

DRAFT: Competencies for Community-Engaged Scholarship

Prepared by the Faculty Development Workgroup of the Community-Engaged Scholarship for Health Collaborative

As the Faculty Development Workgroup began discussing strategies & models for supporting the development of community-engaged faculty members, a question arose: What core competencies are needed to be an effective community-engaged scholar? Understanding those competencies could help in the design of faculty development programs that are geared towards assisting faculty members to gain those competencies. We began by taking a look at the program goals & competencies developed by the Community Health Scholars Program (CHSP), a Kellogg Foundation-funded postdoctoral fellowship in community-based participatory research, <http://www.sph.umich.edu/chsp/program/index.shtml>. The draft set of competencies below builds upon those developed by the CHSP & adds to them. We would next like to develop these in more depth, including suggestions for how to assess the competency & benchmarks that would indicate the competency has been achieved. Please email any comments to Chris Hanssmann, graduate research assistant for the Collaborative, at ch6@u.washington.edu.

Acronyms: CBPR = community-based participatory research

Knowledge

- Define & describe the social determinants of health (i.e., economic, social, behavioral, political, environmental)
- Define & describe the principles, theoretical frameworks, models and methods of planning, implementing and evaluating CBPR
- Define & describe the principles, theoretical frameworks, models and methods of planning, implementing and evaluating service-learning and other forms of community-based education
- Define & describe the policy implications of one's CES
- Define & distinguish between "service," "scholarship," "community engagement" and "community-engaged scholarship."
- Describe the institutional review board policies and processes at one's institution
- Describe the review, promotion & tenure policies & processes at one's institution
- Define & describe benchmarks of quality CES and outcomes/products of CES

Skills

- Able to apply the principles, theoretical frameworks, models and methods of planning, implementing and evaluating CBPR
- Able to apply the principles, theoretical frameworks, models and methods of planning, implementing and evaluating service-learning and other forms of community-based education
- Able to share knowledge & skills with the community, thereby enhancing community capacity
- Able to share knowledge & skills with other faculty, thereby enhancing faculty capacity
- Able to work effectively in & with diverse communities
- Able to work effectively in interdisciplinary teams
- Able to negotiate across community-academic groups.
- Able to work with communities to translate findings of CES into changes in practice & policy
- Able to manage multiple tasks expected in academia (e.g., research, teaching, and service) posing special challenges to those engaged in CES in order to thrive in an academic environment.
- Able to write grants expressing CES principles & approaches
- Able to successfully navigate the institution's institutional review board process
- Able to write articles based on CES processes & outcomes for peer-reviewed publications

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- Able to effectively describe the scholarly components of the work in a portfolio for review, promotion and/or tenure
- Able to mentor student & junior faculty in establishing & building CES-based portfolio
- Able to serve on the review, promotion & tenure committee

Attitudes

Committed to social justice.

Committed to community capacity building

Committed to mentoring students & junior faculty in community engagement & CES