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Introduction

"The task is to communicate to reviewers the complexity of community-based work-it is like getting a "lab" in place-it takes time." Associate Professor

"Describe and organize your evidence and cite literature that recognizes it as evidence. Be able to thoroughly explain how it meets your [department or school's criteria]. Document [your work] and then back it up with evidence." Associate Professor

Your faculty portfolio will include the documentation of your work over a fixed number of years that will be stated in your school's promotion and tenure guidelines. Depending on your discipline or profession, this may include documenting your research, teaching, public health practice, clinical care and service. Depending on your institution, you may also be documenting your excellence in administration.

The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her "case" by providing strong context and solid documentation for the committee to consider.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc. (pg14).

Documenting 'faculty work' in the health professions is by no means a "one size fits all" experience. Thus, the promotion and tenure process requires faculty to pay close attention to your institution's general faculty guidelines and those that are specific to missions for which they are to demonstrate excellence. For example, faculty in several Schools of Public Health might be expected to demonstrate excellence in research or teaching, and in public health practice. In the clinical professions, institutions may require that faculty demonstrate excellence in one or two areas, such as clinical care, and teaching or clinical care and research (i.e. clinical educator

faculty appointments). Increasingly, the promotion process also applies to non-tenure track faculty. Non-tenure track faculty in many institutions can be promoted from assistant to associate to full professor, with slightly different criteria than those of tenure track faculty at the same institution.

The take home message here is that in developing your faculty portfolio, it is important to take initiative in learning what the expectations are and what you need to include in your portfolio. In most cases, your department or school will appoint a sub-committee chair whose primary responsibility is to work with you to provide guidance and to give feedback as you develop and organize your materials. This individual, in many cases, can be invaluable to learning the system and gaining the support you'll need throughout the process.

Lastly, be prepared for the time and effort this process will require. In the toolkit unit on Planning for Promotion and Tenure, we provide a set of tools, tips & strategies that faculty who want to highlight community-engaged scholarship can take to prepare for promotion and tenure. These resources and careful planning will provide you with the needed groundwork to develop a strong portfolio. While this process will require time and a fair amount of emotional energy, we also encourage you to use this as a time to reflect on what you have accomplished with communities and to "celebrate it." Faculty in the Scholarship Project have noted:

"If you are doing something unique, let others know what you have done!"

"Don't be afraid to toot your horn."

"Realize the huge impact you are making and celebrate it."

Key Elements of the Portfolio

While there is a great deal of variability in faculty appointments in the health professions, there is a fairly uniform set of materials that faculty are expected to produce and organize for the promotion and tenure committee. The primary differences are in the areas of expertise that faculty are expected to emphasize and the specific criteria on which they will be assessed.

As noted by Diamond above, your committee will also be expected to collect some of these materials, such as the letters by external reviewers and the chair's letter. The materials reviewed by your committee usually include:

- Career Statement
- Curriculum Vitae
- Teaching Portfolio
- Letters by External Reviewers
- Chair and/or Dean's letter

For an example of what is expected in a portfolio at the University of Washington School of Public Health and Community Medicine, please see pg. 28 of the school's faculty handbook.

How to Use this Unit to Create a Strong Portfolio

This unit is designed to enable you to integrate your community-engaged scholarship into each section of your portfolio. Our goal is to strengthen your portfolio and to show you creative ways that you can integrate and highlight your community involvement in each section. When you click on the section below, it takes you to a page that describes the core components and expectations of that section, and then provides a detailed set of strategies and examples of how one can highlight community-engaged scholarship.

Career Statement

Curriculum Vitae

Teaching Portfolio

Letters from/by External Reviewers

Letters from/by Community Partners

Table of Accomplishments

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Section 2.1: Creating a Strong Career Statement

Introduction

Organizing Questions for Your Career Statement

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Introduction

"How you frame the work is important, especially in research-intensive universities."

Associate Professor

Nearly every academic institution requires its faculty to write a career statement about his or her scholarly work when being considered for promotion and tenure. The name for a career statement can vary by institution, department and area(s) of emphasis (i.e., research statement, practice statement, personal statement, etc) Regardless of the title, the statement is a unique opportunity to communicate your professional vision for your community-engaged scholarship, to frame how your work has made an impact in communities, and to convey a cohesive focus to your work.

This section provides you with:

- Organizing questions and topics to include in your career statement
- Faculty tips from the Scholarship Project
- Examples of personal statements
- A recommended set of references & resources

Organizing Questions for Your Career Statement

Glassick (1997: 23) is widely cited for a set of criteria he developed to guide the assessment of a faculty member's scholarly activity. These criteria include:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Driscoll and Sandmann (1999), and then Maurana (2000) built on Glassick's work and developed a set of guiding questions that faculty can use to develop their career statements to highlight community-engaged scholarship. For the purpose of the toolkit, we have further adapted the questions to assist you in structuring your thinking about your work and to enable you to effectively communicate your commitment to communities through your scholarly activities.

At most institutions, faculty are expected to summarize their career focus and the theoretical framework(s) that guide their work and scholarship. It is very important for you to clearly state your overall academic focus and vision and to describe the theoretical foundation for your work. The toolkit's "Vision Section" and "Tips and Strategies for Developing a Strong Teaching Statement" provide additional guidance.

In addition, it is important to provide substantive examples of your community-engaged scholarship in the statement. The questions below provide a framework for highlighting one or two programs or projects and your specific involvement in them. At institutions that emphasize teaching, the teaching statement may be given a greater or sole focus by your P&T committee. If this is the case, we suggest applying these strategies for the career statement to your teaching statement.

Standards for Assessment of Community-Based Scholarship, adapted, Maurana et al (2000)

Note. We use the term 'partnership' in this box to reflect an ongoing and sustained relationship you might have with a community group or organization. The term program can also be changed to research or teaching.

Clear Goals

1. What are your goals? Are they clearly stated?
2. Did you and your community partner develop goals and objectives based upon community-identified needs and strengths?
3. Did both community and academia consider the needs to be significant and/or important?
4. What is your vision for the future of the partnership(s)?

Adequate Preparation

1. What attitudes, knowledge and skills have you used to conduct the assessment of community needs and assets, and to implement the program(s)?
2. How was the development of the program(s) based on the most recent work in the field?
3. How did you consider important economic, social, cultural and political factors that affect the issue(s) being addressed?
4. How did you recognize, respect and incorporate community expertise into the program(s)?

Appropriate Methods

1. Do you describe how the partners been actively involved in each component of the program (e.g., assessment, planning, implementation, evaluation)?
2. What methods did you use to assess the needs and strengths of the community and how were these based on the most recent work in the field?
3. Has the partnership's work followed a planned process that has been tested in multiple

environments and proven to be effective?

4. Have partnerships been developed according the most recent evidence on building partnerships?

Approach

1. Do you describe how the methods used are appropriately matched to the identified needs and strengths with attention to local circumstances and continuous feedback from the community?
2. Does the approach focus on sustainability?
3. What lessons did you learn about the program development and implementation?
4. Does the program reflect the culture of the community?
5. Does the work involve innovative and original approaches?

Significant Results

1. Did the program result in positive community outcomes, what were they, and how do you know?
2. Did the program result in positive institutional outcomes, what were they and how do you know?
3. Did the program result in positive learner outcomes, what were they and how do you know?
4. Did you develop new theories, models, frameworks or approaches that can be used by others?
5. Did the program generate new resources (e.g., grant funding) for the program, community or institution, and what were they?
6. Is the program being sustained?
7. Does the community believe the results are significant and how do you know?

Effective Presentation

1. How has the work (process and outcomes) of the partnership been disseminated in the community?
2. How has the work (process and outcomes) of the partnership been disseminated in academic circles?
3. How has the community contributed to developing and disseminating papers, presentations and other dissemination products from the work?
4. How have the results been disseminated in a wide variety of formats to the appropriate community and academic audiences?

Ongoing Reflective Critique

1. What evaluation has occurred?
2. How have you thought and reflected about the activity?
3. Would the community work with you again? Why?

4. Would you work with the community again? Why?
5. What lessons have you learned from your community-based work?
6. How have these lessons informed your future career plans?

Faculty Tips and Strategies

*"Every school is different, as is every university. Talk to the academic dean in your school and ask for guidance in how to put this together and what should get emphasis."
Full Professor*

Scholarship Project faculty emphasize the need to be thoughtful in framing one's community-engaged scholarship. Faculty emphasize that "it is important to help others frame how they see your work." One faculty emphasizes that one must "describe and organize your evidence and cite literature that recognizes it as evidence." Faculty also provide a set of strategies for developing a strong career statement:

- Follow any instructions provided since as noted above, each institution has a different culture and policies. Keep within the length advised.
- Get advice on how to write your statement from someone in your Department who was on the P&T committee.
- Ask to review career statements and portfolios of faculty who have recently been promoted or tenured.
- Work with a mentor who will review and comment on drafts of your statement.
- Provide detail and examples of the impact you have made in your field.

One Full Professor notes:

"I had asked a couple of faculty who had been promoted and whose work included academic practice, if they would share their promotion packages with me. I met with the full professors and showed them my CV for their suggestions on what I was thinking about for declaring as my 2-3 lines of work, evidence of impact from my work, and potential external reviewers. For each line of work, I needed to show continuity and progression through projects, publications (peer reviewed journals and technical reports), professional presentations (invited and keynotes). With regard to impact, I needed to show how products from my work have been adopted and disseminated nationally. With regard to teaching, I needed to show how I integrated my work into the courses I teach, the students I advise, and the continuing education I conducted. My chair spent time with me going through several drafts of my statement, mainly to tighten it before showing it to the full professors. I met with the full professors for a second time for advice on the presentation of my package. Two of them were either currently serving or had formerly served on the P&T Committee, and one had been promoted to full professor under excellence in practice. They were particularly important in helping me think through evidence of impact."

Faculty Examples

The following portfolio examples of faculty members' career statements are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

- Career Goals, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Research Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

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Section 2.2: Crafting the Curriculum Vitae to Highlight your Community Engagement

Introduction

Tips & Strategies for Developing a Strong Curriculum Vitae

Tips & Strategies for Highlighting Community-Engaged Scholarship in Your CV Portfolio Examples

References & Resources

Introduction

"Document, document, document. You always need to be thinking about how you'll have evidence." Full Professor

"Highlight grants for service. One has to draw attention to it. One must build the portfolio as one would as a body of [traditional] work." Associate Professor

The curriculum vitae or CV is a critical part of every faculty portfolio. The CV provides promotion and tenure committees with a detailed summary of a faculty member's training, and their teaching, research and service activity. When creating your CV, you want to consider how "well it introduces you and whether your accomplishments and qualifications shine forth" (Bickel, 2001). Most institutions or schools have a preferred order for the CV. If this is the case at your institution, it is important to "follow the rules" and guidelines. For an example from the University of Washington School of Public Health and Community Medicine (see appendix 12), visit http://sphcm.washington.edu/gateway/handbook/hb_append.pdf.

Tips & Strategies for Developing a Strong Curriculum Vita

In many respects, creating your CV is a fairly straightforward process of documenting of work over an extended period of time. There are, however, a number of tips & strategies to make your CV 'stand' out' as an exemplary model:

- **Create a CV that is organized and formatted.** Make sure all your publications include all the appropriate reference information and that they all use the same referencing style. Be careful not to include extraneous information just to increase length.
- **Keep your CV current and update it regularly.** As a faculty member, you are likely currently involved in more activities that you want to count, and thus, without frequent documenting of your work, it may get lost in the shuffle. Some faculty continually update their CV. Others use a file folder for keeping track of relevant CV information. Whatever system works for you, develop an effective method for keeping track of your scholarship and service work.
- **Keep CV examples that are well-done.** Review and save CVs of faculty whose careers you would want to emulate and are well done. This can shed light on important tips for what information to include and how to present it.

- **Develop a Table of Contents.** One faculty in the Scholarship Project used the guidelines from her school to develop her CV but then added a Table of Contents at the very beginning. This technique added a unique and nice organizing feature for her CV.

Table of Contents	Page
Education & Continuing Education Attended	1
Honors and Awards	5
Employment and Positions Held	5
Publications	7
Grant Activity	8
Research Activity	8
Scientific and Professional Presentations	10
Membership and Service in Scientific/Professional/Honorary Societies	12
Consultative and Advisory Positions Held	13
Community Activities	14
Invited Continuing Education Presentations	14
Continuing Education Workshops/Organized	17
Service on University/College Committees	19
Current Teaching/Curriculum Responsibilities	20
Teaching Service in Other Schools/Departments	21

- **Create an Executive Summary of Your CV.** Janet Bickel, a well-known Career Development and Executive Coach and Faculty Career and Diversity consultant encourages faculty to present an executive summary of one's CV. This may be an effective strategy, since many CVs near the time of promotion and/or tenure can exceed 15 or more pages in length. You might consider including this summary with the CV in your portfolio.

Tips & Strategies for Highlighting Community-Engaged Scholarship in Your CV

Faculty in the Scholarship Project have used the following strategies to highlight community engaged scholarship.

- Place a star on publications where one or more of your co-authors was a community partner. This highlights your commitment to recognizing community partners for their scholarly contributions.

- Place a star on publications where one of your students was a first author. This highlights your commitment to mentoring your students, and your willingness to support their development.
- Under the 'Current Teaching Responsibilities section,' create a subheading called Community-Based Education or Service Learning Courses. Refer to these courses and their students and community impact in your teaching statement
- Cite training manuals for community and innovative educational materials under publications. Highlight these products in your personal statement, especially if you are able to indicate how they were peer reviewed and what potential impact they are having on learners, community members or policy makers. Cite educational and public health evaluation reports.
- Create a separate section under 'Grant Activity' called, "Grants for Service or Community Engagement"
- Create a subsection within the most relevant CV heading that enables you to highlight leadership roles that highlight your community engagement. Faculty who are 'engaged' with communities tend to hold a number of leadership positions, and would benefit from highlighting these service and practice in service.
- Highlight your service work in three areas: (1) University Service, (2) Professional Service and (3) Community Service. This method of categorizing your service can show your committee the breadth of your commitment to service both within the university and beyond.

Unit 2: Creating a Strong Portfolio

Section 2.3: The Teaching Portfolio: Documenting Community-Engaged Teaching

Introduction

The Educator's or Teaching Portfolio

Documenting Community-Engaged Teaching

Tips & Strategies for Documenting Community-Engaged Teaching

Portfolio Examples

References & Resources

Introduction

"The only way I see changing the old guard is by educating them. And how do we educate them? We have to educate them by putting together good portfolios." Associate Professor

"Cross reference your research and teaching-show where they are integrated." Associate Professor

Increasingly, health professions institutions are requiring faculty to include an educator's or teaching portfolio with their overall faculty promotion and tenure portfolio. When reviewing your institution's promotion and tenure guidelines, there will likely be an extensive section that lists what is expected for documenting excellence in teaching. This development in the promotion and tenure guidelines followed, in large measure, Boyer's landmark book, *Scholarship Reconsidered*. The book cited the important need for universities to broaden the definition of scholarship to include the scholarship of teaching.

The section below on the Educator's or Teaching Portfolio provides an overview of the extensive work that has already been done to show how the scholarship of teaching can be documented. We encourage you to obtain and use these resources and references in developing your teaching portfolio. Even if your institution does not require a teaching portfolio, this section may provide you with useful information for organizing your teaching materials.

The section below on Tips & Strategies for Documenting Community-Engaged Teaching provides resources, tips and strategies from the Scholarship Project faculty which highlights how community-engaged teaching can be integrated into the scholarship of teaching framework.

Depending on your discipline and your institution, you might use the term service-learning, community-based education, practice-based teaching, experiential or active learning, internships, practicum, etc. We use the term "community-engaged teaching" simply to parallel the term community-engaged scholarship. We recommend using the terminology that will be most familiar to your promotion & tenure committee.

The Educator's or Teaching Portfolio

Your institution's promotion and tenure guidelines will provide you with the areas that the committee will be reviewing for teaching excellence. In addition to these guidelines, many institutions are also providing faculty with a descriptive list for what to include in one's teaching portfolio. An educator's or teaching portfolio is “a system of documentation developed to present faculty’s expertise as educators and scholars.”

Below, we present the core elements of the educator's or teaching portfolio, and then focus specifically on how to integrate community-engaged teaching and educational scholarship into this section of your documentation. As always, it is important to follow the promotion and tenure guidelines your institution has developed for teaching portfolios and then the more specific guidelines for what to include in the portfolio itself.

Medical College of Wisconsin: 10 Categories of the Educator's Portfolio

There are now many useful resources of the core components of the teaching portfolio. At the Medical College of Wisconsin, Simpson and her colleagues have developed 10 categories for one's teaching and educational scholarship. These categories are listed below:

The educator's portfolio is a system of documentation developed to present faculty's expertise as educators and scholars. Within 10 categories, the faculty member provides CV-type listings of education activities and examples of work. This listing serves as a promotion document and is a tool for career reflection.

1. Philosophy of Education: Personal theory of learning and teaching
2. Curriculum Development: Design, development and evaluation of curricula/programs
3. Teaching Skills: Documentation of teaching by target audience, year and topic
4. Learner Assessment: Construction and implementation of examinations/methods of assessment
5. Adviser: Lists of formal and informal advisees
6. Educational Administration: Leadership and management in education
7. Educational Scholarship: Leadership and management in education
8. Continuing Education: Evidence of growing knowledge and skills as an educator
9. Honors and Awards: Recognition by peers and students
10. Long Term Goals: Reflection on portfolio and future plans

Citation: Department of Family and Community Medicine (DF&CM) by Simpson et al at the Medical College of Wisconsin.

Eastern Carolina University School of Medicine: Teaching Portfolio Site

Eastern Carolina University School of Medicine has also developed a useful and detailed teaching portfolio site. The elements that are presented in this document are slightly different than those used by the Medical College of Wisconsin.

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

For more references & resources on the educator's or teaching portfolio, visit <http://depts.washington.edu/ccph/toolkit-resources.html>.

Documenting Community-Engaged Teaching

Each institution varies with how they have written guidelines for what demonstrates excellence in teaching. Although most guidelines for teaching do not specifically cite ways to document community-engaged teaching, there are examples of those that do. These include:

University of Arkansas School of Public Health
Portland State University
California State University Long Beach
University of Washington School of Public Health and Community Medicine
San Jose State University

The University of Utah has developed a set of guidelines for teaching excellence in service-learning, below:

Teaching Excellence in P&T Guidelines That Reflect Excellence in Service-Learning

- The service-learning contributions relate to the faculty member's area of scholarship.
- The faculty member's service-learning contributions are responsive to a recognized need of individuals, organizations or other entities on campus and/or in the community and have significant and lasting impact.
- Service-learning interactions are carried out in partnership with the community being served.
- The faculty member demonstrates that his/her students have provided a needed service to members of the community at large, rather than an exclusionary group.
- The service-learning methodology used provides a way for students to process and synthesize the impact of service-learning experiences on their understanding of the subject matter of the class.
- The faculty member demonstrates that he/she has broadened students understanding of civic involvement, even though students may also focus on career preparation.
- The faculty member acts as role model for students and other faculty, especially in developing the student's understanding of the importance of community involvement.

Prepared by the Lowell Bennion Community Service Center at the University of Utah in conjunction with Faculty Friends, 1993-1996 (adapted).

Within the framework of the educator's or teaching portfolio, there are a number of important ways that you can integrate and highlight community-engaged teaching. The Teaching Statement or Philosophy of Education is the foundation for your teaching portfolio. This 2-3 page statement provides you with an opportunity provide your promotion & tenure committee with a framework for what draws you to teaching through an “explicit statement of your goals” and an “integration of your personal background experiences, training and readings and reflection.”

East Carolina University School of Medicine uses the following framework for the teaching statement:

- State explicitly the educational goals of your career
- Integrate personal background experiences, training, reading and reflection

It may include:

- Learning theory
- Goals of instruction
- Roles and responsibilities of the learner
- Role of the teacher
- Description of the variables which promote learning

Within the teaching statement, you can highlight community-engaged teaching.

Tips & Strategies for Documenting Community-Engaged Teaching

Tips & Strategies for Documenting Community-Engaged Teaching in a Teaching Statement

- **Integrate literature on the philosophy and outcomes of community-engaged teaching.** A helpful summary of the literature on service-learning is provided at <http://www.compact.org/resource/aag.pdf>.
- **Integrate how your involvement in community engaged teaching relates to your disciplinary content area and/or your research.** You may also want to refer to how your work is integrated in your career statement
- **Highlight any leadership roles you have that relate to community-engaged teaching.** See the toolkit's CV section for suggestions on highlighting these roles.
- **Highlight grants that you have received (both institutional and external funding) to develop courses involving a community components.** See the toolkit's CV section for suggestions on where to highlight these grants.
- **Highlight teaching awards.** Highlight nominations for teaching awards. The nomination is an award in and of itself.
- **Describe a new or revised class that involves the community as a teaching innovation.**
- **Cite publications and presentations on innovative community-based education from courses.**
- **Describe presentations on community-engaged teaching.**
- **Include excerpts from student reflection journals (with student permission) that detail what students have learned.**
- **Include excerpts of letters from community partners describing how the service-learning projects have impacted the community.**

Tips & Strategies for Documenting Community-Engaged Teaching in Your Overall Portfolio

After developing the teaching statement as the philosophical foundation for your teaching portfolio, you can document your teaching activity and scholarship in other sections of your portfolio. As with each section of the portfolio, the more organized you are in its presentation, the better. Experienced promotion & tenure committee members and academic leaders have indicated that a well-organized portfolio plays an important role in its outcome. Many of the documents will be routine ones that the university has been collecting and organizing, such as standard end-of-course learner evaluations. In other areas, you may have some latitude in highlighting community-engaged teaching. Here are some tips you may want to consider:

- **Create a summary page in your course syllabi materials that ties how and why you developed your courses back to your teaching statement.**
- **Solicit evaluations and letters of support from former students.** Ask them to send letters directly to your department chair or other appropriate person.
- **Involve peers to evaluate your teaching and ask them to assess the components that involve student partnerships with communities.**
- **Solicit letters from community partners who have been involved in your courses.**
- **Bold or point to student end-of course summaries that highlight excellence in your teaching.**

Faculty Examples

The following portfolio examples of faculty members' teaching statements are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

- Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Teaching Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

Unit 2: Creating a Strong Portfolio

Section 2.4: Letters From External Reviewers

Introduction

Tips & Strategies for Creating a List of External Reviewers

Promotion & Tenure Review Letter Request: An Example

Set of Questions to Guide External Reviewers

Portfolio Examples

Introduction

"I chose a mix of academics and leaders in practice-oriented institutions with whom I had served on panels, co-served as consultant on someone else's projects, invited to speak at one of my own events, was member of same task force, or had cited my work in their publications."

In developing your portfolio for promotion & tenure, many of you will be asked by your department chair or others to submit a list of individuals who could serve as external reviewers. These individuals will provide external peer review of your scholarly activity and will provide your chair with letters of recommendation for your promotion and/or tenure. As with all promotion and tenure processes, there is a great level of variability in how much involvement you can have in creating this list. Some institutions do not even require external peer review letters of your portfolio for promotion and/or tenure.

In this section, we have provided tools, tips & strategies for you to use to better understand this part of the P&T process and to create a list of potential peer reviewers who are prepared to write you strong letters of support.

Tips & Strategies for Creating a List of External Reviewers

In developing your portfolio for promotion & tenure, many of you will be asked by your department chair or others to submit a list of individuals who could serve as external reviewers. It is important to be strategic in developing a list of peers to review your portfolio. Here are some suggested tips and strategies. **Select peers who...**

- **Are from academic and practice organizations and are familiar with your field(s) of scholarship.**
 - Work with your subcommittee chair and/or other appropriate individuals at your institution to determine the best and appropriate mix of academic peers and those from outside of the academy.
 - If you are able to select local community partners as part of this list, we suggest that you review the toolkit section on "Letters from Community Partners."
- **You have met, and established some relationship with, and they are familiar with your area of scholarship**
- **Understand the definition and value of community-engaged scholarship**

- **Will write about your national excellence in your field(s) of community scholarship**
- **Will write about the impact your work has had on the academic and practice communities, with specific examples**
- **Will write about your integrity, commitment and passion for working with communities in long-term relationships with specific examples**

Faculty in the Scholarship Project reiterate many of the above points with examples from their experiences:

"[I sought] people that I believed would say unequivocally that I am Nationally recognized- have achieved excellence in my field- who will go over and beyond a "good" letter- to make it an excellent letter. I want the letters to speak to different aspects of my skills-and I would say such to those that I ask for a letter- help them "frame" what I expect them to write if they feel they can...I want them to include specific examples."

Associate Professor

"They have to be individuals more senior than you, i.e., full professors, chairs, deans, heads of units at Washington, DC, World Health Organization, Health Resources and Services Administration and the Agency for Health Care Quality etc. and cannot be co-authors or co-investigators on any of your work.

I chose a mix of academics and leaders in practice-oriented institutions with whom I had served on panels, co-served as consultant on someone else's projects, invited to speak at one of my own events, was member of same task force, or had cited my work in their publications. It was important that they understand and value academic practice, and was somewhat familiar with my work. I did not want to include anyone that I had never met personally. The criteria for demonstrating excellence in practice is not general knowledge out there so, at least, if they had met me in some capacity, I felt more assured that they would understand the chair's letter indicating what the criteria are. Typically, faculty wanting to demonstrate excellence in research only name academics as possible external reviewers."

Full Professor

"We are not expected to get external recommendation letters; however, this may change soon. Internally I have sought letters of recommendation from people for specific areas. For example, service-learning falls under the Vice President. I asked him for a letter of recommendation that would specifically speak to my "service" in meeting the Mission of the University. An undergraduate English professor that I work closely with on promoting service learning through out the whole University is going to address these activities as and example of Boyer's Scholarship of Integration for the letter she will write for me.

As for external letters, I would probably send those I asked for a letter of recommendation an explanation of Boyer's model of scholarship and request that their letter specifically address the areas of scholarship that are applicable."

Associate Professor

Promotion & Tenure Review Letter Request: An Example

When soliciting external review letters, many health professional schools ask reviewers to address a set of items or questions regarding the faculty member's portfolio. Not all reviewer letter requests, however, include this much guiding information for reviewers including materials beyond the faculty's curriculum vitae or what specific information is desired from the external reviewers. As a faculty member, you may, or may not, have the opportunity to know who your reviewers are. Thus, we have provided an example letter as a way to shed light on the type of items reviewers may be asked to assess.

Instructions to Provide to Those You Suggest as External Reviewers

If you are able to communicate with your external reviewers before or during the review process, you may want to provide them with guidance to help them focus on your community-engaged scholarship. We have provided a set of questions that may better equip your reviewers to develop a strong letter focused on your community-engaged scholarship. You might want to emphasize what areas you would like the reviewer to highlight since you may know best what your committee will be looking for.

1) What contributions has this faculty member brought to the communities s/he worked with?

As a reviewer, you might want to highlight how this individual:

- Secured grant funding for the community-based organization or project
- Developed training manuals, brochures and other educational materials
- Led seminars related to their area of expertise
- Developed and implemented an innovative intervention
- Involved students who addressed unmet needs in the organization
- Improved the quality and management of the organization
- Provided direct services to clients
- Published journal articles or newspaper articles about the project, etc.

2) Briefly describe the faculty member's ability to identify and meet needs that were relevant to the community and/or the organization's mission and goals. Please also describe their ability to collaborate throughout the process of developing and implementing the project.

3) Please identify the impact they have made on their field of scholarship. In other words, how would you describe the tangible benefits of their work? Note whether this project included an evaluation where impact is being measured and if documentation is available.

4) If applicable, please note whether the project or work has been replicated in other communities.

Unit 2: Creating a Strong Portfolio

Section 2.5: Letters From Community Partners

Introduction

Tips & Strategies for Selecting Community Partners

Tips & Strategies for Preparing Your Community Partners to Write Letters of Support

Portfolio Examples

References & Resources

Introduction

"Work with community partners to help make your case. Gives specifics to community partners and educate them about the review process."

Leaders of community-based organizations and other agencies with whom you have collaborated can play an important role in conveying the substance and impact of your work to promotion & tenure committees. Most institutions, however, do not require letters from community partners as they do from external academic peer reviewers. We recommend that you work with your department chair or promotion and tenure committee to determine whether the inclusion of community letters will strengthen your portfolio and be seriously considered.

If you are able to solicit these letters, you will want to ask your community partners to emphasize your ability to sustain the collaboration and your ability to make a significant impact in the community. These letters can speak to your personal integrity, ethical behaviors and ability to sustain relationships outside of the university walls, in a way that no other aspect of your portfolio can do! You may also find it important and necessary to educate your community partners about the promotion and tenure process so that they understand the context and importance of this letter.

Many faculty place these letters in the teaching and service sections of their portfolios, but this doesn't have to be the case. If your work in communities is integrated across research, teaching and service, place these letters in the portfolio section that will work best for you and best reflect the nature of the scholarship you are seeking to highlight. One point to consider, as noted in the faculty response below: be thoughtful about the number of community letters you include. You know the norms of your institution better than anyone. Including too many letters could detract from your portfolio.

Tips & Strategies for Selecting Community Partners to Write Your Letters

In most cases, selecting community partners to write letters of support for you will be straightforward. **We recommend selecting partners:**

- With whom you have the strongest relationship
- With whom your work has had the greatest impact
- Who are familiar with the requirements of promotion and tenure at your institution

Tips & Strategies for Preparing Your Community Partners to Write Letters of Support

If you are able to involve a community partner in your review process, here is a template of questions that can serve as a guide for the letter they write. You might want to provide your partner with the documents you are putting together for your portfolio and give them time to review them and ask questions about the process. For example, you may want to share with them a draft of your career statement and give them a copy of the promotion and tenure guidelines and highlight certain relevant sections for them to review.

1) Briefly describe the projects I have been involved with in your organization and how long we have worked together and if it would be beneficial to your organization to continue working with me.

2) What contributions have I brought to the community? My contributions could include but are not limited to:

- Securing grant funding to the organization
- Developing training manuals, brochures, other educational materials
- Leading educational seminars related to my area of expertise
- Developing and implementing an innovative intervention
- Involving students who addressed unmet needs in the organization
- Improving the quality and management of the organization
- Providing direct services to clients
- Publishing journal articles or newspaper articles about the project, etc.

3) Briefly describe my ability to identify assets and meet needs that were relevant for your community or organization's mission and goals. Please describe how I collaborated throughout the process of developing and implementing the project or activity.

4) What impact has our work had on your community or agency? In other words, how would you describe the tangible benefits of our work together?

- Please note whether this project included an evaluation where impact was measured and if documentation is available and mention specific reports or other documents produced in the letter.

5) If applicable, please note whether our work together has been replicated in other communities. Have other communities requested information about how to replicate this project?

Faculty in the Scholarship Project offer these additional comments:

"[It is] even more important to be specific and demonstrate how this relationship/contribution has provided value since it is not intuitively obvious to those reviewing the contributions."

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

"Letters of support are different from external reviewer letters. I always let my community partners and former advisees know that I am coming up for promotion review. I have had to explain the process to them as well. If they want to send an unsolicited letter of support to the chair, then great. I do know that chairs don't want to include too many unsolicited letters because it could look like overcompensating for some weakness."

"For the community partner, I might format topic areas for them to address in the letter. These topic areas/questions should model the language that the review committee is looking for. Usually people will use the language of the request information in their answer."

Unit 2: Creating a Strong Portfolio

Section 2.6: Table of Accomplishments: A Concise Way to Provide Evidence of Your Community-Engaged Work

Two faculty in the Scholarship Project used an innovative technique to document their accomplishments. They created a table that listed the institution's guidelines on the left hand column and then on the right hand column provided evidence that they had accomplished each of these criteria. One faculty indicated whether her work on each criteria in the guideline was 'high', 'medium', or 'low.' Please visit <http://depts.washington.edu/ccph/toolkit-portexamples.html> to review these examples.

Both faculty indicated that this technique enabled them to have productive conversations with their mentors or subcommittee chairs as they were preparing their portfolio materials, and saved these senior faculty time in making an overall assessment of their ability to gain promotion and/or tenure.

This concise method of documenting your work will enable you to clearly lay out your community-engaged work and scholarship across the academic missions. It supports work by Glassick of showing 'significant results' (Glassick et al. 1997: 23). You can use this form of documentation as a way to frame your career statement and teaching statements.

We encourage you to consider using this strategy in developing your portfolio and using it to show evidence of your community-engaged work and scholarship.

Appendix B: References & Resources

Citations & Recommended Resources

Creating a Strong Portfolio for Promotion and Tenure

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc.

Diamond, R.M., Adam, Bronwyn, E. (2000.) Recognizing Faculty Work: Reward Systems for the Year 2000. Jossey-Bass Publishers, San Francisco.

Seldin, Peter. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Bolton, MA: Anker Pub. Co. 1991.

Creating a Strong Career Statement

Driscoll, A. & Lynton E. A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington, DC: American Association for Higher Education.

Diamond R.M., (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc. Bolton, MA (pgs. 24-25).

Diamond, R.M., Adam, Bronwyn, E. (2000.) Recognizing Faculty Work: Reward Systems for the Year 2000. Jossey-Bass Publishers, San Francisco.

Glassick, C. M. Huber, and G. Maeroff, Scholarship Assessed: Evaluation of the Professoriate, San Francisco: Jossey-Bass Publishers, 1997.

Maurana C et. al (2000) Working with our Communities: Moving from Service to Scholarship in the Health Professions. San Francisco, CA: Community-Campus Partnerships for Health.

Sandmann, LR., Foster-Fishman PG., Pennie G., Lloyd, J., Rahue, W., Rosaen, C. Managing Critical Tensions: How to Strengthen the Scholarship Component of Outreach. Change Magazine, pgs. 45-52, Jan/Feb 2000.

Crafting the Curriculum Vitae to Highlight your Community Engagement

Carr, P., Bickel, J. editors. Taking Root in a Forest Clearing: A Resource Guide for Medical Faculty. Thomas Inui. Boston: Boston University School of Medicine, 2004.

Battistoni, R.M., Gelmon, S.B., Saltmarsh, J., Wergin, J., Zlotkowski, E. (2003) The Engaged Department. Campus Compact: Providence, RI (p.64).

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Driscoll, A. & Lynton E. A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington, DC: American Association for Higher Education.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc.

Diamond, R.M., Adam, Bronwyn, E. (2000.) Recognizing Faculty Work: Reward Systems for the Year 2000. Jossey-Bass Publishers, San Francisco.

Katz, J., Morahan, P.S. "Converting a CV to a Resume: Use of the Executive Summary," Career Planning and Adult Development Journal. Winter 2001-2, pp 46-53.

Maurana C et. al (2000) Working with our Communities: Moving from Service to Scholarship in the Health Professions. San Francisco, CA: Community-Campus Partnerships for Health.

Simpson, D., Beecher, A., Lindemann, J. and Morzinski, J. The Educator's Portfolio and CV. 4th Edition, 1998.

Documenting Community-Engaged Teaching

General References

Boyer, E.L. (1990). Scholarship reconsidered: Priorities of the professoriate. Princeton, NJ: Carnegie Foundation.

Simpson D.E., & Fincher R.M. (1999, December). Making a Case for the Teaching Scholar. Academic Medicine, 74, No. 12, pp. 1296-1299.

Educator's or Teaching Portfolio

East Carolina University School of Medicine,
<http://deptmed.med.som.jhmi.edu/faculty/body11.html>

Medical College of Georgia, <http://www.mcg.edu/som/educatorportfolio.htm>

Faculty Development Resources, Society of Teachers of Family Medicine

Rothman Al, Poldre P, & Cohen R. (1989). Evaluating clinical teachers for promotion. Academic Medicine. 64(12): 774-776.

Simpson DE, Beecher AC Lindemann JC, & Morzinski JA (1998). The Educator's Portfolio. 4th ed., Milwaukee, WI: Medical College of Wisconsin. This resource, available in both wire-bound and electronic versions, illustrates how educators can document their accomplishments. Explanations are provided for nine areas (e.g., curriculum development and instructional design, teaching skills). Examples from actual portfolios are included.

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc.

Diamond, R.M., Adam, Bronwyn, E. (2000.) Recognizing Faculty Work: Reward Systems for the Year 2000. Jossey-Bass Publishers, San Francisco.

Seldin, Peter. The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Bolton, MA: Anker Pub. Co. 1991.

Seldin, Peter. Successful Use of Teaching Portfolios. Bolton, MA: Anker, Pub. Co., 1993.

Service-Learning/Community-Based Education in the Teaching Portfolio

The Association of Schools of Public Health (ASPH) Council of Public Health Practice Coordinators has recently released "Demonstrating Excellence in Practice-Based Teaching for Public Health". The report builds on the framework provided in the previously published "Demonstrating Excellence in Public Health Practice" and provides a description and explanation of terms, guiding principles, and suggestions on methodologies for implementation. The report also provides a framework for evaluating the scholarship and rigor of practice-based teaching for the purposes of faculty promotion and tenure.

The resources below focus primarily on the review, tenure and promotion process in four-year colleges and universities, although many links include general information that is also applicable to two-year colleges. Those interested in resources specifically for community colleges should check with the Community College National Center for Community Engagement or the American Association of Community Colleges.

National Service-Learning Clearinghouse Fact Sheet on "Opportunities for Service-Learning Research and Scholarship in Higher Education"

Service-Learning and Tenure: <http://csf.colorado.edu/forums/service-learning/96/apr96/0034.html>

Service Learning and the Retention, Tenure, and Promotion (RTP) Process, Center for Service Learning at San Jose State University: http://csl.cob.sjsu.edu/fac-topics_rtp.html

Service Learning and RTP Guide, California State University, Long Beach Community Service Learning Center

Resources on Writing a Strong Teaching Statement

Ohio State University guidelines

A posting to the Professional and Organizational Development Network by an Ohio State University faculty member

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Letters from Community Partners

Driscoll, A. & Lynton E. A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington, DC: American Association for Higher Education.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc.

Diamond, R.M., Adam, Bronwyn, E. (2000.) Recognizing Faculty Work: Reward Systems for the Year 2000. Jossey-Bass Publishers, San Francisco.

Glassick, C. M. Huber, and G. Maeroff, Scholarship Assessed: Evaluation of the Professoriate, San Francisco: Jossey-Bass Publishers, 1997.

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.