

# **Community-Engaged Scholarship (CES)**

**Sarena Seifer & Susan Gust**

Community-Campus Partnerships for Health

Australian Universities

Community Engagement Alliance

July 2010

# Session Objectives

- Clarify meaning of key terms
- Explain why CES is important
- Understand challenges to CES
- Identify characteristics of quality CES
- Consider how best to document & assess CES
- Consider changes that may be needed in P&T process to recognize CES
- Consider competencies needed for CES
- Consider critical community partner roles

# Session Handouts

- Executive Summary of Commission Report, “Linking Scholarship & Communities”
- Excerpt of Jordan's Review, Promotion & Tenure Package
- Freeman, Gust & Aloschen article, “Why Promotion & Tenure Matters to Community Partners”

# Questions for Discussion

- What is *scholarship*?
- What is *community-engaged* scholarship (CES)?
- What *distinguishes* community service from 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)*

# From Service to Scholarship

- Know when you are doing it and when you really are doing “just service”
- Engagement is not necessarily scholarship
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# 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

# 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 system of faculty development & rewards 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 P&T 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”
  - CE faculty see connections between discipline and engaged work; others may not
- Lack of understanding of CES by the CE faculty member
  - Not producing scholarship from engagement, or confusing engagement with scholarship (service-learning example)
  - Not integrating engagement into research and

# Challenges (continued)

- The traditions of the system
  - Need for expanded definition of impact (not just academic 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 the 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

# Characteristics of Quality CES

Jordan CM et. al. The Community-Engaged Scholarship Review Promotion and Tenure Package: A Guide for Faculty and Committee Members. *Metropolitan Universities Journal*, 2009: 20(2)

- Clear academic and 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 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

# 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

# Discussion Questions

For your assigned characteristic of quality CES:

- What would you look for in a dossier as evidence?
- In what other ways could a candidate document they their work fulfilled this characteristic?
- What roles could community partners play in providing evidence?

# 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

# Reflections on Evidence & Documentation

- 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 field and community
- Effective presentation/dissemination to academic and community audiences

# CES Toolkit

[www.communityengagedscholarship.info](http://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

# Effective CES Dossiers

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# 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

# 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

# Challenges of Disseminating CES Products



- Lack of publication outlets for diverse CES products
- Format of peer-reviewed journals not conducive to diverse CES products
- Conventional peer-review process may not find value in diverse CES products

# CES4Health Overview



- Rigorous peer review – academic and community
- Online publication and broad dissemination
- Nontraditional products of CES – documentaries, manuals, curricula, websites, toolkits
- Broadly speaking, health related

# Academic/community Peer Review



- Academic and community editorial staff
- 2 academic and 2 community reviewers per product
- Application questions probe both rigor and engagement/community benefit issues. Reviewers bring expertise to both.

# Submissions by Diverse Authors



- Required collaborative effort
- Primary author may be academic or community
- Application questions phrased to be accessible to both academic and community authors
- Contributions by academic and community partners queried in various ways

# Making It Count in P and T



- Offer rigorous peer review and broad dissemination
- Send letter to named chairs, deans, committee members – congratulatory and educational
- Will send confirmation/appreciation of service for reviewers and associate editors

# CES4Health Application



- 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 and quality of engaged approach
- Reflection on strengths and 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 HIPAA problems (may result in delay in review. Communicate with author)
- Assigned to Associate Editor who assigns 2 academic and 2 community reviewers based on aligned interest/expertise

# CES4Health Review Criteria



- *Appropriateness* for CES4Health.info
- *Clear Goals* - the degree to which the authors state the purpose of the product, its intended audience/users and clear goals and objectives.
- *Adequate Preparation* - the degree to which the authors appropriately reference or build upon prior work in the area.

# CES4Health Review Criteria



- *Methodological Rigor* - the degree to which the authors justify the appropriateness of methods chosen with respect to the goals, questions and context of the work
- *Significance* - the degree to which the product adds to existing knowledge and benefits communities
- *Effective Presentation* - the clarity of the presentation style, the accuracy of the product content, and the appropriateness of language and visual aides for diverse audiences

# CES4Health Review Criteria

- *Reflective Critique* - the degree to which authors provide critical reflection about the work, informed by both academic/institutional and community feedback
- *Ethical Behavior* - the degree to which authors provide evidence for a collaborative approach characterized by mutual respect, shared work, and shared credit (and approval by an institutional review board and/or community-based review mechanism, if applicable)

# CES4Health Product Examples



- **CURRICULUM/TRAINING MATERIALS:** Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum (by The Examining Community-Institutional Partnerships for Prevention Research Group)
- **MANUAL:** A Manual for Community Based Participatory Research: Using Research to Improve Practice and Inform Policy in Assisted Living (by Karen Love)
- **TOOLKIT:** Toolkit to Establish and Sustain Year-Long Walking in Rural Communities (by Anna Zendell)

# CES4Health Product Examples



- VIDEO/DOCUMENTARY: In Harmony: Reflections, Thoughts, and Hopes of Central City, New Orleans (by Caricia Catalani)
- WEBSITE: The Heredity Project: A Web-based Introduction to Genetics for the Purpose of Health Promotion (by Vicki Park)
- POLICY BRIEF: Social Capital and Concerns Facing Lower Income Young Adults in the Brainerd Lakes Area (by Richelle Winkler)
- SYLLABUS: The Professional Service Experience: Connecting students and communities (by Patricia Darbshire)

# CES4Health User Interface



CES4Health.info



Contact Us Login

Site Search

go

About Us Find Products Submit Products Be a Reviewer FAQ



## Community-Engaged Scholarship for Health

CES4Health.info is a free online mechanism for peer-reviewing, publishing and disseminating products of health-related community-engaged scholarship that are in forms other than journal articles. For example, videos, manuals, curricula and products developed through service-learning, community-based participatory research and other community-engaged work!

### Through CES4Health.info, you can:

- Search for high quality tools and resources
- Submit products for peer review
- Apply to be a peer reviewer
- Contribute to the field of community-engaged scholarship...and ultimately the health of communities!

### NEW PRODUCTS

[Community Approaches to Mobilizing Partnerships and Toolkit to Establish and Sustain Year-Long Walking...](#)  
[The Community Knowledge Project: Community is a Ve...](#)  
[The Professional Service Experience: Connecting st...](#)

### HOT TOPICS

[Join Community-Campus Partnerships for Health Today! Stay on Top of CBPR Funding Opportunities!](#)  
[Attend the CCPH Conference, May 12-15, in Portland, OR!](#)  
[Faculty: Make Your Best Case for Promotion & Tenure!](#)



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# Your University'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

# Morgridge College of Education University of Denver

May 18, 2009

These criteria embrace the college's recognition of Ernest Boyer's and other authors' *broad view of scholarship*, a view that acknowledges the value of *many types of contributions* including discovery, application, integration, teaching, and engagement.

The college's recognition includes the understanding that *community involvement* can change the nature of faculty work, enhance student learning, better fulfill campus mission, influence strategic planning and assessment, improve university-community relations and enrich the public good.

# Morgridge College of Education University of Denver

May 18, 2009

## Clear Goals

- How does the candidate's work contribute to the department, college, and university mission, *as well as the public good?*
- How does the candidate's work identify and address significant questions arising from disciplinary, interdisciplinary *and/or community questions?*

## Context of Disciplinary Expertise, Theory, Literature, Best Practices

- How does the candidate show an understanding of *relevant existing scholarship?*
- Is the work intellectually compelling to the discipline,

# Morgridge College of Education University of Denver

May 18, 2009

## Appropriate Methods

- What is the candidate's rationale for selection of methods *in relation to context and issue?*

## Significant Results

- How does the candidate's work add consequentially to the discipline (as evidenced, *in part*, by blind, peer-reviewed publications), *areas of practice*, and *to the community?*

## Effective Communication/Dissemination

- Does the candidate communicate and disseminate effectively to appropriate academic audiences, *practice areas*, *community partners*, and *public audiences/forums?*

# Morgridge College of Education University of Denver

*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*

# Morgridge College of Education University of Denver

*May 18, 2009*

*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.

# University of Arkansas College of Public Health

## Evidence of Impact of Scholarship

### 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.

# University of Minnesota

## Department of Family Social Science

### Documentation for Outreach and Engagement Work

- Summary of sustained programs, projects, and *partnerships*
- Videos, websites, CD-ROMs, educational manuals, trade books.
- Popular media, with information on types of media, populations reached, circulation, influence, citations
- Summary of public influence such as involvement in policy development, policy changes, laws, changes in agency practices
- *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*

# Portland State University

Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship . It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- 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

-

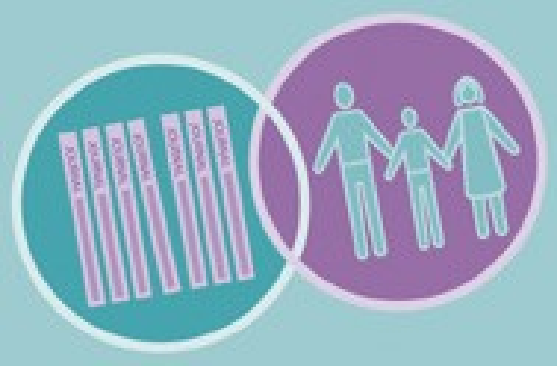
# Discussion Questions

What are the competencies needed to succeed as a community-engaged scholar?

How might scholars acquire these competencies?

- Fourth level

» Fifth level

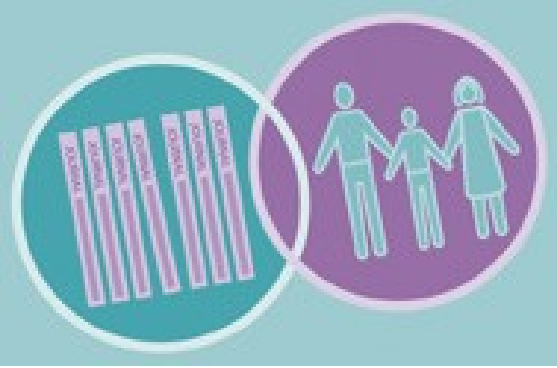


# Competencies for CES

- Workgroup on Faculty Development from the CES for Health Collaborative considerations:
  - Address issue that faculty interested in CES usually had to develop skills and learn through individual experiences
  - Developmental paths do not follow standard assistant to associate to full
  - Need to include general competencies that all faculty should have
  - Set of “developmental” competencies for CES faculty to help guide and assess faculty development efforts
  - Broadly defined – not specific to health faculty

- Fourth level

» Fifth level



# Competencies for CES

- General CES competencies
  - e.g., possess basic ability to evaluate scholarly products of CES
- Competencies required for successful practice of CES
  - Developmental: novice, intermediate, advanced
- Faculty development plan by level of expertise
  - Learning content, guidance and support, incentives, portfolio development
- Faculty development by level and scope
  - Informal network, school, university and association/organizationally based



# Example Competencies

- **General:** Value and understand legitimacy and significance of CES
- **Novice:** Familiarity with basic literature and history of CES
- **Intermediate:** Ability to negotiate across community-academic groups
- **Advanced:** Expertise in working with communities to translate CES into policy

From: Blanchard, Hanssmann, Strauss, Belliard, Krichbaum, Waters and Seifer  
Models for Faculty Development: What Does It Take to be a Community-  
Engaged Scholar? (2009). Metropolitan Universities 20; (2): 47-65.



Class II: 2009-2010

- Faculty Engaged Scholars Program
- University of North Carolina at Chapel Hill



# Overview: FES

- Goals:
  - Recognize and reward faculty involved in engaged scholarship
  - Create and sustain a community of engaged scholars from diverse perspectives
  - Promote the scholarship of engagement at UNC-Chapel Hill across disciplines
- Competitive selection process
- Two-year program
  - Year 1: Orientation and four day long sessions
  - Year 2: Learning community (6 – 8 sessions)
- \$5000-\$7500 stipend



# Faculty Engaged Scholars

- Applicants from 26 different departments (10 of 13 schools)
- Modifications
  - From annual to every other year call
  - On-line to in person evaluation
  - More structured/intentional readings/background
- Like students, put 'em together, give 'em support, and stand back



# Faculty Engaged Scholars

- Event evaluations as well as individual self assessment and reflection
  - Competencies: 6-point scale (minimal to mastery)
  - Contributors to learning (instructors, community, colleagues)
  - “Markers”
    - Individual (“I have secured new funding.”)
    - Network (“I have enriched and deepened my community partnerships.”)
    - Institutional (“I have catalyzed other faculty to become more engaged.”)
- Reflection questions
  - How has your interest/commitment changed?
  - What has changed as a result of your participation in the program?

# 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>**

## Upcoming Events

*Community-University Partnerships:  
Bringing Global Perspectives to Local  
Action*, May 10-14, 2011, Waterloo Region,  
Ontario, Canada – Proposals Due  
September 10, 2010!  
[www.cuexpo2011.ca](http://www.cuexpo2011.ca)

## Online Reports & Toolkits

Developing & Sustaining CBPR Partnerships

## Electronic Discussion Groups

CBPR, community partners, service-learning



[www.ccph.info](http://www.ccph.info)

# Community-Campus Partnerships for Health

*We invite you to join a growing network of communities & campuses that are collaborating to promote health*

Contact us by phone 206-616-3406 or  
email at [ccph.info@gmail.com](mailto:ccph.info@gmail.com) or  
visit us online at [www.ccph.info](http://www.ccph.info)



07/03/10

# **Workshop Evaluation**

What worked well?

What could have been improved?