Planning and Implementing a Community Engaged Scholarship Project
(Draft, 5-12-16)

This matrix was designed as a tool to assist academic and community partners with the planning and implementation of Community Engaged Scholarship* projects. For any academic-community endeavor, the purpose, process, and outcomes will fall somewhere along a continuum of engagement between the academic partner(s) and the community partner(s). The purpose of this matrix is to facilitate conversations between academic and community partners who want to deepen their engagement. Not all questions in the matrix will apply to all projects.

*By 'Scholarship' we mean scholarship and creative activity.

This tool is adapted by V. Bennett, K. Quinney, S. Gross, and J. Lawston (CSUSM, 2016) from the adaptation by D. Sanchez and S. Rivera-Mills (OSU, 2013), in turn adapted from that designed for scholarship by Jeffrey Howard (Ginsberg Center, University of Michigan, 2007).

Names of Academic/Community Partners	Community Involvement	Community Benefit	Community Voices	Academic Involvement	Academic Benefits	Ongoing Assessment/ Reflective Critique
Purpose(s)	a. How is the idea for the project generated? b. Is the community partner involved in identifying the issue(s) to be addressed, and the project's purpose and goals? How?	How does the purpose of the project benefit the community partner and its constituents?	Which communities relevant to the project within the broader community have and have not been involved in defining the project's purpose and goals?	a. Is the academic partner involved in identifying the issue(s) to be investigated and addressed, and the project's purpose and goals? How? b. Has the academic partner had cultural intelligence training?	a. How do the partners envision that the purpose of the project can lead to deepening knowledge within academia and out in the community? b. How might the project contribute to scholarly debates and to policy decisions?	a. Consider and assess whether and how the purpose of the project is a co-creation between community and academic partners. b. How is leadership of the project organized among the partners? c. Is funding sufficient?
Process(es)	a. Is the community partner involved in conceiving, designing, and implementing the evolving stages of the project? How? b. Who has the expertise, community networks, and ability to work in and with the diverse communities as needed to implement the project?	Will the community partner and its constituents benefit during the project? How?	a. Which communities relevant to the project within the broader community have and have not been involved in the design and implementation of the project? b. How will communication take place between partners?	a. Is the academic partner involved in conceiving, designing, and implementing the evolving stages of the project? If so, how? b. Does the academic partner understand the existing scholarship relevant to the project?	Is the scholarship created in collaboration with the community partner? If so, how? What is the academic(s)' involvement?	a. How and when will the partners assess activities during the project, if applicable? b. How and when will the partners assess their collaboration and partnership? c. Are ethical standards being met? d. How will the partners determine that the project is completed?
Product(s), Deliverables, and Outcomes	Is the community partner involved in determining and creating the final product(s), deliverable(s), and/or outcome(s)? How?	a. How will the community partner and its constituents benefit from the project's products, deliverables, and outcomes? b. Have you thought about unintended consequences? c. Is project sustainable? d. Is project scalable?	Which communities relevant to the project within the broader community have and have not been involved in determining the final product(s), deliverable(s), and outcome(s)?	Is the academic partner involved in determining and creating the final product(s), deliverable(s), and/or outcome(s)? How?	As applicable: how will the project's products benefit the academic's body of work and teaching as well as promotion and tenure; benefit scholarly debate; impact policy; and provide learning for both the academic and community partner?	a. How will the community and academic partners each be involved in assessment of the product(s), deliverable(s), and outcome(s)? b. Where, how, and by whom will the product(s), deliverable(s), and outcome(s) be disseminated? c. Did partners debrief at the end of the project? d. Was the project's purpose(s) met?

Community Engaged Scholarship
California State University San Marcos
Definitions

Community Engaged Scholarship* (CES) is centered on a mutually-beneficial collaboration between the university and a community partner outside the academy. The purpose of the collaboration is to bring together the specialized knowledge of the university with the specialized knowledge of the community to generate new knowledge that is applied to solve critical issues of interest to both. CES meets the needs of the community partner as defined and expressed by the partner, with measurable outcomes. The collaborative work is characterized by robust participation by both the university and community partners and results are disseminated to all partners and beyond.
*At CSUSM, we mean scholarship and creative activity.

➢ By *community* we mean an organization, entity, or simply people, outside of academia.

➢ By *engaged* we mean a partnership between community members and the university that is marked by mutual respect, in which all partners are significantly and equitably involved in the partnership, community needs are the motivation for the partnership, and the goals and outcomes of the partnership are mutually beneficial.

➢ By *scholarship** we mean a process of inquiry that applies a suitable methodology to answer a question driven by community needs and goals, and that contributes to a body of knowledge. The outcomes of CES include both traditional peer-reviewed products as well as items of use to the community partner that would not have been created without the scholar's input.
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