



**Faculty for the Engaged Campus:
New Strategies for Promoting Community-Engaged Scholarship**

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I. COMPETENCIES FOR COMMUNITY-ENGAGED SCHOLARSHIP

Blanchard, Hanssmann, Strauss, et al. *Metropolitan Universities Journal*, 20.2, August 2009

Questions for Discussion

1. Take a moment to review the CES competencies below.
2. How might these competencies be incorporated into an existing faculty development program, new program or your own professional development plan?
3. What teaching & learning strategies would you use?
4. What other resources would you recommend?

Novice

1. Understanding of the concepts of community engagement and CES, and familiarity with basic literature and history of CES (e.g., Boyer, Glassick, etc.)
2. Understanding of the various contributors to community issues (economic, social, behavioral, political, environmental); developing skills and commitment for fostering community and social change

Novice to intermediate

3. Knowledge of and skills in applying the principles of CES in theory and practice, including: principles, theoretical frameworks, models and methods of planning, and Implementation and evaluation

Intermediate

4. Ability to work effectively in and with diverse communities

Intermediate

5. Ability to negotiate across community-academic groups
6. Ability to write grants expressing CES principles and approaches
7. Ability to write articles based on CES processes and outcomes for peer-reviewed publications

Intermediate to advanced

8. Ability to transfer skills to the community, thereby enhancing community capacity, and ability to share skills with other faculty

Intermediate to advanced

9. Knowledge and successful application of definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality

Advanced

10. Understanding of the policy implications of CES and ability to work with communities in translating the process and findings of CES into policy
11. Ability to balance tasks in academia (e.g., research, teaching, service) posing special challenges to those engaged in CES in order to thrive in an academic environment
12. Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion and/or tenure
13. Knowledge of review, promotion and tenure (RPT) process and its relationship with CES, ability to serve on RPT committee
14. Ability to mentor student and junior faculty in establishing and building a CES-based portfolio

II. PEER-REVIEWED PUBLICATION OF DIVERSE PRODUCTS OF CES

<http://CES4Health.info>

Questions for Discussion

1. Do you (or your colleagues) have examples of diverse products of CES? If not, what diverse products could you imagine emerging from your (their) work?
2. How are such products viewed by the academy? By communities?
3. How might you utilize CES4Health.info?
4. What other resources would you recommend?

III. NAVIGATING THE TENURE AND PROMOTION PROCESS

<http://communityengagedscholarship.info>

<http://facultydatabase.info>

Questions for Discussion

1. How might you best describe & document your CES in each of these components of a portfolio?
 - a. Narrative statement
 - b. Curriculum vitae
 - c. Teaching portfolio
 - d. Letters of support
 - e. Supporting documentation
2. What other resources would you recommend?

IV. INSTITUTIONAL SELF-ASSESSMENT

Questions for Discussion

1. Take a moment to complete dimension IV of the CCPH self-assessment instrument
2. What questions or issues did completing these items raise?
3. How might you use the self-assessment at your institution?
4. What other resources would you recommend?

Excerpted from: Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. (2005) Building Capacity for Community Engagement: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health. www.ccphe.info

DIMENSION IV: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN INSTITUTIONAL COMMUNITY ENGAGEMENT

Directions: For each element (row), choose the stage that best represents the current status of community support for and involvement in institutional community engagement in your school and university as a whole.

	Level One	Level Two	Level Three	Level Four
4.1 Community Recognition as "Engaged Campus"	Local community leaders do not describe the institution as an important and reliable partner in addressing community concerns.	Local community leaders describe the institution as an occasional partner in addressing community concerns.	Local community leaders describe the institution as an important and reliable partner in addressing community concerns.	Local community leaders regularly describe the institution as an essential partner in addressing community concerns.
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
	Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
4.2 Nature and Extent of Community-Institutional Partnerships	There is little or no understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Relationships change frequently, and lapse during school breaks.	There is some understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. There is some continuity of relationships.	There is substantial understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Many relationships exist from year to year.	There is extensive understanding between the institution and community partners regarding each other's needs, timelines, goals, resources and capacity for developing and implementing community engagement activities. Relationships are well-established and sustained over time.
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
	Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
4.3 Community Access of Institutional Resources	Community agencies rarely access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies occasionally access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies frequently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.	Community agencies consistently access students and/or faculty as resources for their work through course-based projects, community-based research, service or other activities.
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
	Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			

	Level One	Level Two	Level Three	Level Four
4.4 Community Partner Voice and Leadership in the Institution	Few opportunities exist for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are not invited or encouraged to express their needs, goals, resources and capacity.	There are a limited number of opportunities for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are rarely invited or encouraged to express their needs, goals, resources and capacity.	There are some opportunities for community partners to assume leadership roles in community engagement (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are occasionally invited or encouraged to express their needs, goals, resources and capacity.	There are regular opportunities for community partners to assume leadership roles in institutional activities (e.g., serve on advisory committees, facilitate student reflection, give on-campus lectures, collaborate on research). Community partners are routinely invited or encouraged to express their needs, goals, resources and capacity.
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/> Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
4.5 Community Partner Incentives	No incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).	Few incentives are provided for community partners to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).	Although community partners are provided incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources), these are not consistently offered.	Community partners are consistently provided a variety of incentives to become involved in the institution's community engagement activities (e.g., adjunct faculty status, compensation for participation in research or teaching, continuing education credits, access to institutional resources).
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/> Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
4.6 Community Partner Recognition	No mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	Few mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	There are some limited mechanisms in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).	Many mechanisms are in place to recognize community partner contributions to the institution's community engagement activities (e.g., recognition event, certificates of appreciation, mini-grants, compensation, awards).
	Choose the stage that characterizes your school: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/> Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			

RESOURCES FOR COMMUNITY-ENGAGED SCHOLARSHIP

Available through Community-Campus Partnerships for Health

www.ccph.info

Community-Engaged Scholarship Webpage: This site provides an overview of community- engaged scholarship (CES), including definitions, seminal reports, criteria for assessing quality, links to promotion and tenure policies, and examples of efforts underway to promote CES. Visit the website: <http://depts.washington.edu/ccph/scholarship.html>

Community Engaged Scholarship Toolkit: This online resource provides faculty with tools to carefully plan and document their CES and produce strong portfolios for promotion and tenure. Visit the toolkit: <http://depts.washington.edu/ccph/toolkit.html>

Community Engaged Scholarship Discussion Group: This listserv provides a venue for sharing information and resources concerning the academic review and reward system for faculty involved in community-based participatory research, service-learning and other forms of CES. Sign up today at: <https://mailman1.u.washington.edu/mailman/listinfo/comm-engedscholarship>

Community-Based Participatory Research (CBPR) Webpage: This site provides an overview of CBPR, including key definitions and principles; reports and journal theme issues; course syllabi; and examples of policies, partnership agreements and memoranda of understanding Visit the website: <http://depts.washington.edu/ccph/commbas.html>

CBPR Discussion Group: This listserv provides a venue for sharing CBPR announcements (e.g., about conferences, funding, positions, publications), resources, queries and comments. Sign up today at: <https://mailman1.u.washington.edu/mailman/listinfo/cbpr>

CES4Health.Info: A free online mechanism for peer reviewing, publishing and disseminating products of CES that are in forms other than journal articles. These products include, for example, training manuals, policy briefs, curricula, slide presentations and educational DVDs. Submit products or apply to be a reviewer today at: www.CES4Health.info

Linking Scholarship and Communities: This final report of the WK Kellogg Foundation- funded Commission on Community-Engaged Scholarship in the Health Professions recommends ways that health professional schools and their national associations can support CES. Learn more about the Commission: <http://depts.washington.edu/ccph/kellogg3.html>

View the report: http://depts.washington.edu/ccph/pdf_files/Commission%20Report%20FINAL.pdf

Building Capacity for Community Engagement Institutional Self Assessment Tool: This tool assesses the capacity of a given higher educational institution, or unit therein, for community engagement and CES, and identifies opportunities for action. View the tool: http://depts.washington.edu/ccph/pdf_files/self-assessment-copyright.pdf

Faculty for the Engaged Campus: This national initiative of CCPH in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill aims to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of CES, and supporting community-engaged faculty through the promotion and tenure process. Visit the website: <http://depts.washington.edu/ccph/faculty-engaged.html>