

Rewarding Engaged Scholarship: Institutional Change Efforts at UC-Berkeley

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NASEM Workshop on Institutional Barriers and Incentives for
Engaged Research
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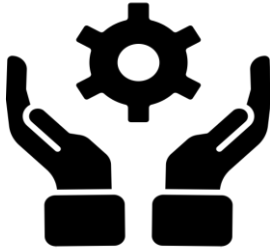
Funding: WT Grant and Doris Duke Charitable Foundation
Co-PI's: Susan Stone (Berkeley); Norma Ming (SFUSD)



Why This Work?

- Public purpose core to UC-Berkeley mission, identity
- Yet we lag in sustained *institutional* supports for public purpose *research*
- Special pain points + general research pain points for partnered forms of research
 - Often borne by women and scholars of color
 - Graduate students seeking public purpose careers
- UC's "decentralized" yet strong faculty governance
- No Berkeley office with research focus since 2007
 - Research awards in undergrad public service center/mismatch for research and faculty evaluation issues

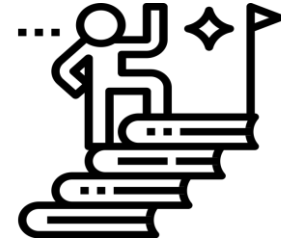
Broad Berkeley Vision



Support to build and
sustain connected
Research-Practice
Partnerships (RPPs)



Undergrad discovery
model linked to multiple
strategic initiatives



Training for the next-
generation of undergrad
and grad equity scholars

Overarching Aims of Initiative

- Aligned with our public mission and strategic plan, enhance UC Berkeley's public impact of our research portfolio by support and elevating community-partnered scholarship
 - Reduce the individual burdens and barriers perceived and experienced by members of the campus community that are engaged in partnered research and the external community partners who work with us
- 

PI's & Key Stakeholders

Student, Family, & Community
Support Division (SFCSD)

Middle-School & High-School
Principal Supervisors (LEAD)

African-American Achievement
& Leadership Initiative (AAALI)

Special Education Division

Peer Resources



School of Public Health

Graduate School
of Education

School of Social Welfare

Vice-Chancellor for
Research Office (VCRO)

SFUSD PI's
Norma Ming
(PI/Fellow)
Devin Corrigan

Berkeley PI's/Fellows
Emily Ozer, SPH
Susan Stone, SSW
Key Staff:

- Dr. Marieka Schotland, Innovations for Youth (I4Y) ED
- Brian Villa, MPH/MSW

Steering Committee



SFUSD

Norma Ming
Devin Corrigan

Public Health

Emily Ozer
Colette "Coco"
Auerswald

Psychology

Qing Zhou
Jason Okonofua

Social Welfare

Valerie Shapiro
Susan Stone

Education

Chunyan Yang

City & Regional Planning

Deborah McKoy

Berkeley Institutional Change

- Strengthen recognition & valuing of community-partnered research, promoting incentives and addressing pain points in:
- Faculty career advancement (merit/promotion processes at unit and campus levels)
- Data-sharing, MOU's, IRB, administrative/financial burdens
- Other resources and infrastructure challenges (e.g. seed funding, institutional supports such as community engagement hub and professional support)
- Sustained training supports for recruiting and supporting grad and undergrad students across labs and units (e.g. “public purpose” & equity focused pathways)

Progress and Accomplishments

- **P&T & merit evaluation - new campus guidelines** address “atypical CE products”
 - Dissemination Berkeley + beyond (UCs, U of M, nat'l); WTG [blog](#), *American Psychologist* special issue on “public psychology”
 - Brokering/engagement by AVC for Research, Senate chair, AVP for Faculty
 - External letters for threshold cases
 - Sample letter menu options that include CE and DEIB criteria
 - Possible non-academic referees
 - Self-statement models and [tips](#) to demonstrate impact and context
- **Sustainability and evaluation Q's:**
 - *How will we know if this is helping?*
 - *How affects whole portfolio evaluation (faculty, decanal)?*

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.

Strategic Focus

- Admin & campus:
- Re-focus beyond embedding within undergrad or Public Service as part of research mission, e.g.
 - Davis VP and AVP of [public scholarship and community engagement](#) report to, funded by Provost - focus on faculty evaluation with broader community engagement portfolio
 - UCLA: center w/in undergrad w/ campus strategic plan for re-shaping with campus wide focus including faculty evaluation, seed funding, faculty awards, external visibility
 - UCSC - Provost matched WT Grant funds to create center - reporting line to chancellor due to external community links

Strategic Stakeholder Brokering

- Assessment and scope: *How affects more broadly on campus? Include industry and policy emphases not identified as “community-engaged?”*
- [UCD model](#) - yearlong quarterly committee; [UCLA core focus of campus-wide strategic planning](#)
- Berkeley likely most effective to work with existing Senate and admin leaders -- Provost and key stakeholders in January 2022 to consider next steps & engage in brainstorm design approach
- Stronger dissemination and implementation needed**
- Role of extramural funders - federal and non-federal key

Slides below for reference



PROPOSED TIMELINE FOR INSTITUTIONAL CHANGE

TASKS

Initial development of unit level
process & strategy

Present process and strategy to
SPH Faculty Senate

Meet with relevant campus
chairs, Deans, and faculty

Process & strategy documents
vetted by campus-level reviewers

Deans from GSE, SPH, and SSW
present to Council of Deans

Implementation and evaluation of
new faculty eval criteria & processes

Plan for sustainability of policy
changes on faculty advancement

Address other institutional
challenges & disincentives for
community-engaged scholarship

SP & SU '20

AY 20-21

AY 21-22

AY 22-23

