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

Sherril Gelmon, Portland State University
Sarena Seifer, Community-Campus Partnerships for Health

International Institute on Partnerships
May 25, 2011
Session Overview

• Introductions
• Community-engaged scholarship (CES)
• 4 strategies & corresponding tools/resources
  1. Competency-based faculty development
  2. Peer reviewed publication of diverse products of CES
  3. Navigating the tenure and promotion process
  4. Institutional self-assessment
• Discussion
Overview and Context of CES
Mission

To promote health (broadly defined) through partnerships between communities and higher educational institutions
Goals

- **Mobilize knowledge, wisdom & experience** in communities and in academic institutions to solve pressing health, social, environmental & economic challenges.

- **Build capacity** of communities & higher educational institutions to engage each other in authentic partnerships that balance power, share resources & work towards systems change.

- **Ensure community-driven social change** is central to the work of community-academic partnerships.
Definitions

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

- **Scholarship** is teaching, discovery, integration, application and engagement with clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.
  - Rigorous and peer-reviewed

- **Community-engaged scholarship**: involves the scholar in a mutually beneficial partnership with the community.

Community Engagement

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

- Community-based participatory research
- Practice-based research

- Research

- Teaching
  - Community-based learning
  - Practice-based learning
  - Service-learning

- Service
  - Community service
  - Academic public health practice
  - Clinical service
  - Community-oriented primary care

Linking Scholarship and Communities, Kellogg Commission Report, 2005
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)*
From Service to Scholarship

• Key point #1: Engagement is not necessarily scholarship.
  • Must use a scholarly approach (grounded in work that came before)

• Key point #2: Service-learning is not necessarily scholarship.
  • Must document and create product that can be disseminated and subjected to critique
Characteristics of Quality CES

- Clear goals - academic/community change
- Adequate preparation - in content area and grounding in community
- Methodological rigor - relevance and strength of methods
- Significance - impact in field and community
- Effective presentation - dissemination to academic and community audiences
- Reflective critique - lessons learned
- Ethical behavior - socially responsible conduct

Faculty for the Engaged Campus: *Overview*

- An initiative of Community-Campus Partnerships for Health (2007-2010)
- In partnership with University of Minnesota and University of North Carolina at Chapel Hill
- Funded by the Fund for the Improvement of Post-Secondary Education of the US Dept. of Education
Faculty for the Engaged Campus: *Rationale*

**Premise**
- Faculty with commitment and competencies for CES are central to institutionalizing and sustaining community-academic partnerships

**Persistent challenges**
- Few professional development pathways
- No accepted method/vehicle for peer review, publication and dissemination of non-journal products
- Not easy to identify peer reviewers
- No clearly defined/accepted community partner roles
- Institutional cultures slow to change/adapt
Innovative competency-based models of CES faculty development

CES4Health.info – peer review, publication and dissemination of products of CES
  - Redefining “peer” in peer review to include community partners

Online database of faculty mentors and portfolio reviewers
Questions?

Observations?
Strategies for Promoting CES

#1 Competency-Based Faculty Development
Competencies for Successful Practice of CES

**Novice**
Understand concepts of community engagement and CES
Familiarity with basic literature and history of CES
Understand various contributors to community issues
Developing skills & commitment for fostering community and social change

**Novice to Intermediate**
Work effectively in and with diverse communities.
Negotiate across community-academic groups.
Write grants expressing CES principles and approaches.
Write articles based on CES processes and outcomes for peer-reviewed publications.

Competencies for Successful Practice of CES

Intermediate to Advanced
• Transfer skills to community & other faculty
• Understand & apply definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality

Advanced
• Understand policy implications of CES & ability to work with communities in translating CES into policy.
• Balance tasks in academia posing special challenges to CES in order to thrive in an academic environment.
• Effectively describe scholarly components of the work in a portfolio for review, promotion and/or tenure.
• Knowledge of RPT process and its relationship with CES, ability to serve on RPT committee.
• Ability to mentor others in establishing & building CES-based portfolio

Competency-Based Faculty Development

Examples

- Learning communities
- Competitive “fellowship” programs
- Seed grants
- Training (some connected to seed grants)
- Mentoring (from faculty and community)

Some are theory based: diffusion of innovation, readiness for change
Strategies for Promoting CES

#2
Peer-Reviewed Publication of Diverse Products of CES
Challenges for Diverse Products of CES

- CES requires diverse products that reach and benefit community members, practitioners and policy makers
- Products often don’t “count” towards P&T since not peer-reviewed or published like journal articles
- Difficult to determine quality & impact of different products
- “Peer review” favors academic peers

A Solution: CES4Health.info

• Mechanism for peer review and online publication of products of community-engaged scholarship in forms other than journal manuscripts

• Intended to both increase impact of these products in communities and increase likelihood they will count in faculty promotion and tenure reviews
Online resource launched in November 2009

Editorial and peer review processes mirror most journals

“Peers” in CES come from community and academy

Authors note products as peer-reviewed publications in CV

Congratulatory & educational letters about the publication

Tracking # of downloads and uses as measures of impact
A component of Community-Campus Partnerships for Health’s Faculty for the Engaged Campus Initiative, supported in part by the Fund for the Improvement of Postsecondary Education of the US Department of Education
Minimum Submission Criteria

- **The CE** in CES4Health - Community engaged

- **The S** is CES4Health - The project that resulted in the product was approached in a scholarly way – builds upon or is grounded in previous practice or evidence

- **The Health** in CES4Health – Defined very broadly
Examples of Published Products

- In Harmony: Reflections, Thoughts, and Hopes of Central City, New Orleans (educational video)
- Toolkit to Establish and Sustain Year-Long Walking in Rural Communities (PDF)
- Overtown Cookbook (evidence-based and taste-tested culturally diverse healthy recipes) (PDF)
- Mapping Memories (digital stories of refugee youth & curriculum resources for engaging youth)
Strategies for Promoting CES

#3
Navigating the Tenure & Promotion Process
Planning for Tenure and Promotion Review

Four categories of advice (Gelmon and Agre-Kippenhan, AAHE Bulletin, January 2002)

1. Planning for the review
2. Nature of documentation
3. Individual behavior
4. Monitoring and assisting the process as feasible

Exemplary Portfolios

- Work is grounded in unit/institutional mission
- Narrative is framed around local P&T criteria
- Portfolio tells an integrated and compelling story
- Candidate clearly makes a case for their own story
- Work reflects qualities of CES and has been tested and disseminated in multiple venues
- Illustrate connections across various activities
- Show well-developed sustained collaborations

CCPH CES Toolkit: http://communityengagedscholarship.info
Exemplary Portfolios

- Integrate scholarship of discovery, teaching, engagement
- Demonstrate systematic reflection and review
- Present multiple forms of evidence
- Reference external benchmarks
- Supported by strong letters of support from inside and outside of the discipline
- Well-packaged, cross-referenced, easy to navigate

CCPH CES Toolkit: http://communityengagedscholarship.info
Content of Evidence

- Community contributes to as well as benefits from project
- Progress towards social equity/changes in policy
- Improved service delivery processes or outcomes
- Increased funding to continue/expand/replicate project
- Increased funding for community partners
- Increased capacity of individuals in the community and community organizations to advocate for themselves
- Ability of trainees to assume positions of leadership and community engagement
- Work adds consequentially to discipline, CES & community

CCPH CES Toolkit: http://communityengagedscholarship.info
Challenges for Mentoring & Review of CES

- Difficult to identify reviewers who understand and can assess rigor, quality and impact of CES

- Reviewers who are not familiar with CES or are grounded in a different evaluative mindset may not conduct a fair or thorough review

- Faculty seek both mentors and reviewers
A Solution: Facultydatabase.info

- Online database of community-engaged faculty who can serve as mentors and portfolio reviewers

- Deans, department chairs & faculty can search database and contact faculty who appear to be a good match

- Mentoring can take place by email, phone or in person

- Potential external reviewers can be identified

- Updated regularly
Strategies for Promoting CES

#4
Institutional Self-Assessment
Building Capacity for Community Engagement

- Self-assessment method developed for CCPH
- Draws upon literature describing similar methods
- Incorporates six dimensions with multiple elements within each dimension
- Assesses progress along four levels to determine current stage of community engagement for each dimension and element
- May be completed from multiple perspectives (e.g., college/school, university)

Assess current capacity and identify opportunities for future action:

1. Definition and vision (8 elements)
2. Faculty support and involvement (6 elements)
3. Student support and involvement (3 elements)
4. Community support and involvement (6 elements)
5. Institutional leadership and support (9 elements)
6. Community-engaged scholarship (12 elements)
Building Capacity for Community Engagement

- Offers systematic method for local assessment and team thinking, conversation, development & action
- Allows for comparison of multiple perspectives
- Used as standardized metric for comparisons across participating units within a given institutions and across multiple institutions
- Has been used by multiple other projects and proven to be a valuable resource
SWOT Analysis

- A framework for organizational planning and informed decision-making
  - Internal: Strengths and Weaknesses
  - External: Opportunities and Threats
Insights from Self-Assessments

- Identify institutional, disciplinary and individual barriers to acceptance of CES
- Uncover differing definitions and understandings of CE vs. CES
- State unwillingness to change policies/practices
- Determine competing agendas for priority and attention
- Determine leverage points for action and change
- Identify venues for dissemination
Small Group Discussions

- Select one of the four strategies
- 15 minutes for discussion
- Be prepared to give brief report back
#1 Competency-Based Faculty Development Discussion Questions

Take a moment to review the CES competencies.

How might the CES competencies be incorporated into an existing program, new program or your own professional development plan?

What teaching and learning strategies would you use?

What other resources would you recommend?
Do you (or your colleagues) have examples of diverse products of CES? If not, what products could you imagine emerging from your (their) work?

How are such products viewed by the academy? By communities?

How might you utilize CES4Health.info?

What other resources would you recommend?
How might you best document & describe your CES in each of these components of a portfolio?

- Narrative statement
- Curriculum vitae
- Teaching portfolio
- Letters of support
- Supporting documentation

What other resources would you recommend?
Take a moment to complete Dimension IV of the CCPH self-assessment instrument.

What questions or issues did completing these items raise?

How might you use the self-assessment at your institution?

What other resources would you recommend?
Groups Report Back
Resources

Community-Campus Partnerships for Health: http://ccph.info
CES toolkit: http://communityengagedscholarship.info
CES4Health.info: www.CES4Health.info
Online Database of Faculty Mentors & Portfolio Reviewers: http://facultydatabase.info/
Canadian CES initiative: http://cescholarship.ca
Research University Community Engagement Network: www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-overview/
International Association for Research on Service-Learning and Community Engagement: www.researchslce.org
Upcoming Opportunities

Community-Campus Partnerships as a Strategy for Social Justice: Where We’ve Been & Where We Need to Go, Apr 18-21, 2012, Houston, TX USA
   Session & Poster Proposals Due Sept. 26

CES4Health.info Themed Call for Products re: Aboriginal & Indigenous Health
   Reviewer applications due Sept. 1 & Products due Oct. 1

www.ccph.info