Enhancing Learning, Research and Careers Through Community-Engaged Scholarship

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Questions to Address

- What exactly is “community-engaged scholarship”?

- How does it benefit me, my work, my students, my university, and the community?

- But what if I don’t have time to add this to my busy life?

- How do I pull scholarship from engaged work?

- Will it “count”? 
Definitions

*Community engagement* is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities.
Figure 1 | Community-Engaged Teaching, Research, and Service

- Community-based participatory research
- Practice-based research

Research

Teaching
- Community-based learning
- Practice-based learning
- Service-learning

Community-Engaged

Service
- Community service
- Academic public health practice
- Clinical service
- Community-oriented primary care
Scholarship

- 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 is scholarship that involves the academic in a mutually beneficial partnership with the community
From Service to Scholarship

- Key point – Engagement is not necessarily scholarship.
- Common misconception –

  Service learning = 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
Scholarly vs. Scholarship

Scholarship = Peer-reviewed and disseminated product

- Start
  - Teaching problem or issue
  - Scholarly
    - Method becomes part of repertoire
  - Adjust if necessary
    - More feedback
  - Observe results
    - Record results
  - Formative critique or peer feedback
  - Justify choice
    - Select best method
      - Others’ solutions?

Adapted from Richlin, 2001
Why Do It: The Impact of CES

- On Faculty (some research)
  - Re-ignites passion
  - Increases motivation
  - Tangible benefits observed leads to sense of agency and accomplishment
The Impact of CES

On Research and Teaching Activities (some research)

- Increases synergy between research, teaching and service
- Benefits the research and teaching rigor
<table>
<thead>
<tr>
<th>TEACHING PHASE</th>
<th>BENEFITS OF COMMUNITY ENGAGEMENT</th>
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<tbody>
<tr>
<td>Identify theoretical framing and practical integration for curriculum development.</td>
<td>• Connecting course content with service related activities can insure reciprocity of benefit and deepening of the learning experience.</td>
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<tr>
<td>Curriculum development and potential funding support</td>
<td>• Cultural, community specific, socioeconomic, etc. questions/information that might inform students regarding theoretical underpinnings of course content can be provided by community partners that may be unknown to the teacher.</td>
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<td>• Community members may provide updated information on current policies, services, interventions, assets/barriers that could affect or alter students’ understanding of course materials.</td>
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<td>• New avenues for course development funding and external support.</td>
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<td>Implementation: Teaching of the Course</td>
<td>• Identification of community based learning activities.</td>
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<td>• Identification of theoretical – applied learning processes</td>
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<td>Translation of feedback regarding Student Learning and Teaching Effectiveness on course design</td>
<td>• Professor and community partner can rework areas to improve student learning and teaching effectiveness.</td>
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<td>• Field placements can result in more positive/successful learning.</td>
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<td>Dissemination</td>
<td>• Community involvement provides opportunity for broader relevance and impact beyond academic arena.</td>
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<td>• Community environment is more accurately depicted in presentations and publications.</td>
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<tr>
<td>RESEARCH PHASE</td>
<td>BENEFITS OF COMMUNITY ENGAGEMENT</td>
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<tr>
<td>Identify key issues/research questions</td>
<td>• Clarify research question or confirm its validity</td>
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<td>Proposal development and funding</td>
<td>• Info on existing interventions, services, policies, and barriers that could affect study</td>
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<td>Fiscal control and accountability</td>
<td>• Shared funding and control increases community commitment to research success</td>
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<td>Study design and methodology</td>
<td>• Understanding of community’s context leads to more accurate conceptual framework and understanding of important independent, moderating and dependent variables.</td>
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<td>• Design and methods acceptable to and valid for the community; culturally appropriate</td>
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<td>Recruitment and retention of participants</td>
<td>• Increased trust, which leads to increased participation and retention</td>
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<td>• Community- and culture-informed recruitment strategies and incentives</td>
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<td>• Community more likely to participate if they have had input and feel heard</td>
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<td>Measurement design and data collection</td>
<td>• Culturally appropriate measurement, making projects more effective and efficient; data collection more accurate</td>
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<td>• Using local (and native speaking) staff increases authenticity and accuracy of responses</td>
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<td>• Mutual trust enhances both quantity and quality of data collected</td>
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<td>• Increased opportunity for field-testing instruments improves reliability</td>
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<td>Interpretation of findings</td>
<td>• Community members can comment on researcher’s interpretation of data to help the researcher determine if conclusions have incorporated increased understanding of the community’s circumstances.</td>
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<td>• Community members can comment on how the findings are likely to be perceived within the community and how they should be framed to help community members best understand the implications</td>
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<td>Translation to policy and practice</td>
<td>• Community can provide information about what will work, what is culturally appropriate</td>
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<td>• Increased appropriateness of interventions can result in more positive/successful application</td>
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<td>• Productive and on-going partnerships increase likelihood that research will be incorporated into ongoing community programs, providing the greatest possible benefit to the community from research.</td>
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<td>• Community members are effective advocates for public policy change</td>
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The Impact of CES (con’t)

On Students (more research)

“All features of quality service-learning lead to improved learning – its experiential aspect, the continual reflection on experience, the testing of abstract theoretical concepts with practical knowledge, the linking of affective and cognitive development, the application of knowledge.” – Eyler, Giles, Stenson & Gray, 2001

6 outcomes areas:

- **Academic** – content areas, higher order thinking skills, communication
- **Civic** – sense of civic responsibility
- **Personal** – value diversity
- **Social** – collaboration skills
- **Ethical** – understanding of community contexts that influence behavior. World view.
- **Career** – choice and access to networks
The Impact of CES (con’t)

- On the Institution (some research)
  - Community perception – provides fodder for telling a story of impact
  - Negotiate more favorable state-U relationships
  - Raise more money from alumni and friends
  - Institutional climate – decreases silos, values collaboration
  - Recruitment and retention of students and faculty
The Impact of CES (con’t)

- On the Community (minimal research)
  - Depending on whether research or teaching activity
  - Capacity building – leadership, skill and economic development; research, writing, fundraising skills
  - Evidence to put alongside political will in advocating for change
  - Contribution of new knowledge to organization
  - Positive press
But I Can’t Do One More Thing!

- Community engagement doesn’t have to be an “add-on”

- It’s a way of doing what you already do and it will:
  - Improve research
  - Enhance teaching

- It’s not without its challenges—requires effort, potential conflicts, can take longer

- Some say it yields fewer publications, but it is also an opportunity for scholarship
  - The key though is making it scholarly and drawing scholarship from engagement
Finding Scholarship in Engagement

– Engaged teaching
  • Document pedagogical approach, collaboration formation, student outcomes, community benefit
    – Article, manual, toolkit, curriculum

– Engaged research
  • Document partnership formation, challenges, lessons learned - article
  • Document findings - Article
  • Create innovative products, subject to critique, disseminate
    – policy brief, manual, documentary, exhibit, installation
Challenges of Disseminating CES Products

- Lack of publication outlets for innovative CES products
- Format of peer-reviewed journals not conducive to innovative CES products
- Traditional peer-review process may not find value in CES products, even conventional ones
- Promotion and tenure
Challenges Related to P & T

• Lack of understanding of CES by colleagues and review committees
  – Misconceptions about rigor
  – Misconceptions about time invested in relationships
  – Confusing CES with “just service”
  – CE faculty see connections between discipline and engaged work; others may not
Challenges Related to P & T

• Lack of understanding of CES by the CE faculty member
  – Not producing scholarship from engagement, or confusing engagement with scholarship (service-learning ex.)
  – Not integrating engagement into research and teaching; add-on
Challenges Related to P & T

• The traditions of the system
  – Need for expanded definition of impact (not just publications and journal impact scores)
  • Demonstrate community impact

– Need for acceptance of alternative forms of scholarly products (not just peer-reviewed journal articles)
Challenges Related to P & T

– P & T is about the individual. Engagement is usually group effort and credit is shared.

– Requirement of leadership in field and national/international reputation
  • In CES leadership/reputation tend to be local. Must intentionally expand.
Making it Count

– Peer Review and Dissemination of CES
  
  • Conventional
    – Special issues of disciplinary journals
    – Journals that value CES
  
  • More innovative
    – Progress in Community Health Partnerships – original research articles, lessons learned, educational resources, practical tools, policy briefs, community perspectives
  
  • Most innovative
    – Peer reviewed portals
      » MedEdPortal.org
      » MERLOT.org (Multimedia Educational Resource for Learning and Online Teaching)
Making it Count

– Making your best case for promotion or tenure
  • Know your university’s guidelines
  • Know what makes quality CES
  • Know how to document your qualities as a CE scholar
  • Educate your colleagues
Making it Count (con’t)

Know your university’s guidelines

• “Excellence and reputation may also be achieved though forms of scholarship which extend beyond the university and its professional organizations, including public or community projects related to the faculty members’ scholarly agendas and intellectual engagements.”

• “Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.”

From: Statement on Promotion and Tenure Interdisciplinary Arts and Sciences, University of Washington Bothell
Making it Count (con’t)

Know what makes quality CES

• Clear academic and community change goals
• Adequate preparation in content area and grounding in community
• Appropriate methods: use appropriate methods that combine rigor and engagement, or use engagement to enhance rigor
• Significant results: impact in field and community

• Effective presentation/dissemination to academic and community audiences

• Reflective critique: use feedback about the work to improve it

• Leadership and personal contribution

• Consistently ethical behavior: socially responsible conduct
Know how to document your qualities as a CE scholar

• Common components
  – Narrative(s)
  – Curriculum Vita
  – Student Evaluations
  – External reviewer letters
  – Letters from institutional colleagues
  – Samples of scholarship
Documentation vs. Evidence

• **Evidence =**
  – behavior or outcome that suggests you possess a characteristic

• **Documentation =**
  – Including information about that evidence in your dossier
  – You may have evidence but no one will know unless you write it down
Effective CES Dossiers

• Demonstrate an integration of scholarship of discovery, teaching, engagement. Engagement is not an add-on.

• Emphasize scholarship as well as service, but maintain the distinction.

• Demonstrate that scholarship is rigorous and has impact.
For additional ideas, including examples from actual dossiers, visit the Community-Engaged Scholarship Toolkit at:

www.communityengagedscholarship.info

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Portfolio examples
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Resources

Community-Campus Partnerships for Health website: [www.ccph.info](http://www.ccph.info)

CES toolkit: [www.communityengagescholarship.info](http://www.communityengagescholarship.info)

CES4Health.info: [www.CES4Health.info](http://www.CES4Health.info)

Online Faculty Database: [http://www.facultydatabase.info/](http://www.facultydatabase.info/)

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