Fall 10-28-2021

Community Engaged Scholarship Competency Assessment Rubric

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The Community Engaged Scholars Mentoring Network is supported by Marquette University's mission and strategic plan and hosted by Marquette University's Office of Community Engagement to provides opportunities for professional development in competencies for effective community engagement research, scholarship and teaching.

This tool assesses competencies in the following areas.
Areas of Competency:
C1. History, background, and concepts of community engagement and community-engaged scholarship (CES)

C2. Personal identity as community member: Engaging in self-reflection about one's own beliefs, stereotypes and expectations

C3. Community Engaged Scholar (CE scholar) identity as collaborator and community partner

C4. Background, history, context of the community one engages with including strengths, assets and challenges

C5. Interpersonal and communication skills

C6. Identification of topics, priorities and projects occurs in a context of collaboration and shared leadership: Topics and project generate knowledge that is applicable to community concerns in a local context and relevant to disciplinary discovery.

C7. Integration and implementation of principles of community-engaged research and scholarship occurs in seeking funding, resource management, project implementation and dissemination of knowledge

C8. Teaching – Service learning integration

C9. Teaching – Co-education (e.g. teaching with community members)

C10. Teaching – Integration of critical reflection and social justice

Competency	Nascent	Novice	Proficient	Advanced	Expert
C1. History, background, values and principles of community engagement and community-engaged scholarship (CES);	No knowledge of history, values or principles of community engagement or CES.	Minimal understanding of history; recognizes term community engagement, lacks familiarity with specific concepts and principles in this approach.	Basic understanding of concepts and principles able to utilize principles of CES in some situations.	Deep understanding, consistently able to utilize principles of CES in a variety of situations.	Depth of knowledge enhanced through completion of successful CES projects. Teaches and mentors others about CES.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C2. Personal Identity as Community member	Does not identify with the community. Sees oneself as outside of the community of interest.	Limited understanding of one's personal identity in relation to the community of interest. Researcher/ scholar defines community identity and boundaries.	Basic understanding of one's own identity and the ways in which one's own beliefs, stereotypes and expectations impact communities. Engages with community to articulate community boundaries.	Has strong understanding of one's own identity, beliefs, stereotypes and expectations and recognizes the communities' self-definition, and self-identity. Expectations are of equal importance.	Sees self as an active member of the community. Recognizes the synergy where the scholar and community share identity. Works in solidarity with community towards justice.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C3. Scholar identity as collaborator and community partner	Identifies self as knowledgeable expert. Community partners viewed as lacking knowledge and needing expert assistance.	Recognizes community partners' knowledge and experience but may not value it or know how to collaborate with community in ways that utilizes or includes community's knowledge or experience	Respects and values community partners' knowledge and experiences and acknowledges &/ or includes it in projects.	Recognizes limits of ones' own expertise and disciplinary knowledge. Infuses scholar identity as collaborator and community partner/ member into scholarship, teaching and service.	Builds on knowledge and expertise of community to identify and support solutions based on community strengths and to advance disciplinary knowledge.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C4. Background, history, context of the community one engages with including strengths, assets and challenges	Does not know background, history or context of community and/ or Marquette's current and past history or involvement with community.	Understanding of background, history and context of community only from the perspective of persons outside of the community.	Basic understanding of history and involvement of Marquette university in relation to the community	Understands history and context of community in relation to current status of strengths and challenges from the community's point of view. Understands Marquette's historical and present relationship with community.	General sense of humility in relationship with community. Deep understanding regarding impact of history and context of community on current status of strengths and challenges.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C5. Interpersonal and communication skills	Expects community partner to respond to scholar, and to provide requested information and data. Scholar does not consider community's preferred means or style of communication.	Builds authentic relationships with community partners.	Interacts with community partners in ways that are congruent with community norms and values.	Negotiates across community-academic groups.	Applies understanding that aspects of trust, power, respect and commitment are integral to sustaining relationships. Recognizes that these aspects of the relationship are dynamic, sensitive and require ongoing and consistent attention from partners.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C6. Identification of topics, priorities and projects occurs in a context of collaboration and shared leadership.	Maintains ownership of project. Goes into community to collect data that becomes scholars' property. Projects are beneficial to scholar.	Develops projects that may be mutually beneficial but seeks community involvement after receipt of funding.	Secures community interest in mutually beneficial project that researcher alone has planned prior to submission of proposal.	Projects reflect collaborative planning and are intended to be mutually beneficial and generate knowledge that is applicable to community concerns in a local context and relevant to disciplinary discovery.	Demonstrates shared leadership between CE scholar and community leadership. Is responsive to the needs and priorities that the community partners identify.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C7. Integration and implementation of principles of community-engaged research and scholarship occurs in seeking funding, resource management, project implementation and dissemination of knowledge.	Researcher plans and maintains control of all aspects of the project without input from community.	Researcher gets funding alone and seeks community partner as site/ setting for research. Researcher implements project and disseminates outcomes without involvement of community partner.	Budget and implementation is planned collaboratively prior to grant submission. Researcher includes community partners' input in implementation of project and researcher's publications/ presentations.	Community members and researcher are collaborative partners in most aspects of the project including co-author products of dissemination.	From the beginning of a project, the researcher and community partner collaboratively identify strengths and challenges, seek and allocate funding, share resources, develop a mutually agreeable implementation plan and plan to disseminate outcomes in community and academic venues.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C8. Teaching - Integration of CE into teaching (or Integration of Service Learning into teaching)	Does not value knowledge and experience of community members and views service-learning as an activity that detracts time that would be better spent learning in the classroom.	Encourages student participation in service-learning program.	Combines learning goals and community service in ways that can enhance both student growth and the common good.	Integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.	Active participation in the community of interest leading to service-learning opportunities that generate sense of solidarity between students, community members and CE scholar to facilitate meaningful mutual learning.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C9. Teaching – Co-education	Does not utilize community partners as co-educators in the classroom.	Community partners are found by the service learning program, limited if any interaction between CE scholar and partner.	CE scholar communicates directly with the community partner to create mutually beneficial experiences for the student and community agency.	Community Partner and CE scholar work together to define learning outcomes and learning activities to ensure a mutually beneficial and ethical engagement, community partner is brought into theto work with the students	CE scholar and Community work together to address a social justice concern through the active engagement of students and community partners. Both CE scholar and partner assess outcomes for bothstudent learning and community impact. Community partner is compensated for their expertise.
Demonstration					
Comments					

Competency	Nascent	Novice	Proficient	Advanced	Expert
C10. Teaching - Integration of critical reflection and social justice	Experiential Learning is not valued, community-based learning is not utilized.	CE scholar treats service learning as a peripheral experience. Does not bring service learning into class discussions or assignments. Perhaps only has one service learning related assignment. Does not deal with the social justice aspects of service learning.	Clearly integrates service learning across several learning outcomes. Asks the students to consider both the social justice and academic components of the class.	Prepares students to build on their own cultural competency and understanding of complex social justice concepts, facilitates lessons that allow for integration between the academic content and the social justice components.	Leads students through critical reflection throughout the course. Guides students to apply the learning about course material and social justice in a way that transforms their prior learning.
Demonstration					
Comments					

References

*This rubric was adapted from a rubric created by the Community Engaged Scholars: Mentoring Network, offered by the Community Engagement Core, funded by the Research and Education Program, a component of the Advancing a Healthier Wisconsin Endowment at the Medical College of Wisconsin.

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