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Supporting the Growth and Advancement of Community- engaged Scholars

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Agenda

- Defining terms – parsing “community-engaged scholarship” (CES)
- Competencies needed for CES
- Strategies for supporting development of CES competencies



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Definitions

Community engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities





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Figure 1 | Community-Engaged Teaching, Research, and Service





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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)



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Community-engaged scholarship is scholarship that involves the academic in a mutually beneficial partnership with the community



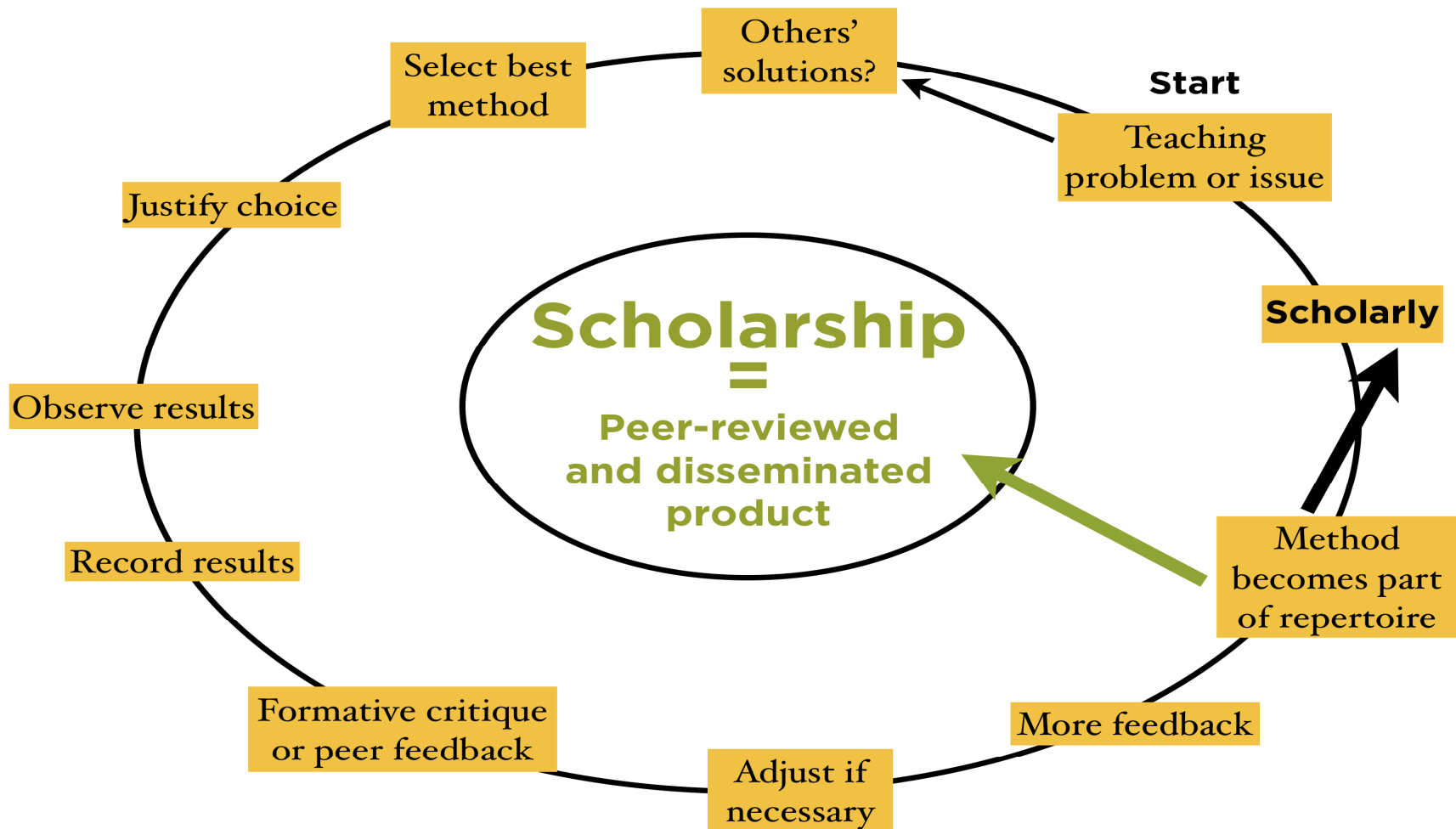


From Service to Scholarship

- ◎ 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





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Competencies for CES

Based on Blanchard, L., Hanssmann, C., Strauss, R., Belliard, J.C., Krichbaum, K., Waters, E., & Seifer, S. (2009). Models for faculty development: What it takes to be a community-engaged scholar. *Metropolitan Universities Journal*, 20(2), 47-65.

Related to:

- Concepts of, history of and the literature about CES
- Contributors to community challenges – economic, social, behavioral, political and environmental factors
- Working with diverse communities
- Negotiating academic-community relationships
- Developing community capacity through CES



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- Fostering social change through CES
- Translating the process and findings of CES into policy
- Balancing research, teaching and service while engaging in CES
- Relationship of scholarly components of CES and review, promotion and/or tenure
- Grant writing and developing productive relationships with funders related to CES
- Mentoring students and faculty in CES, thereby increasing the capacity of the University to engage with communities



Think Developmentally

Mastery does not align with faculty rank.

Novice to advanced does not = assistant to full professor

Depends on experience and training



Ways to Think About Mastery

1. Different competencies should be expected at different stages of development

Ex.: Novice = understand CES concepts

Advanced = translate CES findings into policy recommendations



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2. Within any particular competency area there is a continuum of mastery.

Some competencies are knowledge related, some skill (applied knowledge) related, some both.

(U of MN modification)



Self-Assessment, UMN approach

Knowledge continuum:

0 = know nothing

1 = familiarity with basics

2 = working knowledge/can apply knowledge

3 = can communicate and disseminate existing knowledge in the field through teaching, critiquing or mentoring

4 = can contribute to or advance knowledge in the CES arena or within discipline as it relates to the CES arena

5 = have transformed work in the CES arena or within discipline as it relates to the CES arena



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Skill (applied knowledge; *practice*) continuum:

0 = no skill

1 = basic skills

2 = intermediate skills

3 = can communicate and teach effectively about practice

4 = can effectively contribute to a practice domain

5 = can create broad practice innovations and disseminate them



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Examples

Question 1: What do you know about the history of and the literature about CES?

I...	Now	Goal
know nothing		
have familiarity with basics		
have working knowledge/can apply knowledge		
can communicate and disseminate existing knowledge through teaching, critiquing or mentoring		
can contribute to or advance knowledge in the CES arena or within my discipline as it relates to the CES arena		
have transformed work in the CES arena or within my discipline as it relates to the CES arena		



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Question 7: a) What do you know about fostering social change through CES and b) how effective are you in doing so?

I...	Now	Goal
know nothing		
have familiarity with basics		
have working knowledge/can apply knowledge		
can communicate and disseminate existing knowledge through teaching, critiquing or mentoring		
can contribute to or advance knowledge in the CES arena or within my discipline as it relates to the CES arena		
have transformed work in the CES arena or within my discipline as it relates to the CES arena		

I...	Now	Goal
have no skill		
have basic skills		
have intermediate skills		
can communicate and teach effectively about practice		
can effectively contribute to a practice domain		
can create broad practice innovations and disseminate them		



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Using Self-Assessment to Make a Plan

- Individual Development Plan

Areas to Develop (Assess competencies. What do you need to develop?)	Goals: Long-term (What will you do to improve in the areas identified?)	Goals: Short Term (What could you do this year?)	Overall Strategies for Reaching Goals	Steps and Timeline for Completion (What steps will you take to accomplish your goals and by when?)	Resources Available (Human, funding, electronic, events, training, literature, etc)	Outcomes (What will you have accomplished to indicate that you have reached your goals?)





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Strategies to Support Community-Engaged Scholars

1. Formalize faculty development pathways in CES
2. Reform Promotion and Tenure to recognize and reward CES (but that's a whole other speech....)



Formalizing Faculty Dev't Pathways

- Faculty Development **Foci**:
 - Learning content
 - e.g., CES workshop, include community partners as teachers
 - Guidance and support
 - e.g., support group, mentoring program
 - Incentives
 - e.g., engagement grants
 - Portfolio development
 - e.g., mock portfolio review; sabbatical to work on dossier



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- **Who contributes** to the development of faculty competencies? Think ECOLOGICALLY
 1. Faculty peers – local, national, international
 2. Deans, department chairs, mentors
 3. Community Partners
 4. Students
 5. Professional societies, regional and national associations



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- Faculty Development **Resources**

Dimensions on which resources differ:

- Goals (what do you aim to do)
- Source (who is doing the activity)
 - Informal network-based
 - School-based
 - University-based
 - Association- and organizationally-based



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Based on Goals and Source:

- Structure (what form does it take)
 - Informal
 - Formal/small scale
 - Formal/institutional
 - Formal, multidisciplinary, society-based or multi-institutional



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- Methods (what exactly do you do)



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For example..

- Goal: create supportive networks
- Source: Informal network-based
- Structure: Informal



- Methods: e.g. writing group, learning community, listserv



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Another example..

- Goal: provide U-wide faculty development in all dimensions
- Source: University-based
- Structure: Formal/institutional
→→→→→→
- Methods: e.g. Offices of community engagement or service learning; seminar series; grants programs



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Special Roles of Community Partners

- Faculty/universities can build community capacity for CES (but more important in this context)...
- CP's contribute formally and informally to faculty development
 - Co-instructors in faculty development programs
 - Informal mentor to faculty within the context of a trusting, co-learning partnership
- CP's can support faculty P and T processes



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- “...these relationships and achievements [regarding CES] need to be institutionalized within the community and the academy. Within higher education, this institutionalization can be achieved through the participation of community members in the recruitment, development, promotion and tenure of the faculty.” (pg. 95)

Freeman, E., Gust, S., & Aloschen, D. (2009). Faculty Promotion and Tenure Matters to Community Partners. *Metropolitan Universities Journal*, 20(20)87-103.



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Final Thought

“Engagement with communities requires a foundation of identifiable values and a set of specialized skills. It is important to support and cultivate the professional development of community-engaged faculty members at whatever point in their professional trajectory they choose to begin this work. Access to and participation in a variety of faculty development programs will not only support individual faculty members, it will strengthen the value and effectiveness of the work and build networks of faculty throughout and between institutions of higher education. This can lead to policy change that creates a more positive, supportive and productive environment for CES.” (pp. 59-60)

Blanchard, L., Hanssmann, C., Strauss, R., Belliard, J.C., Krichbaum, K., Waters, E., & Seifer, S. (2009). Models for faculty development: What it takes to be a community-engaged scholar. *Metropolitan Universities Journal*, 20(2), 47-65.