Assessing
Community-Engaged Scholarship in Faculty Dossiers

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Session Agenda

- Key context & rationale
- Definitions of key terms
- Evidence of quality community-engaged scholarship
- Components of a convincing dossier
- CES4Health
- Resources
The Governor General of Canada is backing a Community-Campus Collaborations initiative and has called upon Canadian universities to democratize knowledge.

The three major federal research funding agencies in Canada are emphasizing knowledge mobilization and community-academic partnerships. One (the Social Sciences and Humanities Research Council) has completely revamped its funding streams to emphasize community-academic partnerships.

2013 will mark the 10th anniversary of CU Expo, the Canadian-led conference on community-university partnerships.

The Association of Universities and Colleges of Canada has made 5 public commitments, including "concentrating the world's best minds on the world's toughest problems" and "cultivating engagement and partnerships.” Community-campus collaborations will be the theme of its 2013 conference.

A growing number of Canadian universities have identified community engagement as a strategic institutional goal and devoted resources towards it. Eight have signed a memorandum of understanding to advance community-engaged scholarship through faculty development, promotion and tenure.
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
- Mobilizing knowledge for action and change
- Instilling lifelong learning and civic engagement
- Solving the complex challenges facing our society
Key Definitions

_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 Definitions

What distinguishes “scholarship” from service & other activities?

- 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)

From CSAHS P&T Document on “external remunerative activities”: If provided with sufficient supporting documentation, the Committee will consider the quality and scope of the project and the extent to which the work involves scholarly activity as opposed to a simple provision of services.
Key Definitions

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


*Community-engaged scholarship* encompasses intellectual and creative activities that generate, validate, synthesize and apply knowledge through partnerships with people and organizations outside of the academy.

Key Definitions

*Community-engaged scholarship* involves mutually beneficial partnerships with the community (community may be defined as the local community, but it may also be communities of interest that are local, national, or international in scope) that results in the creation of scholarly products.

It is “engaged” in the sense that it involves forming campus-community collaborations in order to conduct research, evaluate social impacts and mobilize knowledge to address and solve problems and issues facing communities.


*Community-engaged scholarship* includes collaborative and participatory forms of research with community partners; action oriented research focusing on social transformation and community development; and knowledge mobilization strategies that bridge scholarly research and community outcomes.

Key Issues

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


“The challenge of tenure & promotion procedures should not be permitted to unduly limit the growth of the movement for community-university engagement in Canada. A dialogue for action on this issue should be launched and sustained until this obstacle is permanently removed.”

CES Challenges Conventional P&T System

- Impact (not just publications and journal impact scores)
- Scholarly products (not just peer-reviewed journal articles)
- Collaborative work with shared credit (not sole & first authorship)
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

Characteristics of Quality CES

Clear academic/community change goals

• Clear articulation of research goals and a program of activities including statements about the importance of the goals for community partners.

• An assessment of methods used to develop the research, build partnerships and articulate the goals for social change.

From: Daly K. CSAHS Template for Departments, 2011.
Characteristics of Quality CES

Appropriate methods: use appropriate methods that combine rigor and engagement, or use engagement to enhance rigor

• Social science methods have been used to design the research activities in order to ensure that ethics, data collection, interpretation and results are robust and lead to effective change strategies.
• Success in getting grants or mobilizing community resources toward successful collaborations and social change.
• Indicate the inclusion of students in experiential learning related to research.
• Effective research training of community partners.

Characteristics of Quality CES

- Significant results: impact in field and community

Knowledge generated & impact on
- the existing literature
- the community
- social policy, or
- processes of change

Characteristics of Quality CES

• **Significant results**: impact in field and community

Range of scholarly outputs that includes, but goes beyond, publishing in refereed journals, conference presentations & books:
  • Policy documents; government recommendations
  • Practical, community accessible publications
  • Community forums designed to educate or transform structures
  • Websites that provide research based information
  • Innovative intervention programs with evaluated outcomes
  • Knowledge mobilization activities that include a variety of creative tools for making the results of research more accessible.
  • Impact on programs and sustainability of the work accomplished – e.g. emergence of leaders, new members, effective programs
  • Co-author(s) include community partners

*From:* Daly K.  CSAHS Template for Departments, 2011.
Characteristics of Quality CES

Significant results: impact in field and community

In assessing the value of some of these products, that may be unfamiliar to some faculty members, there are a number of possible strategies:

- Peer review of the community engaged scholarship by academic and community leaders.
- Independent peer review for CES at [www.ces4health.info](http://www.ces4health.info)
- Request measures of impact in the community (e.g. evidence of increased capacity, improved programs, sustainability)
- Letters from key partners or knowledge recipients outlining the impact of the research activities
- Letters from external reviewers who are asked to independently assess impact of the work

*From:* Daly K.  CSAHS Template for Departments, 2011.  
Example: Evidence of Impact of Scholarship

University of Arkansas P&T Policy

Influence on policy/practice
- Legislation enacted to implement recommendations from research or practice.
- Agency regulations/statement of policy/or requests for proposals incorporating approach resulting from research or practice in a new program design or implementation of a new program.
- Research, model or theory cited in floor statement for legislation pending before Congress or the state legislature.
- Research cited by advocacy organizations attempting to influence legislation or policy at the state or national level.
Characteristics of Quality CES

Leadership and personal contribution

- National or international reputation arising from the work.
- Success of a project has been used in other contexts which have extended the impact of the original work.
- Critical reflections on leadership, outcomes, factors related to success and needs for adjustments.

Examples: Characteristics of Quality CES

University of Minnesota

*Multiple, complementary products reflecting a cycle of scholarship integrating teaching, research and service.* Example: a refereed journal article, community education materials, and media stories -- all emerging from *one collaborative project.*

Portland State University

*Indicators of quality and significance include:*

- Publication in journals that advance scholarship of community outreach
- Honors, awards...received for community outreach
- Adoption of the faculty member’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- Substantial contributions to public policy or professional practice
- Evaluative statements from clients and peers regarding the quality and significance of documents produced by the faculty member
Effective CES Dossiers


- Tell a compelling story.
- 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 & integrate community feedback.
- Demonstrate trusted, sustained collaborations.
- Help reader find what s/he is looking for.
What to Look for in Career Statement

- Discusses role of CES to career development & scholarly agenda
- Notes importance in creating impact, enhancement of rigor.
- Illustrates how engagement is woven into teaching and research, not an add-on, not just service.

What to Look for in Teaching Portfolio/Statement

- Explained teaching philosophy/approach
- Documented value of community-engagement as related to teaching
  - Value to students, community, teaching approach
- Documented scholarship related to teaching activities
  - Results and impact re: student learning
  - Results and impact re: communities
  - Contribution to discipline, engaged learning

What to Look for in CV

- Publications where co-authors include community partners and students
- Reference to teaching Community-Based or Service Learning Courses.
- Publications include refereed journal and applied products, intended for diverse stakeholders in the work

http://www.communityengagescholarship.info
Who to Invite as External Reviewers

- Community-engaged disciplinary experts
- Disciplinary experts who “get” engagement
- Engagement expertise

http://www.communityengagedscholarship.info
What to Look for in Partner Letters

- Emphasize ability to sustain collaboration, make significant impacts in the community, demonstrate personal integrity and ethical behaviour
- Describe contributions to the community, e.g.:
  - Secure grant funding
  - Develop educational materials
  - Develop, implement & evaluate innovative programs
  - Involve students who addressed unmet needs
  - Improve the quality and management of the organization
  - Provide direct services to clients
  - Publish papers, reports, etc. about the project
  - Replicate project in other communities

Example: Use of Letters

University of Denver P&T Policy
May 18, 2009

Internal evaluation of the quality and impact of the candidate’s scholarship... is supplemented by letters and critical reviews from nationally recognized experts in the candidate’s discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service.

When appropriate, candidates may select reviewers from settings outside the academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy or organizational ends.
Community Peer Review is appropriate to assess:

• the effectiveness of collaborative research methods
• the impact of applied research on publics
• the overall professional outreach and service to the community or organization.

Such review should be used as part of the overall review of candidates’ work and in conjunction with traditional criteria and reviewers.
Your Department’s P&T Process

• How well does it solicit, recognize and value CES?

• Does anything need to change?
  ▫ Forms
  ▫ Policies
  ▫ Guidelines/criteria
  ▫ Procedures
  ▫ Mentoring/faculty development
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
Products of CES

• Conventional: Journal manuscripts

• Diverse & Innovative:

  *Results of CES:* Policy briefs, videos, photovoice exhibits, digital stories, podcasts

  *Tools that can assist others* in implementing or adapting the project in their communities: Assessment instruments, instructional manuals, partnership agreements, etc.
Challenges of Disseminating Innovative CES Products

- Lack of dissemination mechanisms
- Lack of peer reviewed publication outlets
- Format of peer-reviewed journals not conducive
- Traditional peer-review process may not find value
- Reward structure for faculty promotion and tenure favors books & peer-reviewed journal articles
CES4Health is...

- Mechanism for peer review & online publications of products of community-engaged scholarship in forms other than journal manuscripts

- Designed to both increase impact of these products in communities & increase likelihood they will count in faculty promotion & tenure review
CES4Health Editorial Team

Cathy Jordan, University of Minnesota (Editor) Janice Bowie, Johns Hopkins University
Suzanne Cashman, University of Massachusetts
Melany Cueva, Alaska Native Tribal Health Consortium
Fay Fletcher, University of Alberta
Kim Radda, Institute for Community Research
Lisa Rey Thomas, (Tlingit), University of Washington
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 45 Products Published to Date

- Community Based Participatory Research with Indigenous People (educational video)
- Partners in Research: Curricula to Prepare Community and Faculty for CBPR Partnerships
- Engaging the Underserved: Personal Accounts of Communities on Mental Health Needs for Prevention & Early Intervention Strategies (report)
- Toolkit to Establish & Sustain Year-Long Walking in Rural Communities
- From Snapshot to Civic Action: A Photovoice Facilitator’s Manual
- Mapping Memories (digital stories of refugee youth & curriculum resources for engaging youth)
Submission Process

• Products in English considered year-round

• Submission = product (downloadable, linkable) and 12 question application

• Application questions probe rigor & engagement/community benefit issues
  ▫ Keywords: topics, type of resource, resource format
  ▫ Product aims, development, quality, intended audience, significance
  ▫ The project that resulted in the product –scholarly approach, rigor
  ▫ Degree of & quality of engaged approach
  ▫ Reflection on strengths & limitation
  ▫ Assurances regarding copyright & privacy
CES4Health Review Process

- Mirrors typical journals
- Screened by Editor for minimal criteria of engaged activity and health-related (broadly speaking)
- Screened by Editor for copyright or privacy issues
- Assigned to Associate Editor who assigns 2 academic and 2 community reviewers based on aligned interest/expertise
CES4Health Reviewer Rating Form

- Review form includes quantitative ratings on 5 pt scale

6. Effective Presentation - the clarity of the presentation style, the accuracy of the product content, and the appropriateness of language and visual aids for diverse audiences. This question applies to the product. (Information is available in Product Application Question 10 and by reviewing the product)

| 6a. Rate the degree to which the author uses a suitable style, clear communication and effective organization to present the work. |
| Select Rating... |

| 6b. Rate the degree to which the language, format, or graphics contained in the product would be understood by a broad and diverse audience (avoidance of culture-specific language, jargon, unexplained acronyms, etc.). |
| Select Rating... |

| 6c. Rate the degree to which the product’s presentation format is appropriate for its stated aims. |
| Select Rating... |
CES4Health Reviewer Rating Form

• Qualitative (for editor and author)

• 10. Please use the space below to comment on the extent to which the product is likely to be useful to the intended audience/users and the extent to which it is likely to be used:

• 12. Please use the space below to comment on the strengths and limitations of the product and the product application. These comments will be your summary that can be shared with the author. If you checked “accept with revisions” please be specific about what revisions are needed.

  Strengths
  Limitations
  Suggested revisions for product
  Suggested revisions for product application
Having It Count in P & T Reviews

- Fills a gap: Offers rigorous peer review and broad dissemination
- Authors include citations in peer reviewed publication section of dossier
- Educates administrators & committee members
  - Send letters to those identified (congratulatory and educational)
- Demonstrates impact: Track “hits” and downloaded products
- Documents service of reviewers and associate editors
  - Send appreciation of service that can be included in dossier
Comments from Authors

“CES4Health.info is both a wonderful educational tool and an appropriate and well-organized venue for peer review publication. It is so unique and so important. Thank you!”

“I appreciated the depth of background, justification, and rationale that was required of the reviewers. It instilled faith in the rigor and value of the peer review process.”
Comments from Institutional Leaders

“Thank you so much. I appreciate this notification, and the explanation. Our Faculty has revised its standards for tenure, promotion, and evaluation (in a pilot study) to reflect the scholarship of engagement but, of course, we are embedded in the culture of the typical publicly-funded research intensive university - i.e. many T&P committees are dubious. In fact, getting [the author's] tenure approved, the first under our new guidelines, was somewhat challenging. CES4Health is a godsend.”

~ Dean, Canadian university, upon receiving notification of faculty’s publication in CES4Health
Resources

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

Community-Engaged Scholarship Partnership
http://cescholarship.ca
Citation & Contact Info for this Presentation


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