

## Scholarship of Engagement

The University of Arizona, College of Medicine Committee on Appointment, Promotion and Tenure offers the following as a guide to the Scholarship of Engagement.

In UHAP Chapter 3.3.02.b it states that the University values an inclusive view of scholarship for promotion and tenure. Similarly UHAP Chapter 4A.3.02.1 makes a similar statement for continuing status. It goes on to define scholarship as *“original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.”*

Our committee understands a consistent theme in the scholarship of dissemination of discovery and/or application of knowledge in a broader context.

Our review of evaluation criteria (<http://compact.org/resource-posts/trucen-section-b/>) in particular the Clearinghouse and National Review Board for the Scholarship of Engagement and Evaluation criteria for the scholarship of engagement led to the document following this page.

The faculty member whose work has focused in the area of engagement is encouraged to complete Section 8 of the Dossier (Service and Outreach Portfolio) (<http://facultyaffairs.arizona.edu/continuing-status-and-promotion>). The attached table outlines criteria for the evaluation of the impact of engagement and can be used by the faculty member to complete Section 8 as well as the Candidate’s Statement. The outside reviewers can then use these documents to evaluate the faculty member and comment appropriately in their letter. It is the Committee’s expectation that candidates seeking the award of tenure will demonstrate the dissemination of discovery through publishing in peer-reviewed journals and/or other types of peer review such as patents.

Examples of Scholarship of Engagement are presented in Appendix G. The Excellent column refers to those seeking promotion to Associate Professor, while the Outstanding column is for those seeking promotion to Professor. Activities or scholarly contributions that fit within one of these columns must also satisfy criteria for scholarly works as defined below in Evaluation Criteria for the Scholarship of Engagement. Importantly, no list of examples can be exhaustive or complete, and the candidate is encouraged to discuss the scholarly impact of proposed engagement activities with the candidate’s departmental P&T chairperson.

Ultimately, the COM Committee will evaluate the Scholarship of Engagement by review of these documents and the understanding that scholarship demands the dissemination of knowledge. In particular, the evaluation of the Scholarship of Engagement rests on demonstrated impact.

## Evaluation Criteria for the Scholarship of Engagement

The Scholarship of Engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates communities' issues and which can be within or integrative across teaching research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.

<b><u>Goals/Questions</u></b>	<b><u>Assessment</u></b>
Does the scholar state the basic purpose of the work and its value for public good?	
Is there an "academic fit" with the scholar's role, departmental and university mission?	
Does the scholar define objectives that are realistic and achievable?	
Does the scholar identify intellectual and significant questions in the discipline and in the community?	
<b><u>Context of theory, literature, "best practices"</u></b>	
Does the scholar show an understanding of relevant existing scholarship?	
Does the scholar bring the necessary skills to the collaboration?	
Does the scholar make significant contributions to the work?	
Is the work intellectually compelling?	
<b><u>Methods</u></b>	
Does the scholar use methods appropriate to the goals, questions and context of the work?	
Does the scholar describe rationale for election of methods in relation to context and issue?	
Does the scholar apply effectively the methods selected?	
Does the scholar modify procedures in response to changing circumstances?	

<b><u>Results</u></b>	
Does the scholar achieve the goals?	
Does the scholar's work add consequentially to the discipline and to the community?	
Does the scholar's work open additional areas for further exploration and collaboration?	
Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?	
Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?	
<b><u>Communication/Dissemination</u></b>	
Does the scholar use a suitable style and effective organization to present the work?	
Does the scholar communicate/disseminate to appropriate academic and/or public audiences consistent with the mission of the institution?	
Does the scholar use appropriate forums for communicating work to the intended audience?	
Does the scholar present information with clarity and integrity?	
<b><u>Reflective Critique</u></b>	
Does the scholar critically evaluate the work?	
What are the sources of evidence informing the critique?	
Does the scholar bring an appropriate breadth of evidence to the critique?	
In what way has the community perspective informed the critique?	
Does the scholar use evaluation to learn from the work and to direct future work?	
Is the scholar involved in a local, state and national dialogue related to the work?	

[http://schoe.coe.uga.edu/evaluation/evaluation\\_criteria.html](http://schoe.coe.uga.edu/evaluation/evaluation_criteria.html)

Adapted from *Scholarship Assessed: A Special Report on Faculty Evaluation*, (Glassick, Huber & Maeroff, 199

## Appendix G

These items are examples and not intended to be all-inclusive.

### Scholarship of Engagement

The University takes an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. The Scholarship of Engagement recognizes integrative and applied forms of scholarship that involve cross-cutting collaborations with community partners, broadly defined to include audiences external to the University. It engages faculty in academically relevant work which simultaneously meets campus missions and goals as well as community needs. This type of scholarship puts the academic resources of the university to work in solving pressing public problems, thereby contributing to the public good

#### Excellent

- Development of programs that impact health or wellbeing of a group or community
- Development of courses that provide training for faculty, students or the lay public
- Creation of programs that respond to unmet clinical and other service needs while providing opportunity for training
- Creation of health-related programs that are made available to or generated in collaboration with the community
- Contributions of scholarly expertise at the request of non-university audiences on an ad hoc or ongoing basis.
- Development of scholarly resources for the general public that are accessible through print, radio, television, or web media.
- Activities that make research understandable and usable in specific professional and applied settings (e.g. technology transfer activities or development of community based resources).
- Test concepts and processes in real-

#### Outstanding

- Scholarly reports for government agencies or nongovernmental organizations such as the Institute of Medicine
- Congressional and other types of testimony that brings university-based knowledge to issues related to health
- Non-peer reviewed books or chapters that become reference materials for academic courses
- Administrative roles that are generative in fostering education, research and/or funding for research
- Adoption of program materials by other institutions or groups
- Conducting of public policy analysis for local, state, national, or international governmental agencies and for non-governmental agencies.
- Leadership in bringing diverse stakeholders together to create and implement policies and practices based on scholarship.
- Producing policy documents directed

world situations

towards service providers, policy makers or legislators

- Evaluate programs, policies, or personnel for agencies, using existing evaluation instruments or developing new ones
- Publishing research results or teaching innovations in peer-reviewed journals, practitioner journals, professional journals

Poster and podium presentations accepted at state/regional/national conferences

- Publishing in periodicals or newspapers read by community members
- Disseminating information through other media used by community members, practitioners or policy makers (radio, newsletters, podcasts, etc.)
- Utilizing video, computer or distance programs that reach community
- Presenting at community events
- Co-authoring any of the above with community partners

**College of Medicine – Tucson P&T Guidelines**

**[Career track faculty edits in progress]**