



# The Toolkit for Community-Engaged Scholarship: Successfully Navigating the Faculty Promotion and Tenure Process

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CCPH/Network Conference ~ October 7, 2004

*This work is supported by grants from the WK Kellogg Foundation and the Fund for the Improvement of Postsecondary Education, US Department of Education*



# Challenges of Community-Engaged Scholars

- “If we want faculty to be involved in communities, but reward them for other activities, we are our own worst enemy.”
- “Research support and manuscript generation is the name of the game...community-based anything takes time, length, and breadth.”
- “Without leadership from the top, inclusion in mission statements and budget priorities, and faculty incentives, community efforts cannot succeed.”



# 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*

“Applied scholarly research, teaching and service need clearly-articulated scholarship criteria. More appropriate and inclusive forms of documentation and peer review standards should be established. Sustained recognition and support for the applied interdisciplinary scholarship of academic public health practice should be institutionalized both within each school and the university.”

*Association of Schools of Public Health, 1999*



# Scholarship in the Health Professions

“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*

“Participatory approach at the front-end of the research pipeline is the best assurance of relevance and utilization of the research at the other end of the pipeline.”

*Lawrence Green,  
Centers for Disease Control and Prevention*



# Current Reality

- Most frequently cited barrier is the risk associated with trying to achieve promotion and tenure
- Often viewed as service and perceived as an inferior activity, rather than being acknowledged as genuine scholarship
- Most academic institutions confer tenure and promote faculty based primarily on the quantity and caliber of peer-reviewed publications



# Current Reality

- Time involved (relationship building, joint project development and implementation, discussing results with the community) often means longer timeframe for results generation and journal publication
- Alternative forms of dissemination often not recognized or valued as scholarly products
- Yardsticks for evaluation are the same but different evidence and appraisal process



# Community-Engaged Scholarship

“Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed. *Community-engaged* scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship.”

*Commission on Community-Engaged Scholarship  
in the Health Professions, 2004*



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“If your passion lies in access to health care and working with certain community groups...than you have to adapt the way you present your professional activities. So that standard committees on advancement will view you kindly.”

“How you frame the work is important, especially in research-intensive universities.”



# Faculty Toolkit

## Planning for Promotion and Tenure

- developing and sustaining your vision
- identifying and working with mentors
- showcasing your work and soliciting peer review

## Creating a Strong RPT Portfolio

- the faculty portfolio
- the career statement
- the CV
- the teaching portfolio
- external letters - academic and community



# Faculty Toolkit

## Appendices

- profiles of community-engaged scholars
- RPT guidelines
- annotated bibliography
- annotated websites
- glossary of terms
- journals that publish community-engaged scholarship
- funding sources for community-engaged scholarship



# Community-Engaged Scholarship: Discussion Questions

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Does your community-engaged work meet this definition of scholarship? How? Why? Why Not? What needs to be strengthened?



# Career Statement: Discussion Questions

- In 2 or 3 sentences, how would you describe your vision for community-engaged scholarship?
- In developing your promotion and tenure packet, are you expected to write a career statement? If so, what is expected in this statement?
- If you have written a career statement for your portfolio, what strategies did you find to be useful in developing this statement?



# Showcasing Your Work

In what ways have you been successful in communicating your community-engaged work?

What strategies have you found to be useful in publishing your community-engaged work?



# Showcasing Your Work: Discussion Questions

What additional products has your community-engaged work resulted in?

Do these additional products “count” towards promotion and tenure at your institution?

If so, how does this work? If not, how might having them peer-reviewed change this?



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# Future Directions

- Commission on CES in Health Professions report and recommendations
- Collaborative of health professional schools that seek to reform their RPT systems
- Additional toolkit pieces
- National network of senior community-engaged scholars in the health professions
  - mentors
  - national references
  - peer reviewers
  - cases for faculty development



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# Resources

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

Scholarship

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

Toolkit

<http://depts.washington.edu/ccph/2002fellows-calleson.html>

Commission

<http://depts.washington.edu/ccph/kellogg3.html>



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