Community-Engaged Scholarship: Strategies and Resources to Support Faculty Work

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Session Overview
- Introductions
- Community-engaged scholarship (CES)
- Three strategies and corresponding tools/resources
  1. Competency-based faculty development
  2. Peer reviewed publication of diverse products of CES
  3. Navigating the tenure and promotion process
- Application in the context of your institution
- Resources

Who Is Here?
- Name, academic unit, institution
- Tenured / tenure track /other, if faculty
- Other roles/interest in community-engaged scholarship
- One thing you’d like to gain from this workshop

Overview and Context of CES

Mission
To promote health (broadly defined) through partnerships between communities and higher educational institutions

CCPH Goals
- Mobilize knowledge, wisdom and experience in communities and in academic institutions to solve pressing health, social, environmental and economic challenges
- Build capacity of communities and higher educational institutions to engage each other in authentic partnerships that balance power, share resources and work towards systems change
- Ensure community-driven social change is central to the work of community-academic partnerships

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Defining Community
CCPH board of directors, 2005

There is no "one" definition of community
• Geography
• Age
• Ethnicity
• Gender
• Sexual orientation
• Disability, illness or health condition

In general represent:
• Common interest or cause
• Shared values or norms

Defining Community
CCPH board of directors, 2005

Defining “community” in community-engaged work is more about the process of asking questions than about a strict definition of who “is” community or “represents” community:
• Are those most affected by the issue at the table?
• Are those at the table the individuals who have a stake in the issue that is being addressed?
• Are those at the table the individuals/organizations with the resources (e.g., knowledge, connections, funding) needed to address the issue?
• Do they play decision-making roles?

Definitions

Community engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities

Community Engagement

Scholarship Defined

• The activity requires a high level of expertise.
• The activity breaks new ground or is innovative.
• The activity has significance or impact.
• The activity can be replicated and elaborated.
• The work and its results can be documented and disseminated.
• The work and its results can be peer reviewed.

Adapted from Recognizing Faculty Work, by Robert Diamond and Bronwyn Adam (1993)

Community-Engaged Scholarship Defined

Community-engaged scholarship is scholarship that involves the scholar in a mutually beneficial partnership with the community.

Adapted from Recognizing Faculty Work, by Robert Diamond and Bronwyn Adam (1993)
From Service to Scholarship

- Key point #1: Engagement is not the same as service.
- Key point #2: Engagement is not necessarily scholarship.
  - Must use a scholarly approach (grounded in work that came before)
  - Must document and create product that can be disseminated and subjected to critique

Challenges for Faculty

- Few professional development pathways
- Not easy to identify peer reviewers
- No accepted method/vehicle for peer review, publication and dissemination of non-journal products
- No clearly defined/accepted community partner roles
- Institutional cultures slow to change/adapt

Faculty for the Engaged Campus

- An initiative of Community-Campus Partnerships for Health funded by the Fund for the Improvement of Postsecondary Education (FIPSE) of the US Dept. of Education (2007-2010)
- In partnership with the University of Minnesota and the University of North Carolina at Chapel Hill
- Built upon CCPH's "Community-Engaged Scholarship for Health Collaborative" (2004-2007), also funded by FIPSE

Faculty for the Engaged Campus

Legitimize and support community-engaged career paths in the academy by:
- Developing innovative competency-based models of faculty development
- Facilitating peer review and dissemination of products of community-engaged scholarship (CES)
- Supporting community-engaged faculty through the promotion and tenure process
- Expand the notion of "peer" in peer review

Characteristics of Quality CES

- Clear goals - academic/community change
- Adequate preparation - in content area and grounding in community
- Methodological rigor - relevance and strength of methods
- Significance - impact in field and community
- Effective presentation - dissemination to academic and community audiences
- Reflective critique - lessons learned
- Ethical behavior - socially responsible conduct

Questions or observations?

How are the characteristics of quality CES similar to or different than the ways scholarship is judged at your institution?
Competencies for Successful CES Practice

Novice
- Understand concepts of community engagement and CES
- Familiarity with basic literature and history of CES
- Understand various contributors to community issues
- Develop skills and commitment for fostering community and social change

Novice to Intermediate
- Work effectively in and with diverse communities
- Negotiate across community-academic groups
- Write grants expressing CES principles and approaches
- Write articles based on CES processes and outcomes for peer-reviewed publications

Intermediate to Advanced
- Transfer skills to community and other faculty
- Understand and apply definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality

Advanced
- Understand policy implications of CES and ability to work with communities in translating CES into policy
- Balance tasks in academia posing special challenges to CES in order to thrive in an academic environment
- Effectively describe scholarly components of the work in a portfolio for review, promotion and/or tenure
- Ability to serve on RPT committee
- Ability to mentor others in establishing and building a CES-based portfolio


Competency-Based Faculty Development Examples

- Learning communities
- Competitive “fellowship” programs
- Seed grants
- Training (some connected to seed grants)
- Mentoring (from faculty and community)
- Some are theory based: diffusion of innovation, readiness for change


Contemporary Issues in Community Engaged Scholarship: Preconference Continuums of Service April 2012

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**Products of CES**

- Conventional: Journal manuscripts
- Diverse and innovative:
  - Results of CES: Examples: Policy briefs, videos, photo voice exhibits
  - Tools that can be adapted or adopted by others: Examples: Assessment instruments, instructional manuals, partnership agreements

**Challenge: Traditions of the System**

- Systems of faculty recognition and rewards
- Impact: Need expanded definition to demonstrate community impact (not just academic publications and journal impact scores)
- What “counts” as scholarship: Need acceptance of diverse scholarly products (not just peer-reviewed journal articles)

**Challenge: Peer Review of Innovative CES Products**

- Traditional peer-review process may not find value in CES products
- Format of peer-reviewed journals not conducive to innovative CES products
- Lack of peer-reviewed dissemination mechanisms that value and can broaden community impact
- Importance of informed external peer review in faculty roles and rewards
- Community peer reviewers may not be valued

**A Solution: CES4Health.info**

- Mechanism for peer review and online publication of products of community-engaged scholarship in forms other than journal manuscripts
- Intended to both increase impact of these products in communities and increase likelihood they will count in faculty promotion and tenure reviews

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**A component of Community-Campus Partnerships for Health’s Faculty for the Engaged Campus Initiative, supported in part by the Fund for the Improvement of Postsecondary Education of the US Department of Education**

- Online resource launched in November 2009
- Editorial and peer review processes mirror most journals
- “Peers” in CES come from community and academy
- Authors note products as peer-reviewed publications in CV
- Reviewers note professional service in CV
- Number of downloads and uses being tracked as measures of impact
- Congratulatory and educational letters sent to administrators/committees
Examples of 34 Products Published to Date

- Community Based Participatory Research with Indigenous People (educational video)
- Partners in Research: Curricula to Prepare Community and Faculty for CBPR Partnerships
- Engaging the Underserved: Personal Accounts of Communities on Mental Health Needs for Prevention and Early Intervention Strategies (report)
- Toolkit to Establish and Sustain Year-Long Walking in Rural Communities
- Overtown Cookbook (evidence-based and taste-tested culturally diverse healthy recipes)
- Mapping Memories (digital stories of refugee youth and curriculum resources for engaging youth)

Submission Process

- Products in English considered year-round
- Submission = product (downloadable, linkable) and 12 question application
- Application questions probe rigor and engagement, as well as community benefit issues
  - Keywords: topics, type of resource, resource format
  - Product aims, development, quality, intended audience, significance
  - The project that resulted in the product – scholarly approach, rigor
  - Degree and quality of engaged approach
  - Reflection on strengths and limitations
  - Assurances regarding copyright and privacy

Minimum Submission Criteria

- The CE in CES4Health – Community-engaged
- The S in CES4Health - The project that resulted in the product was approached in a scholarly way, and builds upon or is grounded in previous practice or evidence
- The Health in CES4Health – Defined very broadly

CES4Health.info Review Criteria

- Appropriateness for CES4Health.info
- Clear goals
- Adequate preparation
- Methodological rigor
- Significance
- Effective presentation
- Reflective critique
- Ethical behavior

CES4Health.info Review Process

- Mirrors typical journals
- Screened by Editor for minimal criteria of engaged activity and health-related (broadly defined), as well as copyright or privacy concerns
- Assigned to Associate Editor who assigns 2 academic and 2 community reviewers based on aligned interest/expertise

CES4Health.info and P&T Reviews

- Fills a gap by offering rigorous peer review and broad dissemination
- High quality applied products, along with guidance for their use, are freely available online
- Site has robust search options:
  - Keyword, title, author
  - General topics (e.g., nursing, social and behavioral sciences)
  - Specific topics (e.g., HIV/AIDS, domestic violence)
  - Specific populations (e.g., homeless, refugees)
  - Methodological approaches (e.g., focus group, survey)
  - Resource types (e.g., evaluation tool, curriculum)
  - Product types (e.g., DVD, website)
Perspectives of Authors

- Decision to submit
  - To get product published
  - Curious to see what review process would reveal
  - To have product disseminated
- High satisfaction with elements of review process and content of narrative review
- Response process has been streamlined
- Products now noted as peer reviewed on CV

Comments from Authors

“CES4Health.info is both a wonderful educational tool and an appropriate and well-organized venue for peer review publication. It is so unique and so important. Thank you!”

“I appreciated the depth of background, justification, and rationale that was required of the reviewers. It instilled faith in the rigor and value of the peer review process.”

Perspectives of Users

- Over 1,800 people have downloaded products to date
  - All products have been downloaded
  - Range from 15 – 146 downloads per product
- Reasons to access CES4Health.info
  - Curious
  - Familiar with CCPH resources, wanted to see new one
  - Become familiar before submitting a product
  - Become familiar before applying to be a reviewer
- Want more products available

Comments from Institutional Leaders

“Thank you so much. I appreciate this notification, and the explanation. Our Faculty has revised its standards for tenure, promotion, and evaluation (in a pilot study) to reflect the scholarship of engagement but, of course, we are embedded in the culture of the typical publicly-funded research intensive university - i.e. many T&P committees are dubious. In fact, getting [the author's] tenure approved, the first under our new guidelines, was somewhat challenging. CES4Health is a godsend.”

~ A Dean, upon receiving notification of faculty's publication

Comments from Community Leaders

“An easy-to-use website so it will be a regular stop for my work.”

“The more this develops, and the more resources that are available, the more powerful this will become. I am excited for that!”

“As a community-based peer reviewer for CES4Health.info, what excites me most about this resource is its potential to widely disseminate high quality products that can improve the health of communities.”

Themed Calls for Products

- 2010: Refugee and Immigrant Health
- 2011: Aboriginal and Indigenous Health
- 2012: Maximizing Community Contributions, Benefits and Outcomes in Clinical and Translational Research
- 2012/2013: Arts and Health
Peer Reviewed Publication of Diverse Products of CES Discussion Questions

- Do you (or your colleagues) have examples of diverse products of CES? If not, what products could you imagine emerging from your (their) work?
- How are such products viewed at your institution in faculty reviews? How are they viewed by your communities?
- How might you utilize CES4Health.info?

Strategies for Promoting CES

#3 Navigating the Tenure & Promotion Process

Planning for Tenure and Promotion Review

Four categories of advice (Gelmon and Agre-Kippenhan, AAHE Bulletin, January 2002)
- Planning for the review
- Nature of documentation
- Individual behavior
- Monitoring and assisting the process as feasible


Challenges for Mentoring and Review of CES

- Difficult to identify reviewers who understand and can assess rigor, quality and impact of CES
- Reviewers who are not familiar with CES or are grounded in a different evaluative mindset may not conduct a fair or thorough review
- Faculty seek both mentors and reviewers

A Solution: Facultydatabase.info

- Online database of community-engaged faculty who can serve as mentors and portfolio reviewers
- Deans, department chairs and faculty can search database and contact faculty who appear to be a good match
- Mentoring can take place by email, phone or in person
- Potential external reviewers can be identified
- Updated regularly

Exemplary Portfolios

- Work is grounded in unit/institutional mission
- Narrative is framed around local P&T criteria
- Portfolio tells an integrated and compelling story, demonstrating reflection
- Candidate clearly makes a case for their own story, drawing upon evidence
- Work reflects qualities of CES and has been tested and disseminated in multiple venues
- Illustrate sustained and trusted partnerships

CCPH CES Toolkit: http://communityengagedscholarship.info
Exemplary Portfolios

- Integrate scholarship of discovery, teaching, engagement
- Demonstrate rigor and impact
- Engagement is central, not an add-on
- Reference external benchmarks
- Supported by strong letters of support from inside and outside of the discipline
- Well-packaged, cross-referenced, easy to navigate

CCPH CES Toolkit: http://communityengagedscholarship.info

Content of Evidence

- Community contributes to/benefits from project
- Progress towards social equity/changes in policy
- Improved service delivery processes or outcomes
- Increased funding to continue/expand/replicate project
- Increased funding for community partners
- Increased capacity of individuals and community organizations to advocate for themselves
- Ability of trainees to assume positions of leadership and community engagement
- Work adds consequentially to discipline(s), CES and community

CCPH CES Toolkit: http://communityengagedscholarship.info

Documentation vs. Evidence

- Evidence:
  - Behavior or outcome that suggests you possess a characteristic
- Documentation:
  - Information about the evidence in your dossier
- You may have evidence but no one will know unless you provide it in writing

Common Dossier Elements

- Narrative(s)
- Curriculum vita
- Student evaluations
- Letters from institutional colleagues
- Letters from community partners
- Samples of scholarship
- External review letters

Dossier - Statement

- Discuss role of CES in career development, creating impact, enhancing rigor
  “I worked with PNHHC resident members to convince Hennepin County to reverse its policy of condemning lead contaminated homes, a policy that often resulted in tenant eviction. Consequently, 100 fewer families per year were traumatized or made homeless. I testified with community residents before the Minneapolis City Council about prevention education in comprehensive lead hazard reduction programs. A PNHHC member, Sustainable Resources Center (SRC), changed its housing intervention practices and state and national advocacy strategies based on my research and asked me to join its Board of Directors.”

Dossier - Statement

- Illustrate how engagement is woven into teaching and research
  “I view my teaching and training as complementary to my research and community engagement interests….. Integration of clinical training, teaching, research and community collaboration allows me to bring examples from my own research and community engagement into the classroom and supervisory relationship, as well as to further my own thinking through discussions with trainees and students.”
**Dossier - Statement**

- Discuss engagement in research and teaching sections, not under service

*Excerpt from Research/Scholarship Statement:*
"My work has expanded beyond my discipline as I now participate in University and national efforts to address public engagement in higher education. For example, I have published in *Academic Medicine* with public health researchers from Portland State University and University of North Carolina concerning promotion and tenure and community-engaged scholarship."

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**Teaching Portfolio**

- Document value of engagement to teaching
- Document scholarship related to engaged teaching activities

*Include:*
- Teaching philosophy
- Teaching and educational admin responsibility
- Curriculum development
- Innovative teaching approaches (pedagogy)
- Student advising/mentoring
- Scholarly products related to teaching
- Evidence of learning outcomes
- Self, colleague and student evaluations

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**Dossier - CV**

- Use creative language, formatting, annotations to highlight work in your curriculum vita
- Add a section on "curricular innovation"

  Co-created a field experience in public journalism for the Health Journalism masters program with Dean C. Jordan, University of Minnesota, 2004

- Annotate a manuscript citation

  I conceptualized the paper, defined its intellectual content, co-wrote the manuscript and edited the final manuscript. My community partner co-wrote the manuscript and edited the final manuscript.

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**Dossier - CV**

- Code co-authorship of products
  + = co-authored with community research partner
  # = co-authored with trainee
  @ = collaborator(s) were from institutions in other parts of the country

- Other suggestions?

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**Navigating the Tenure and Promotion Process Discussion Questions**

- How might you best document and describe your CES in each of these components of a portfolio?
  - Narrative statement
  - Curriculum vitae
  - Teaching portfolio
  - Letters of support
  - Supporting documentation

- How would these be received at your institution?

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**Resources**

- Community-Campus Partnerships for Health: [http://ccph.info](http://ccph.info)
- CES toolkit: [http://communityengagementscholarship.info](http://communityengagementscholarship.info)
- CES4Health.info: [www.CES4Health.info](http://www.CES4Health.info)
- Online Database of Faculty Mentors & Portfolio Reviewers: [http://facultydatabase.info](http://facultydatabase.info)
- Faculty for the Engaged Campus, featured in *JHEOE*, March 2012
- International Association for Research on Service-Learning and Community Engagement: [www.researchslce.org](http://www.researchslce.org)
- IARSLCE Research Conference, September 23-25, 2012, Baltimore, MD
- CU Expo, June 12-15, 2013, Corner Brook, NL Canada
- Stay connected through CCPH Listservs & media: [http://ccph.info](http://ccph.info)