

Draft Review, Promotion & Tenure Criteria for Community-Engaged Scholarship

Developed by the Peer Review Workgroup of the Community-Engaged Scholarship for Health Collaborative

Note: These draft criteria are drawn and adapted from these sources: Portland State University P&T guidelines, University of Washington School of Public Health and Community Medicine P&T guidelines, National Review Board for the Scholarship of Engagement guidelines, and Glassick C, Huber M and Maeroff G, *Scholarship Assessed: Evaluation of the Professoriate*, San Francisco: Jossey-Bass Publishers, 1997.

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Quality and significance of scholarship are over-arching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to faculty accomplishments resulting from research, teaching, service, etc.

A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done.

The criteria for evaluating the quality and significance of Community-Engaged Scholarship include the following:

1. Clear Goals

A scholar should clearly define objectives of scholarly work and clearly states basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

Evidence of clear goals includes:

- Clearly stating the basic purpose of the work and its value for public good
- Defining goals and objectives that are realistic and achievable
- Identifying intellectual and significant questions in the discipline and in the community

2. Adequate Preparation

A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others and conduct meaningful work depends upon mastering existing knowledge.

Evidence of adequate preparation includes:

- Investing time and effort in developing community partnerships
- Participating in training and professional development that builds skills and competencies in CES
- Demonstrating an understanding of relevant existing scholarship

3. Appropriate Methods: Scientific Rigor and Community Engagement

Community-engaged scholarship should reflect an appropriate degree of scientific rigor and community engagement. To reach its full potential CES must represent a true collaboration between the scholar and the communities that are being engaged. CES projects must be

responsive to the needs, perspectives and values of the communities being engaged and such scholarly work must demonstrate a true collaboration between the scholar and the engaged communities. Community participation can in fact enhance scientific rigor by, for example:

- Helping to establish trust between communities and scholars;
- Enhancing the relevance of the research/project, quality and quantity of data gathered, and relevance and use of the data;
- Overcoming the fragmentation and separation of individual from culture and context that are often evident in more narrowly defined, categorical approaches;
- Facilitating the development and implementation of more effective public health interventions and policy change;
- Joining partners with diverse skills, knowledge, expertise and sensitivities to address complex problems

Evidence of scientific rigor and community engagement includes:

- Providing rationale for election of methods in relation to context and issue
- Demonstrating how community participation changed and improved the rigor of the methods
- Describing sound conceptual framework informed by current practices, theoretical understandings and community input
- Investing time and effort in developing community partnerships
- Using evidence-based approaches that are well grounded in science
- Using methods that can lead to measurable results
- Community project design is assets-based and assures that community felt needs, values and norms are considered
- Willingness to alter/adapt project in response to community feedback
- On-going involvement of community throughout project
- Community co-authors and/or community partner acknowledgements in peer-reviewed articles

4. Significant Results/Impact

Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. A primary goal of community-engaged scholarship is to beneficially impact the communities in which such scholarship is conducted. The assessment of CES impact must go beyond just the reporting of positive, neutral, or negative outcomes of any given project. The scholar should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future.

Evidence of significant results/impact includes:

- Documentation that community contributes to as well as benefits from the project
- Progress towards social equity
- Change in health policy
- Improved community health processes or outcomes
- Increased funding to continue, expand or replicate the initial project
- Increased funding for community partners
- Increased capacity of individuals in the community and community organizations to advocate for themselves
- The ability of trainees to assume positions of leadership and community engagement
- The work adds consequentially to the discipline and to the community
- The work opens additional areas for further exploration and collaboration

- The work makes a contribution consistent with the purpose and target of the work over a period of time

5. Effective Presentation/Dissemination

Central to scholarly pursuits is the effective presentation and dissemination of results. Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand. Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and independent review.

Evidence of effective presentation and dissemination includes:

- Publishing in peer-reviewed journals, practitioner journals, professional journals
- Publishing in periodicals or newspapers read by community members
- Dissemination of information through other media used by community members (radio, newsletters, etc.)
- Video, computer or distance programs that reach community
- Policy documents directed towards service providers, policy makers or legislators
- Presentations at community events
- Any of the above co-authored with community partners

6. Reflective Critique

Community-engaged scholars should demonstrate an ability to critically reflect on their work, their community partnerships, the issues and challenges that arise and how they are able to address these (for example, issues of power, resources, capacity, racism, etc). Community-engaged scholars should demonstrate an ability to consider such questions as: why did this project succeed or fail to achieve its intended outcomes, what could be done differently in succeeding projects to improve outcomes, is this project an idea that is deserving of further time and effort?

Evidence of reflective critique includes:

- Conducting debriefing sessions with community members
- Seeking evaluations from community members
- Changes in project design based on feedback and lessons learned

7. Leadership and Personal Contribution

Community-engaged scholars should demonstrate an ability to serve in leadership roles

Evidence of leadership includes:

- Directing community-based activity
- Organizing partnerships with community organizations to improve health
- Awards or letters of appreciation from community-based organizations for contributions to community health
- Serving on advisory or policy-making committee at national, regional, state and/or community levels
- Mentoring students, junior faculty and community partners

8. Consistently Ethical Behavior

Scholars should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior.

Evidence of consistently ethical behavior includes:

- Following the human subject review process in conducting research projects
- Properly acknowledging community partners when writing, presenting, etc about the collaborative work

Documentation of Community-Engaged Scholarship

Examples of documents to include in a community-engaged scholar's dossier:

- Career statement
- Curriculum Vitae (including sections on community activities and consultative and advisory positions held, noting when articles are co-authored with community partners)
- Teaching portfolio (including sections on community-engaged teaching and teaching scholarship)
- Letters of support/appreciation from community members/community partners
- Peer review letters from community leaders
- Publications in media aimed at community partners
- Peer-reviewed publications that report on CES