



# **The Scholarship of Community Engagement: Using Promotion and Tenure Guidelines to Support Faculty Work in Communities**

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# Presentation Outline

Scholarship in the Health Professions

A Model of Community Scholarship

Standards of Assessment for Community Scholarship

Products of Community Scholarship

CCPH Fellow Project

Discussion

*(Adapted from a previous presentation by Sarena Seifer, MD, executive director of CCPH)*



# Scholarship in the Health Professions

Boyer's work received much attention throughout the 1990s, focusing on the scholarship of discovery, integration, application and teaching.

Scholarship of Teaching

of Educational Leadership

of Public Health Practice

**\*of Community Engagement\***

Each provides alternatives to what has been considered traditional scholarship.



# Scholarship in the Health Professions

Many untenured faculty find they must choose between ‘doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students.’”

*Ron Richards, Building Partnerships: Educating Health Professionals for the Communities they Serve, 1996*

“Publication in peer-reviewed journals is the typical end point in the mind of many researchers. For a results-oriented philanthropy, this is not enough.”

*James R Knickman and Steven A. Schroeder  
Robert Wood Johnson Foundation, 2000*



# Scholarship in the Health Professions

“While classical scholarly work should not be discouraged, academic promotional policies should be developed to accommodate clinician teachers, including those based in the community. The criteria for academic promotion for such faculty should be based on their achievements in their specific roles and measure scholarship in broadly-defined terms appropriate to these responsibilities.”

*Council on Graduate Medical Education, 1999*



# A Model of Community Scholarship

The scholarship of discovery, integration,  
application and teaching all apply to  
community scholarship

*but*

The principles, processes, outcomes and  
products may differ in a community setting

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## Comments from the AHC National Study

“If we want faculty to be involved but reward them for other activities, we are our own worst enemies.”

“Research support and manuscript generation is the name of the game...community-based anything takes, time, length and breadth.”



# A Model of Community Scholarship

Glassick's 6 standards of assessment:

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

*However, the application and assessment of these criteria must involve academic faculty and community partners*



# A Model of Community Scholarship

Learning that combines rigorous academic curriculum with meeting needs of communities

Discovery that emphasizes community-based participatory research

Engagement that moves beyond the concept of service and charity to strategic community-campus partnerships and social change.



# Products of Community Scholarship

## Resources, such as...

- Guides to effective program development (how to's)
- Technical assistance
- Tools, strategies and processes to assess community strengths, assets and concerns
- Tools, strategies and processes to effectively measure program outcomes



# Products of Community Scholarship

## Program Outcomes, such as...

- Improved community health outcomes
- Improved community leadership for health
- Increased community funding for projects
- Integration of students and residents into community-based efforts (or creative education)



# Products of Community Scholarship

Dissemination, such as...

- Presentations to community leaders and policy makers
- State, regional, national presentations
- Journal articles
- Leadership at community, state and national levels



Community-Campus  
Partnerships for Health

## Fellow Project Objectives

- **Highlight best practices and strategies faculty learned while going through the promotion and tenure process.**
- **Present checklists of things to consider, worksheets to use, and questions to ask oneself as one works through the process of documentation for P&T.**
- **Identify next steps for moving the scholarship of community engagement policy agenda forward at multiple levels (i.e. university guidelines, mentoring network through CCPH).**



## Project Methods and Timeline

- In-depth Faculty Interviews
- Focus Group(s)
- Possibly an online survey
  
- **Data collection Nov. 2002 through April 2003.**
- **Project findings and their implications will be based on the data analyses.**



## Discussion Topics

- 1. Defining the Scholarship of Community Engagement**
- 2. Framing Community Scholarship in the Scope of Faculty Work**
- 3. Portfolio Development and the Review Process**
- 4. Assessment of Community Scholarship**
- 5. Effect of Institutional Culture and Structure**
- 6. Strategies for Promotion and Tenure Using a Scholarship of Community Engagement**