

Successfully Navigating Promotion & Tenure (P&T)

**A Workshop for Community-Engaged Faculty
& Future Faculty**

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Session Objectives

- Understand the challenges community-engaged faculty encounter in the promotion and tenure (P&T) process
- Enable community-engaged faculty to make their best case for RPT
- Enable graduate students/post-docs to plan ahead and position themselves well for community-engaged careers in the academy

Session Agenda

- Introductions
- Definitions of key terms
- CES and the P&T system
- Developing a vision for your career
- Building a convincing dossier
- Resources

CES Toolkit

www.communityengagedscholarship.info

- Planning for P & T
 - Developing and sustaining your vision
 - Identifying and working with mentors and communities of practice
 - Showcasing your work and soliciting peer review
- Developing a strong portfolio
 - Career Statement
 - Curriculum Vitae
 - Teaching Portfolio
 - Letter from External Reviewers
 - Letters from Community Partners
 - Table of Accomplishments
- Portfolio examples
- References and resources

Questions for Individual Reflection

- What are you passionate about as it relates to your work with communities?
- What are your goals as a faculty member?
- Your Department Chair says “It’s so great that you’re so involved in community service, but I’m sure you know that service is the lowest rung beneath research and teaching as priorities in the Department.”
What do you say?

Questions for Table Discussion

- What is *scholarship*?
- What is *community-engaged* scholarship (CES)?
- What *distinguishes* community service & CES?
- What makes a community activity or project *scholarly*?

Key Terms

Linking Scholarship and Communities, Commission Report, 2005

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

Key Terms

Linking Scholarship and Communities, Commission Report, 2005

Scholarship is...

teaching, discovery, integration, application and engagement that has...

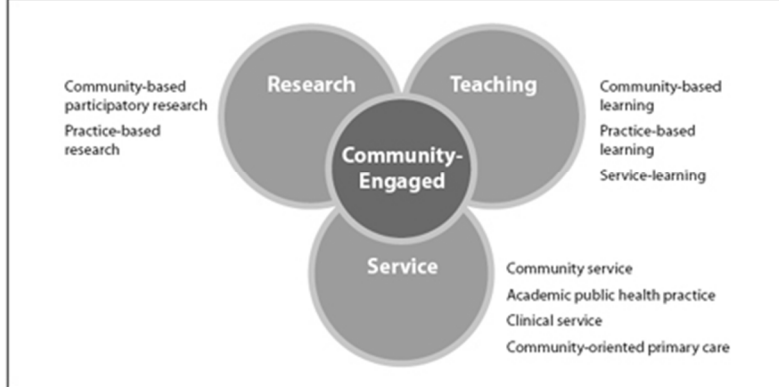
- clear goals
- adequate preparation
- appropriate methods
- significant results
- effective presentation
- reflective critique
- and is rigorous and peer-reviewed

Key Terms

Linking Scholarship and Communities, Commission Report, 2005

- *Community-engaged scholarship* is scholarship that involves the faculty member in a mutually beneficial partnership with the community

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



From Service to Scholarship

- Know when you are doing it and when you really are doing “just service”
- Scholarship =
 - The activity requires a high level of expertise.
 - The activity breaks new ground or is innovative.
 - The activity can be replicated and elaborated.
 - The work and its results can be documented.
 - The work and its results can be peer reviewed.
 - The activity has significance or impact.

Adapted from Recognizing Faculty Work, by Robert Diamond and Bronwyn Adam (1993)

Community Engagement

*An Essential & Growing Strategy for Teaching, Research
and Service in Higher Education*

- Deepening understanding of course content
- Preparing graduates to enter the workforce
- Translating research into policy and practice
- Ensuring the success of democracies
- Solving the complex challenges facing our society

*Faculty roles are changing but the P&T system has not
kept pace at many institutions...*

Current Reality

“A university’s values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members”

*Conrad Weiser et. al.
Scholarship Unbound for the 21st Century, 2000*

Challenges of RPT for CES

- Lack of understanding of CES by review committees
 - Misconceptions about rigor
 - Misconceptions about time invested in relationship building
 - Confusing CES with “just service”
 - You see connections between discipline and engaged work; others may not
- Lack of understanding of CES by the faculty member
 - Not producing scholarship from engagement, or confusing engagement with scholarship (service-learning example)
 - Not integrating engagement into research and teaching; making it an add-on

Challenges (continued)

- The traditions of the system
 - Need for expanded definition of impact (not just publications and journal impact scores)
 - Demonstrate community impact
 - Need for acceptance of alternative forms of scholarly products (not just peer-reviewed journal articles)
 - P & T is about you as an individual. Engaged work is usually a group effort and credit for its impact is shared.
 - Requirement to demonstrate leadership in field and national/international reputation
 - In CES leadership/reputation tend to be local. Must be intentional to expand these

Community-Engaged Scholarship

- Community engagement does not mean “not scholarly”
- CES is *scholarship* done in full partnership with community
- Important to create scholarship out of your work in communities. Otherwise, it does not count as scholarship
 - Distinguish it from service

CCPH Collaborative Characteristics of Quality CES

- Clear academic/community change goals
- Adequate preparation in content area and grounding in community
- Appropriate methods: use appropriate methods that combine rigor and engagement, or use engagement to enhance rigor
- Significant results: impact in your field and community
- Effective presentation/dissemination to academic and community audiences
- Reflective critique: use feedback about the work to improve it
- Leadership and personal contribution
- Consistently ethical behavior: socially responsible conduct of research

Effective CES Dossiers

- Demonstrate an integration of scholarship of discovery, teaching, engagement. Engagement is not an add-on.
- Emphasize scholarship as well as service, but maintain the distinction.
- Demonstrate that scholarship is rigorous and has impact.
- Give evidence of leadership and professional reputation.
- Provide cross-validation, multiple forms of evidence
- Illustrate connections across various activities
- Demonstrate reflection including how community feedback is integrated
- Demonstrate trusted, sustained collaborations

Evidence of Characteristics

Evidence of significant results/impact includes (examples):

- Changing health policy
- Improving community processes or outcomes
- Securing increased funding to continue, expand or replicate
- Securing increased funding for community partners
- Enhancing ability of trainees or students to assume positions of leadership and community engagement
- Disseminating geographically limited work to other populations or as a model that is further investigated in other settings

Highlighting CES in your Career Statement

- Discuss role of CES to career development
- Importance in creating impact, enhancement of rigor.
- Illustrate how engagement is woven into teaching and research, not an add-on, not just service.
- Talk about engagement in research and teaching sections, not service section.

Highlighting CES in your Teaching Portfolio

- *Document value of community-engagement as related to teaching as well as scholarship related to teaching activities*

Highlighting CES in Your CV

- Star publications where co-authors include community partner
- Star publications where one of your students was a first author.
- Under 'Current Teaching Responsibilities' 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.

Highlighting CES in Your CV

- 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.
- Do not confound engagement with service. Do not talk about engaged teaching or research in the Service section

Topics for Group Discussion

Identify facilitator & recorder/reporter

- What do you most need help with or feedback on?
- Identify 1-2 shared challenges or issues to focus on
- Brainstorm possible solutions
- Report back on challenges and solutions

Reflection

- Your Department Chair says “It’s so great that you’re so involved in community service, but I’m sure you know that service is the lowest rung beneath research and teaching as priorities in the Department.”
What do you say?

Resources

Speakers:

Sarena Seifer: sarena@u.washington.edu

Cathy Jordan: jorda003@umn.edu

CCPH Website

<http://www.ccph.info>

Community-Engaged Scholarship Toolkit: “Making the Best Case for P&T” and “RPT Package” with Characteristics of Quality CES, Portfolio Examples

<http://www.communityengagedscholarship.info>

Electronic Discussion Groups on CES, CBPR, SL

<http://depts.washington.edu/ccph/faq.html#Listservs>

Community-Engaged Scholarship Resources: Reports, Model RPT policies

<http://depts.washington.edu/ccph/scholarship.html>

CES4Health.info: Peer-Reviewed Dissemination of Diverse Products of CES

<http://www.CES4Health.info>

Online Database of Faculty Mentors & Portfolio Reviewers

<http://www.facultydatabase.info>

Workshop Evaluation

What worked well?

What could have been improved?

Topics, formats, speakers for future workshops?