audiences	243	88%
Community members co-participate in dissemination of research	225	81%
Research questions co-selected by community	225	80%
Academic members gain scholarly product/benefit	217	78%
Community members co-participate in interpretation and conclusions	196	70%

# Percent Reporting that CEnR Matters to Key Stakeholders

Stakeholder	
<i>UC Regents</i>	34%
<i>Campus overall</i>	70%
Campus fundraising/development	42%
Campus marketing/communications	54%
Campus administrative leadership	60%
School or unit	73%
Undergraduate students	78%
Immediate peers	79%
Department	79%
Graduate students	84%
Community leaders in region most served by campus	88%

## Known Key Infrastructure Factors Rated as Occurring Well/Very Well on Campus

Community organizations within region served by my campus are receptive to collaborating in CEnR (N=209)	36%
Community organizations within the region served by my campus have the capacity to collaborate in CEnR (N=209)	34%
Civic engagement is core part of University's mission (N=212)	25%
Applying expertise of University in its home community and region has the University support at all levels (N=213)	17%

## Known Key Infrastructure Factors Rated as Occurring Well/Very Well on Campus

Communication program exists for University CEnR activities and the differences they are making in community and University (N=210)	10%
One-stop office exists to provide support for those interested in exploring CEnR (N=210)	8%
Award programs/forums exist to recognize and showcase engaged scholars and their work (N=211)	7%
CEnR is included into development and strategic planning activities, making reporting on engaged activities a regular part of campus/academic unit reporting (N=205)	6%



## Known Key Infrastructure Factors Rated as Occurring Well/Very Well on Campus

University tenure, review, and promotion support CEnR (N=209)	5%
Activities exist to raise funds/donations for CEnR (N=206)	5%
Indicators are used to measure and monitor progress, make refinements, and celebrate successes of campus's CEnR (N=204)	4%
University resources are allocated to support CEnR (N=211)	3%

How have you incorporated community engaged research into your promotion, review, and tenure materials (if applicable to your position)?  
*(76% of tenured/tenure track responded)*

89% Research (publications, grants)

74% Service (training, publications, grants)

52% Teaching (service learning, guest speakers)

# Some Recommendations for How to Increase CEnR

“Key is changing incentive and reward system, especially tenure and promotion.”

“Should be implemented and assessed as part of our review.”

“Make it a higher priority for any human subject research. The IRBs should include questions for the investigator about what input was done with the target population in terms of the study design or content.”

# Barriers to CEnR

- Legitimacy for promotion (e.g., seen as “service work”)
- Limited resources (e.g., funds, faculty mentors)
- Required more time to do well (e.g., establishing relationships, co-creating/implementing)
- Slower and prohibitive university bureaucracies (contractual barriers, shared data agreements)

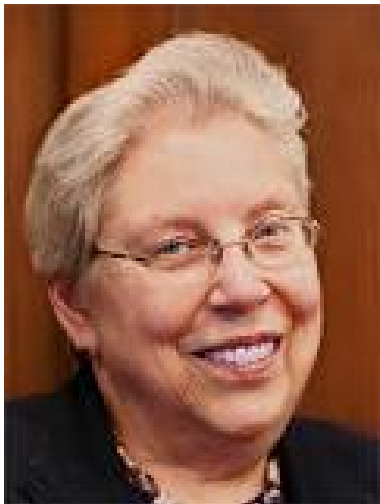
# Facilitators of CEnR

- Integration of CEnR into the rubric for promotion and tenure evaluations
- Peer groups for networking, training and collaborative research
- Understanding on the part of the university that this type of work is on a different timeframe than “traditional” research
- Quicker and more responsive processing of contracts (e.g., with community/industry) Ensuring CEnR is labeled beyond “service work”
- Incorporation of CEnR in institutional mission (e.g., campus, school, department)
- Support for CEnR from deans, chair, and leadership
- Support for CEnR programs by campus/system fund development and communications units

# Implications for Faculty Advancement and Reward Systems to Support CEnR

- Universities who develop an infrastructure to support CEnR may draw interested URM faculty and reap the benefits of better community engagement.
- System-wide and campus-specific infrastructure factors – *such as policies and practices for fund development, communications and purchasing/contracting* – may be important independently of and synergistically with tenure and promotion systems.
  - *These factors may help faculty to develop and implement CEnR more efficiently and effectively.*

“A 21st century education must prepare all of our students to be creative, innovative solution-finders who can deal with problems they have never seen before while working with people they have never met before, many of whom are very different in values, culture, experience and expertise”



*Judith A. Ramaley*  
*Community Engaged Scholarship*  
*Thought Leader*