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

Supported in part by the Fund for the Improvement of Postsecondary Education (FIPSE)
of the US Department of Education
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*
“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
Recent Initiatives

2004-2005: Kellogg-funded Commission

2005: Community Engaged Scholarship Toolkit
- www.communityengagedscholarship.info

- 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

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Learning Content</strong></td>
<td>Introductory workshops on different forms of CE &amp; CES</td>
<td>CES workshop/seminar series</td>
<td>Advanced workshops/seminars</td>
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<tr>
<td><strong>Guidance and Support</strong></td>
<td>Introduction to individuals and campus units doing CES for potential collaboration</td>
<td>CES faculty support group</td>
<td>Inter-disciplinary and/or inter-institution network and/or CES faculty support group</td>
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<tr>
<td><strong>Incentives</strong></td>
<td>Information on resources on CES resources and opportunities</td>
<td>Seed grants for developing partnerships, courses, research projects</td>
<td>CES leadership and mentorship positions</td>
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<tr>
<td><strong>Portfolio development</strong></td>
<td>Review of RPT guidelines in regard to CES</td>
<td>Tutorials and workshops specific to CES portfolio development</td>
<td>Mini-sabbatical grants to work on portfolio</td>
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*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.ccph.info](http://www.ccph.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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- Visit the CCPH website: www.ccph.info