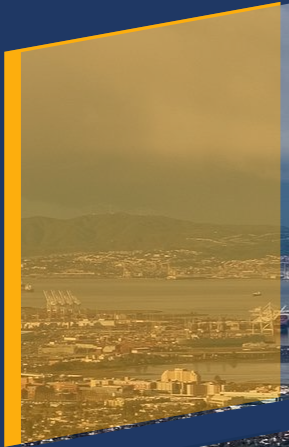


# Strengthening Engaged Scholarship: Institutional Change at UC-Berkeley





# Problem & Opportunity

- Public purpose core to Berkeley mission, identity
- Massive societal challenges where our research contributes, especially through sustained partnerships to enhance “relevance, rigor, and reach” (Balazs & Morello-Frosch, 2013)
- Yet we lack sustained *institutional* supports for partnered **scholarship** for public purpose
- Peer universities grappling with this issue, making strategic changes; where can we learn + lead?



# Overarching Aims of Initiative

- Aligned with public mission and strategic plan, enhance UC Berkeley's public impact of our research by supporting and elevating partnered scholarship for public impact
- Catalyze **institutional changes** to strengthen rewards, reduce barriers experienced by Berkeley investigators and external partners engaged in partnered research
  - Beyond work-arounds & staffing up to buffer pain points (not all can do, replicates resources)

# William T. Grant Foundation Institutional Challenge Grant - Investigator Team

Building on 6+ years of networking, incubation, and external partnership development across disciplines and units:

- VCRO-funded Youth & Inequalities Initiative (Emily Ozer, Prudence Carter, Coco Auerswald co-PIs)
- Innovations for Youth; Social Science Matrix; Ford Foundation funding
- Support from Berkeley VCRO, Schools of Public Health, Social Welfare, & Education



## **SF Unified District**

Norma Ming  
Devin Corrigan

## **Public Health**

Emily Ozer (PI)  
Colette “Coco”  
Auerswald

## **Psychology**

Qing Zhou  
Jason Okonofua

## **Social Welfare**

Valerie Shapiro  
Susan Stone (co-PI)

## **Education**

Chunyan Yang

## **City & Regional Planning**

Deborah McKoy

# Lifting Diverse Public Scholarship

Civil & Env  
Engineering

Social Science

Implementation  
science

Health sciences

City  
Planning

Climate  
science

Humanities

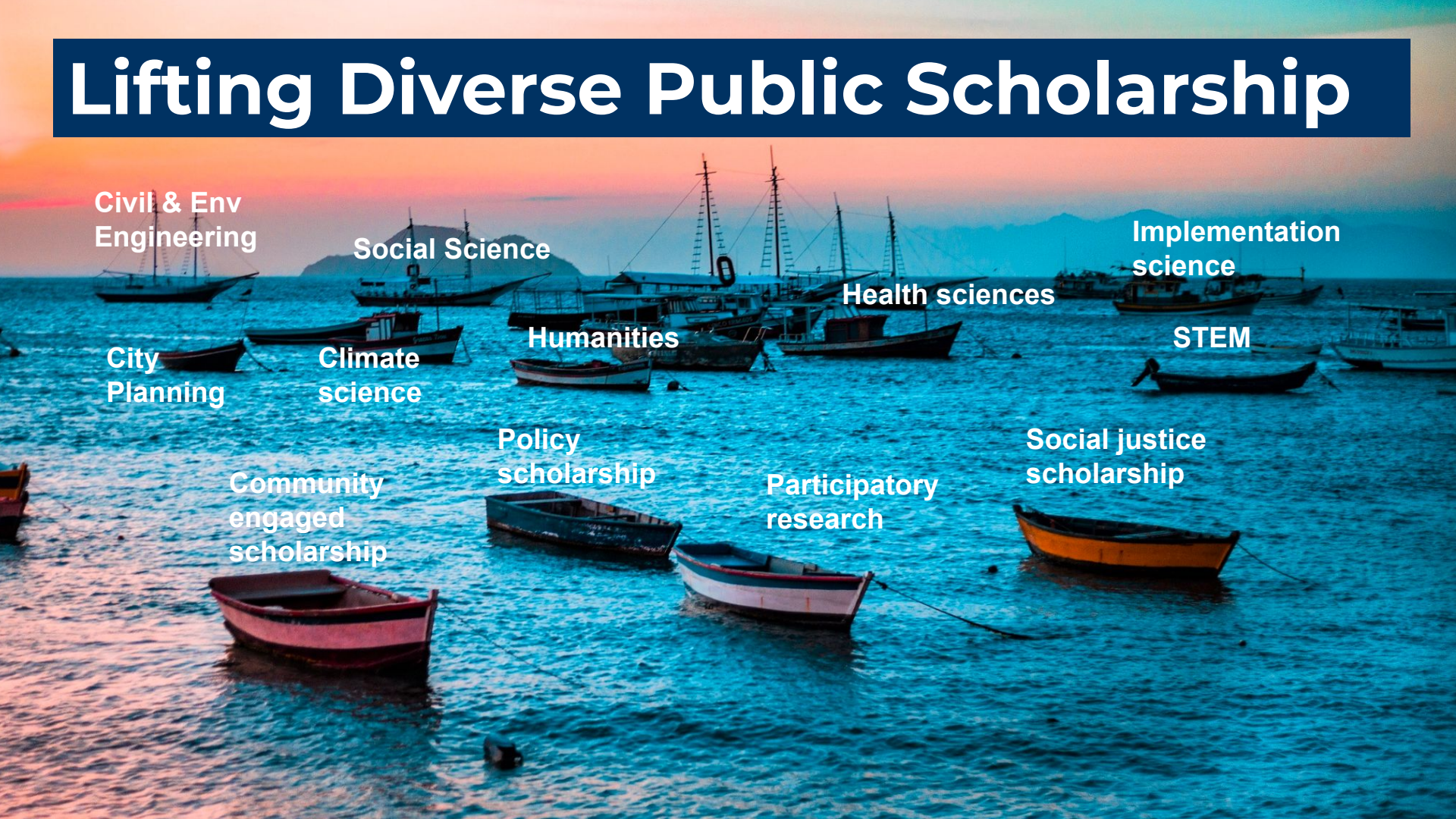
STEM

Community  
engaged  
scholarship

Policy  
scholarship

Participatory  
research

Social justice  
scholarship



# Challenge of Terminology

Public Impact  
Scholarship

Social Justice  
Research

Community-  
Based Research  
Partnerships

Research  
Practice  
Partnership

Partnered  
Research

Community  
Engaged  
Research

**Faculty  
evaluation for  
promotion  
and merit**

**Ethics and  
institutional  
review  
boards  
(IRBs)**

**Communica-  
tions and  
fundraising**

**Research  
Administration**

# Key Pain Points

# Assessing Community-Engaged Research

## Assessing Community-Engaged Research

January 2021

These guidelines frame some principles on the assessment and crediting of research projects that involve partnerships with non-academic entities that work in the public interest (“agencies”).

Many faculty who pursue this kind of research publish peer- and non-peer-reviewed articles, chapters, or monographs that draw on and disseminate the findings of their community partnerships. These publications are credited in the same way as any other publications.

The campus’s current practice is to credit policy papers, reports, and other such documents as research. The campus considers such material to be “published” if it has been submitted to an agency, provided it is generally accessible to the public. This accessibility condition is met if the agency publishes or otherwise disseminates the material or, if the agency does not, the candidate makes it available broadly. Such publications will normally be treated as non-peer-reviewed unless there is a formal vetting process by the agency (this should be described); nevertheless, such publications can and will be credited if the Chair and/or Dean presenting the case provides an assessment of the work’s status, importance, and impact. When the work is a contribution to equal opportunity, diversity, equity, and inclusion, this should be noted, as stipulated in Section 210–1d of the Academic Personnel Manual.

In assessing the work, it will be critical to understand how the work has shaped policy or changed practices (or what its potential to do so is). Such an assessment is essential to reviewers’ ability to award fair credit. If the research undertaken did *not* bring about any such concrete changes nor is it likely to do so in the future, the work may nevertheless be of value if it advances knowledge; in such cases, an assessment of how knowledge was advanced will be critical.

In situations where a faculty member has served as an advisor or expert consultant to a governmental agency or a non-profit, but that engagement has *not* resulted in any written document, campus practice is to credit such engagement as service. That noted, there may be instances in which such engagements can be credited as research, if they meet some basic minimum criteria for dissemination and influence:

1. To be considered as research rather than service, outcomes (findings, analyses, conclusions, etc.) must be communicated in some form that has permanence and is accessible to the public beyond the immediate sphere of the candidate and the agency for which the work was performed.
2. To be considered as research rather than service, work must be cast in a form that can be disseminated beyond the first-hand, in-person encounters between the researcher and the main research partners. In other words, research must be presented in a form that can have influence beyond its immediate context.

According to these criteria, documents such as policy reports, development plans, and apps can be credited as research, as long as the importance and influence of the work is explained and assessed by the Chair and/or Dean, as well as subsequent reviewers. Oral communications, such as presentations to public bodies or *viva voce* consultations with a non-profit, are generally *not* to be credited as research in the absence of written documentation and/or clear evidence of impact.



**How might we build on and better coordinate our public purpose strengths to accelerate and show our research relevance and impact?**



Raise visibility  
of research to  
ourselves &  
public  
stakeholders



Amplify  
collective  
research impact  
through  
interdisciplinary  
& cross-unit  
collaborations



"commons"

Diverse faculty  
& grad  
student  
recruitment &  
retention



Promote  
ethical &  
effective best  
practices for  
research  
partnerships



**Stronger commons can provide metaphorical light and water for *diverse* public purpose gardens across units and disciplines; some issues *most relevant* to *partnered scholarship***

## Actionable Next Steps:

1. Please complete this [brief four-item form](#) to be in the loop on future communications, and potentially give input as part of our Berkeley's public impact scholarship community. It will also help us know the landscape of constituents.
2. OPHS is conducting a data-gathering effort to hear from investigators who face gray areas, challenges, or delays when conducting community-engaged and partnered human subjects research that doesn't fit the mold of traditional investigator-driven protocols. **To inform on issues and support needed, please contact OPHS at [ophs@berkeley.edu](mailto:ophs@berkeley.edu) with CES in the subject line,** so that OPHS can be informed as to the issues that your ORU and networks face.



# Optional extra slides



## Imagining change, creating impact

We champion discovery, learning, and engagement for the public good.

[Discover More](#)

**Peer institutions have designed their own versions of the commons to accelerate public impact scholarship.**

## Global and Local Engagement: Strategic Priorities

### Mission, Culture, Structure, and Branding

Embrace and project a locally and globally engaged identity for UCLA's next 100 years, supporting a culture shift throughout the campus, and deepening UCLA's engagement with Los Angeles toward that goal. Develop an integrated communication and branding strategy that tells the story of UCLA's local and global engagement.

#### Faculty Incentives/Rewards

Incentivize and recognize faculty for their work to advance this goal.

#### Curricular Opportunities for Local/Global Engagement

As a distinctive characteristic of a UCLA education, all students have multi-faceted opportunities for curricular community engagement, whether locally, across the state and nation, or globally.

#### Data Collection and Reporting

Build infrastructure for robust data collection that demonstrates impact.

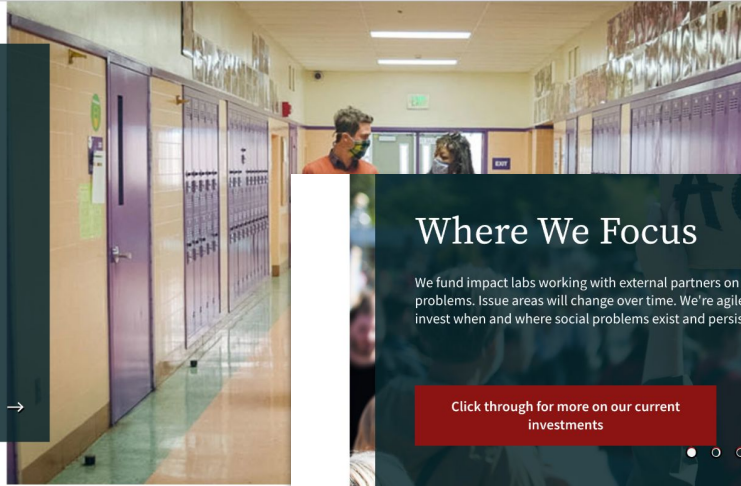
#### Campus as global community

As a global campus, maximize the learning opportunities of our diverse student population and create truly inclusive environment for supporting students.

## Partnership Helps Oakland Students Thrive After Juvenile Detention

A one-page letter is helping students in Oakland return to school after juvenile detention and thrive. Learn more about the intervention designed by researchers and school partners.

[Learn more](#)



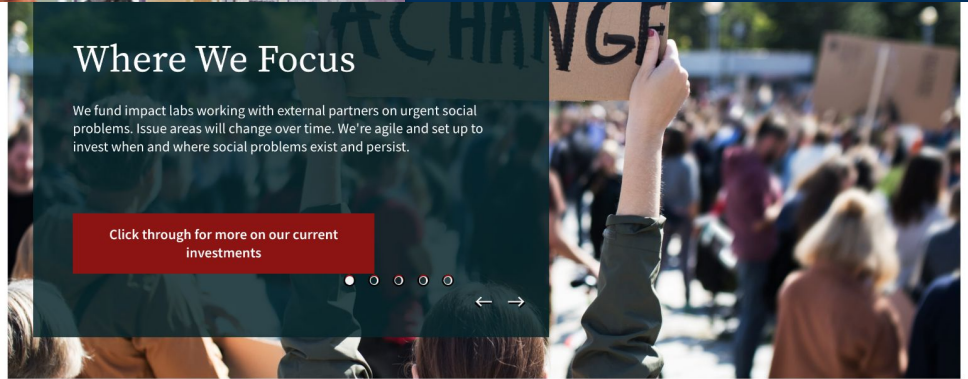
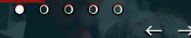
### In Brief:

- We focus on **big social problems** where progress is possible when practitioners and scholars work together to expand promising approaches.
- We find, train, and invest in **scholars from across the university** motivated to use their talents to form

## Where We Focus

We fund impact labs working with external partners on urgent social problems. Issue areas will change over time. We're agile and set up to invest when and where social problems exist and persist.

[Click through for more on our current investments](#)



### Our Investments

We make staged and sequenced investments to catalyze impact labs that bring leaders in government, business, nonprofits and the university together to tackle concrete social problems with new evidence and practical solutions that benefit society.

In addition to financial capital, we equip all of our problem-focused partnerships with training, thought-partnership, mentoring, physical space, communications support and advice, and other tools and resources so impact labs can turn their evidence and experience into purposeful work that benefits society.

\$1.4M

design research fellowships

\$5.5M

start-up lab funding

122

partners from business, nonprofits, and government

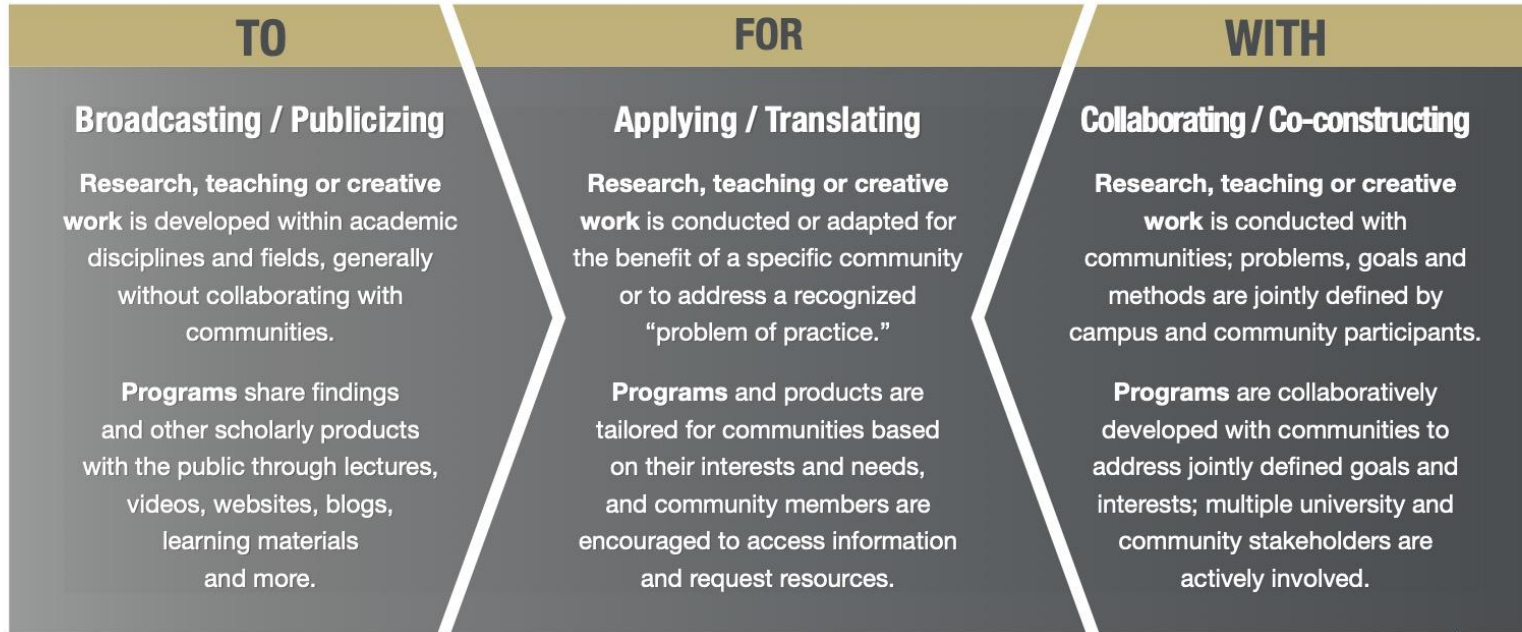


# Our Path Forward

- Outcomes for today
  - Feedback on framing, commons concept
  - Who will champion this sustained institutional work? Where to locate it?
  - Where do these commitments show up, e.g. in Light the Way, portfolio, reporting?
  - Structure and functions - Admin & Senate



# Continuum of Engaged Scholarship



**Collaboration and Relationship Building**





# Our “Circle” of Focus

- Big tent/“garden” of research partnerships with CBO’s, government & policy organizations, schools, etc.
- Focus on research mission & faculty scholarship
- Across positionalities, approaches that value and partner with non-academic experts in shaping research questions, designs, implications
  - E.g. social scientists with strong policy and practice partnerships, field-based scientists, “community-engaged” scholars

# Berkeley Institutional Change

- A “commons” organizational structure to connect, support, sustain:
- ***Who wakes up every day focusing on strengthening conditions for partnered research and public impact?***
- Strengthen recognition & valuing of partnered research, promoting incentives and addressing pain points in:
  - Faculty career advancement (merit/promotion processes at unit and campus levels)
  - IRB, data use agreements, MOU’s, administrative/financial burdens for investigators and external partners
- Training pathways: Sustained and scaled supports for recruiting, funding, and training grad and undergrad students across labs and units (e.g. “public purpose” pathways)