



# Building Faculty for the Engaged Campus

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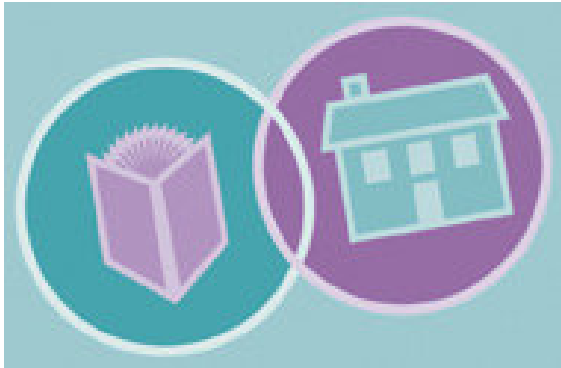
**Association of American Colleges & Universities Conference, Shaping Faculty Roles in a Time of Change  
San Diego, CA ~ April 2-4, 2009**

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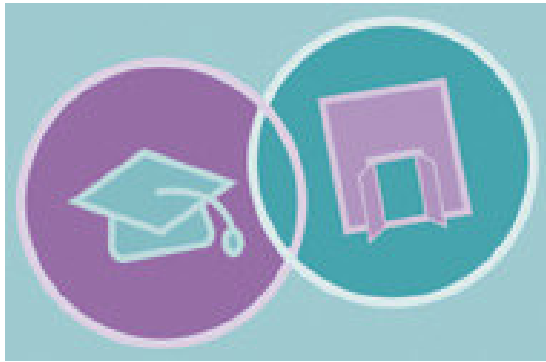


# Session Goals

- Illustrate a set of core competencies for community-engaged scholarship
- Discuss professional development for those who seek community-engaged careers in the academy
- Describe a range of potential models for faculty development in CES
- Share the experiences of 20 diverse institutions in developing action plans for faculty development
- Collectively generate ideas for faculty development

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

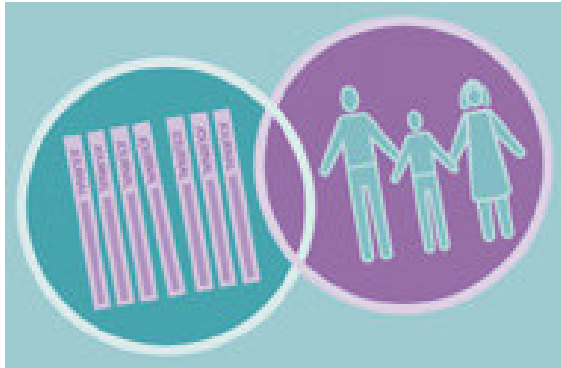




# Definitions

- *Scholarship* is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed
- *Community-engaged scholarship* is scholarship that involves the faculty member in a mutually beneficial partnership with the community.

*Linking Scholarship and Communities, Commission Report, 2005*

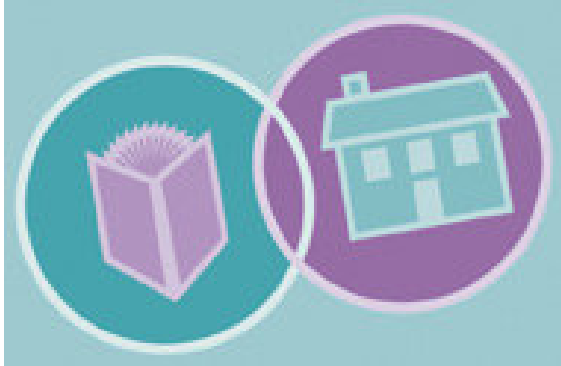


# Current Reality

“A university’s values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members.”

*Conrad Weiser et. al.*

*Scholarship Unbound for the 21st Century, 2000*



# Challenges for Faculty in Current System

- Time involved in developing partnerships
- Collaborative and interdisciplinary nature of CES
- Expectations of funding agencies
- Funding and journal hierarchy
- Diverse dissemination pathways and products
- Diverse measures of quality, productivity and impact
- Lack of peer review
- Limited opportunities for community partners
- Traditions of senior scholars and institutions



**Community-Campus  
Partnerships for Health**  
Transforming Communities & Higher Education

## Recent Initiatives

### **2004-2005: Kellogg-funded Commission**

- Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions. Seattle: Community-Campus Partnerships for Health, 2005. Available at [www.ccph.info](http://www.ccph.info)

### **2005: Community Engaged Scholarship Toolkit**

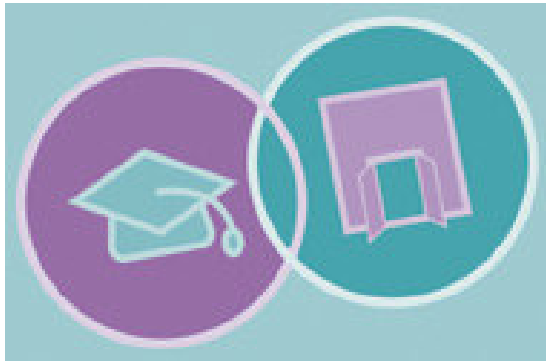
- [www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)

### **2004-2007: CES for Health Collaborative**

- Community-Engaged Scholarship Review, Promotion & Tenure Package
- Faculty competencies for community-engaged scholarship
- Institutional self-assessment tools
- Forthcoming theme issue of Metropolitan Universities

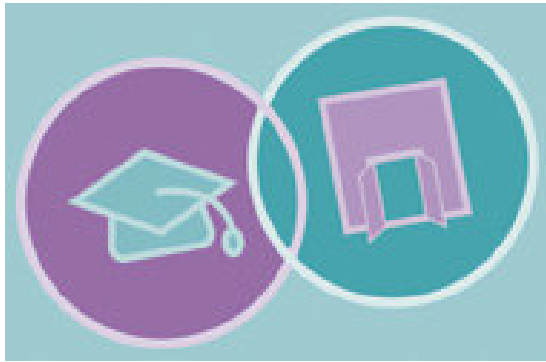
### **2007-2010: Faculty for the Engaged Campus**

- Charrette with 20 participating institutions, May 2008
- Faculty development grants awarded to 6 institutions, 2009-2010



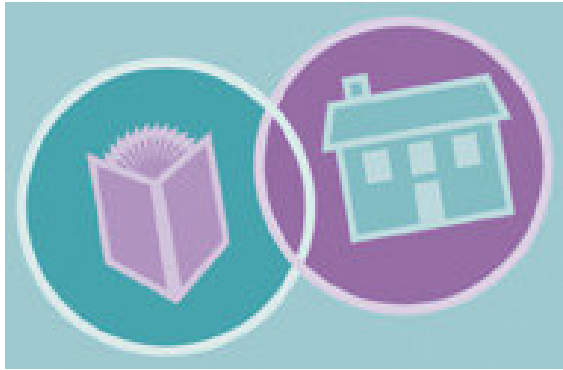
# Faculty for the Engaged Campus

- Faculty with commitment and competencies for CES are central to institutionalizing and sustaining community-academic partnerships
- Persistent challenges:
  - 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



# Components

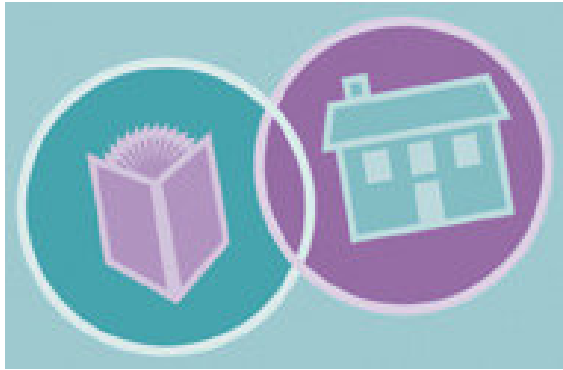
- **Innovative competency-based models of CES faculty development**
- Online clearinghouse for peer review, publication and dissemination of products of CES
- Online roster of peer reviewers and mentors
- Redefining “peer” in peer review to include community partners



# FEC Charrette

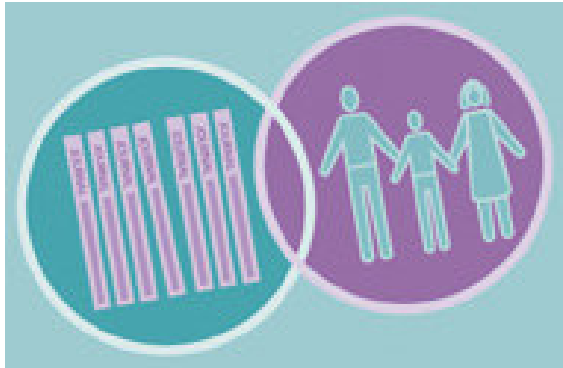
*May 28-30, 2008 in Chapel Hill, NC*

- Provide a forum for discussion of professional development for those who seek community-engaged careers in the academy
- Develop models for faculty development that can be piloted and shared
- Establish network of institutions interested in continued discussion and advancement of faculty development in CES
- **Leave with an action plan for each campus**
- 100 applications; 20 diverse institutions accepted



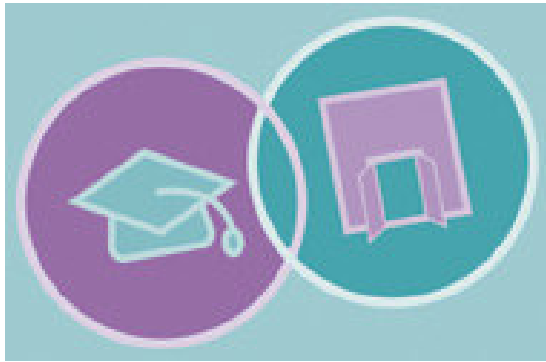
# Charrette Pre-Work and Assignments

- Pre-charrette
  - Institutional self-assessment
  - SWOT Analysis
- On-site
  - Competencies exercise
  - Action plan template
  - Topical discussion session
  - “Critical Friends” exercise



# Phase Two Participating Sites

- Six sites receiving support to develop innovative faculty development programs
  - NC State, UNC Chapel Hill, U Minnesota, Ohio U., U Michigan, Northwestern U
- Programs include developing or enhancing faculty scholarship through mentoring, mini-grants, educational events, Fellows, partnering with community leaders for collaborations



# Example Competencies

- **General:** Value and understand legitimacy and significance of CES
- **Novice:** Familiarity with basic literature and history of CES
- **Intermediate:** Ability to negotiate across community-academic groups
- **Advanced:** Expertise in working with communities to translate CES into policy

# Faculty Development by Level of Expertise

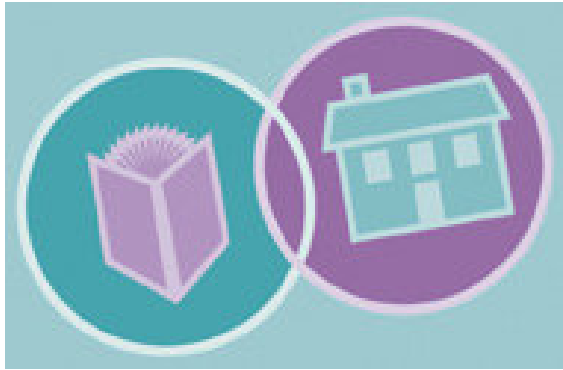
	Novice	Intermediate	Advanced
<b>Learning Content</b>	Introductory workshops on different forms of CE & CES	CES workshop/seminar series	Advanced workshops/seminars
<b>Guidance and Support</b>	Introduction to individuals and campus units doing CES for potential collaboration	CES faculty support group	Inter-disciplinary and/or inter-institution network and/or CES faculty support group
<b>Incentives</b>	Information on resources on CES resources and opportunities	Seed grants for developing partnerships, courses, research projects	CES leadership and mentorship positions
<b>Portfolio development</b>	Review of RPT guidelines in regard to CES	Tutorials and workshops specific to CES portfolio development	Mini-sabbatical grants to work on portfolio

*Citation:* Blanchard, Hanssmann, Strauss, Belliard, Krichbaum, Waters and Seifer Faculty Development Models for Community Engaged Scholarship. Forthcoming, 2009 issue of Metropolitan Universities Journal.



# Group Discussion

- Agree on 2-4 competencies to successfully do community-engaged scholarship.
- How would you prepare novice faculty members to achieve the competencies?
  - Strategies for faculty development
  - Faculty development program components
  - Enhancements to current faculty development efforts
- What would you look for as indicators of your program's success?



# Resources

CCPH Website: [www.ccpb.info](http://www.ccpb.info)

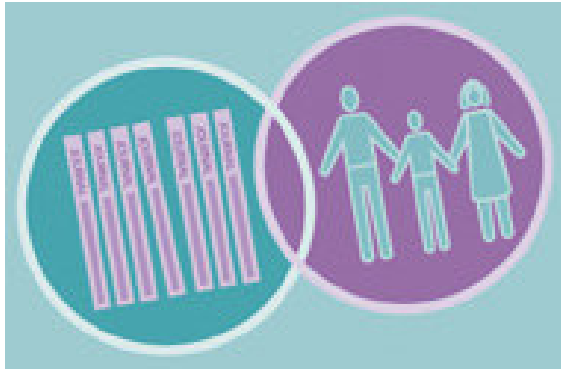
Community-Engaged Scholarship for Health Collaborative Website: self-assessment tools

Community-Engaged Scholarship Toolkit: “Making the best case for P&T”

Electronic Discussion Groups on CES, CBPR, SL

Community-Engaged Scholarship Resources: reports, model RPT policies

Forthcoming issue of Metropolitan Universities Journal



## For More Information

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- Subscribe to the Community-Engaged Scholarship Listserv at <http://mailman.mcw.edu/mailman/listinfo/com-m-engagedscholarship>
- Visit the CCPH website: [www.ccph.info](http://www.ccph.info)