

Documenting and Assessing Engaged Scholarship and Impact for Tenure and Promotion

Cathy Jordan, Ph.D.

Associate Professor, Pediatrics and Extension

University of Minnesota

Executive Editor, CES4Health.info



Agenda

- Working definitions and concepts
- Why do it?: Making the case for CES
- Focus on the U: Institutionalizing CES
 - Developing community-engaged scholars
 - Supporting community-engaged scholars
- Focus on Faculty: Making your best case for P&T as a community-engaged scholar



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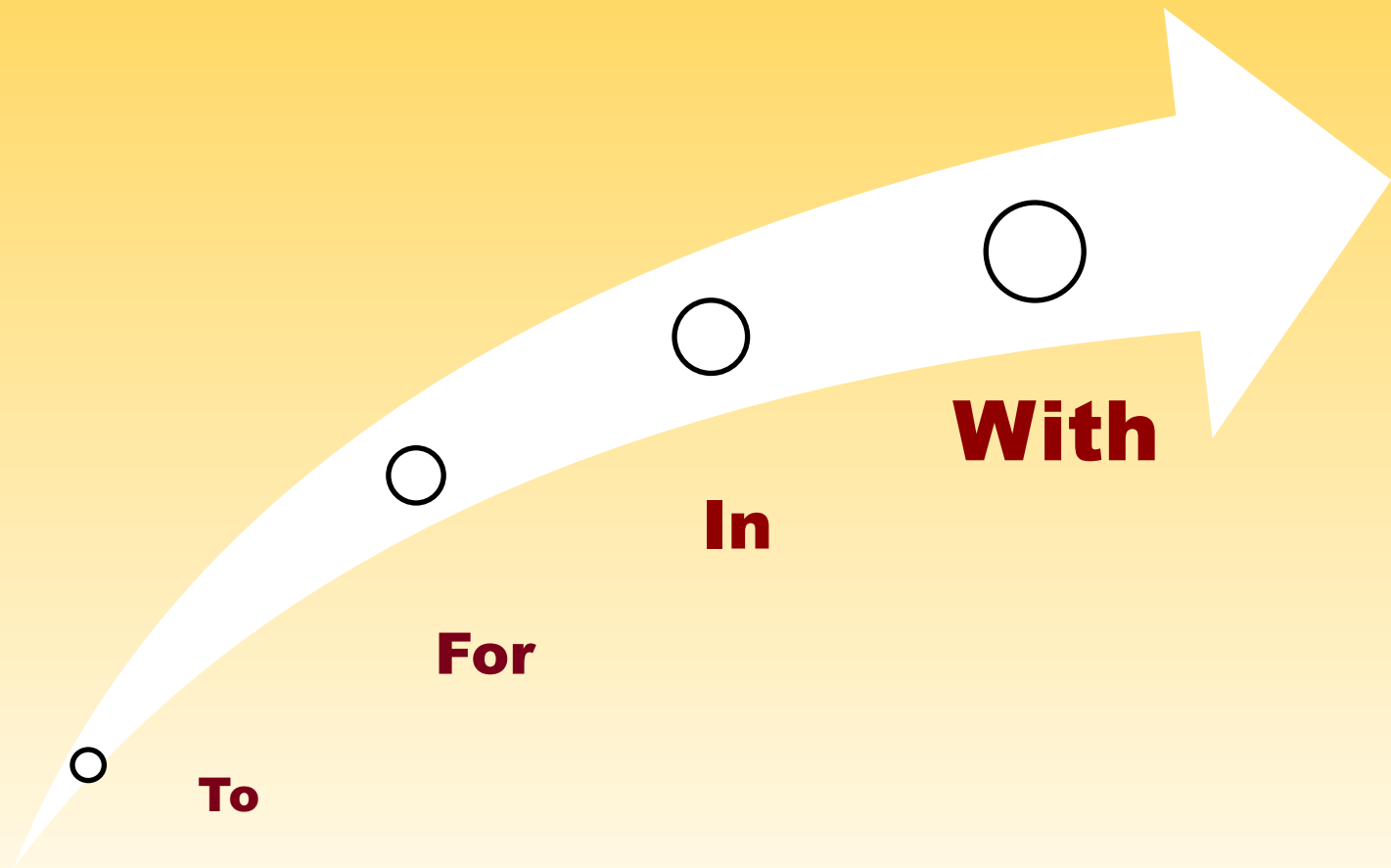


Definitions

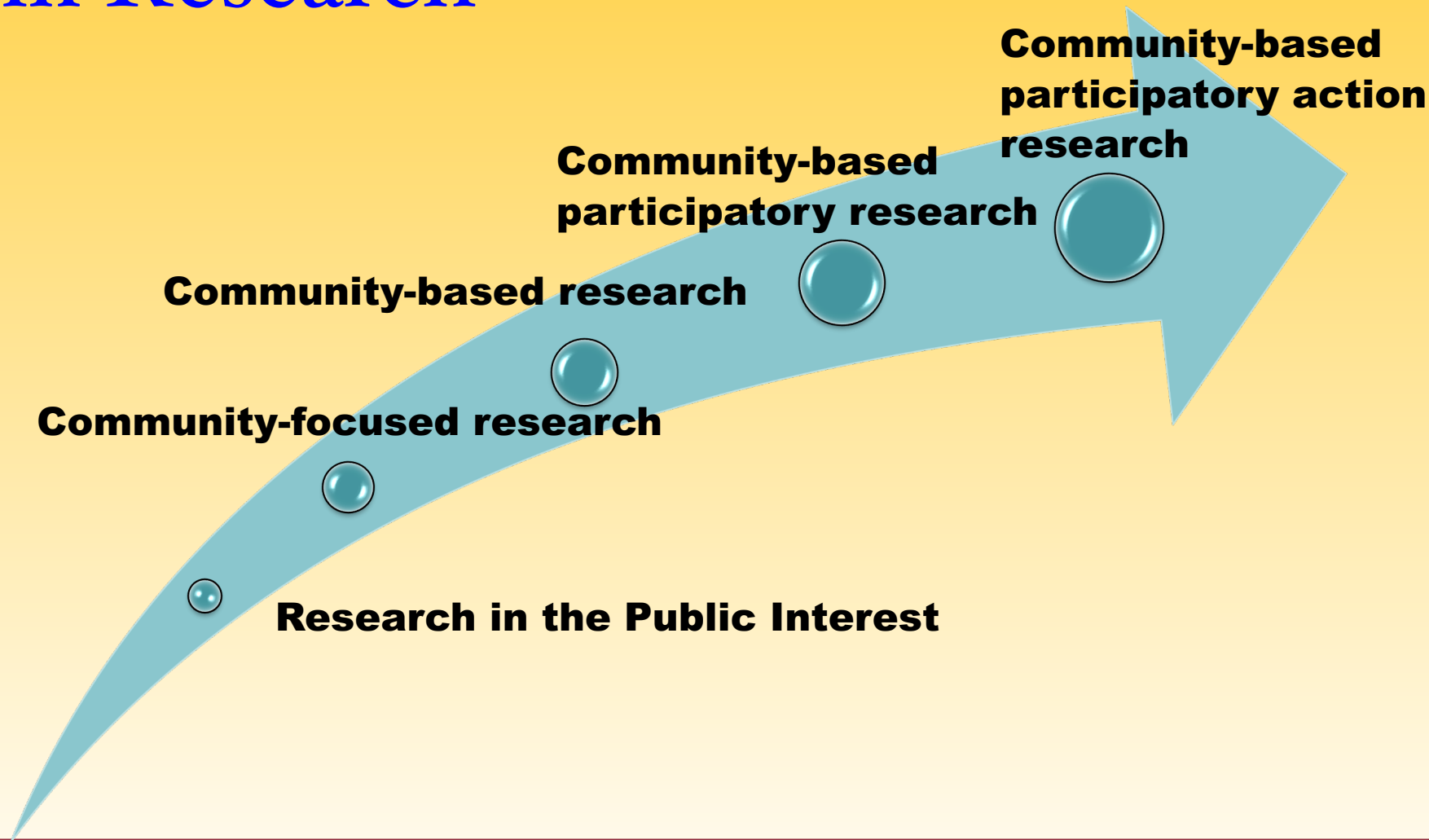
Community engagement is the application of institutional resources to address and solve challenges facing communities through **collaboration** with these communities



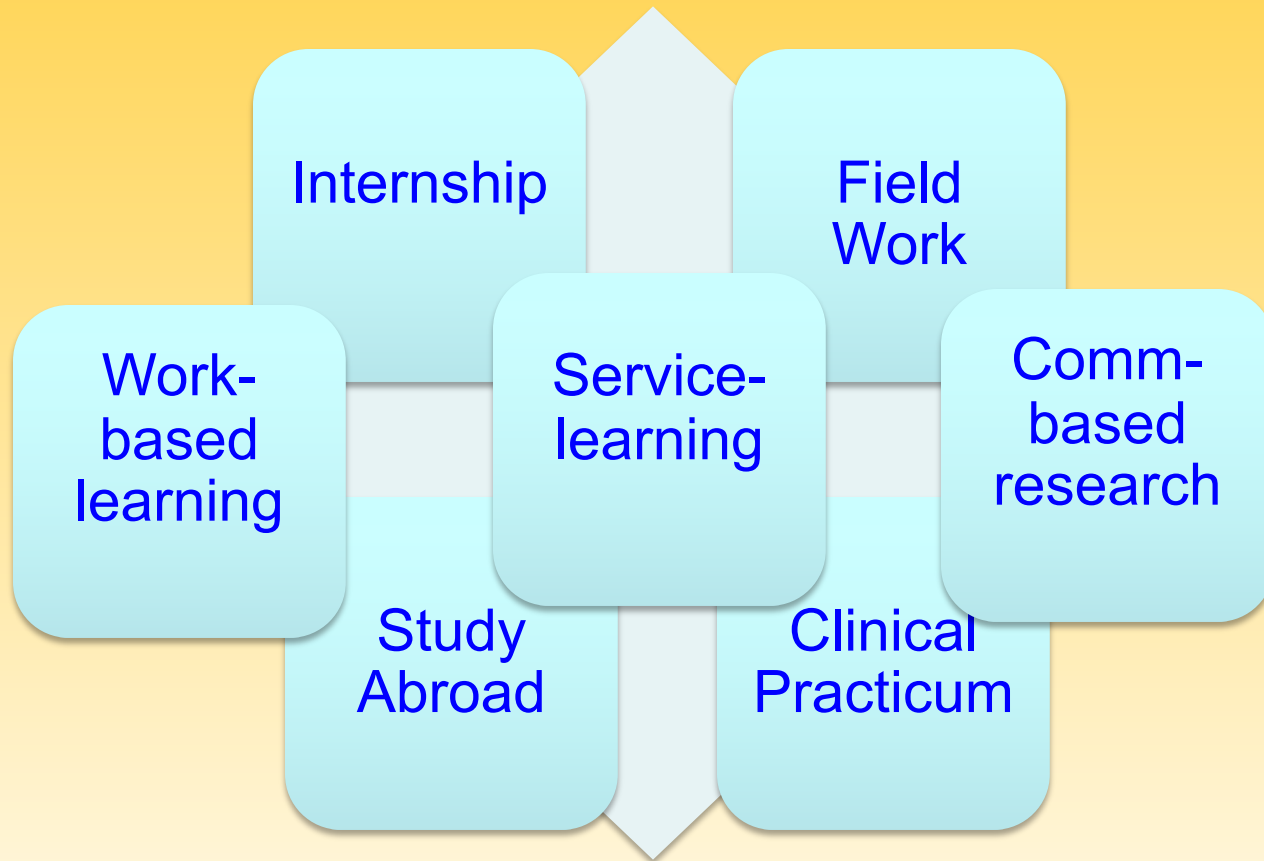
From “Outreach” to “Engagement”



Levels of Community Engagement in Research



Engagement Pedagogies



Traditional Definition of Scholarship

- The activity requires a high level of *expertise*.
- The activity breaks new ground or is *innovative*.
- The activity has significance or *impact*.
- The activity can be *replicated and elaborated*.
- The work and its results can be ***documented and disseminated***.
- The work and its results can be ***peer reviewed***.

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

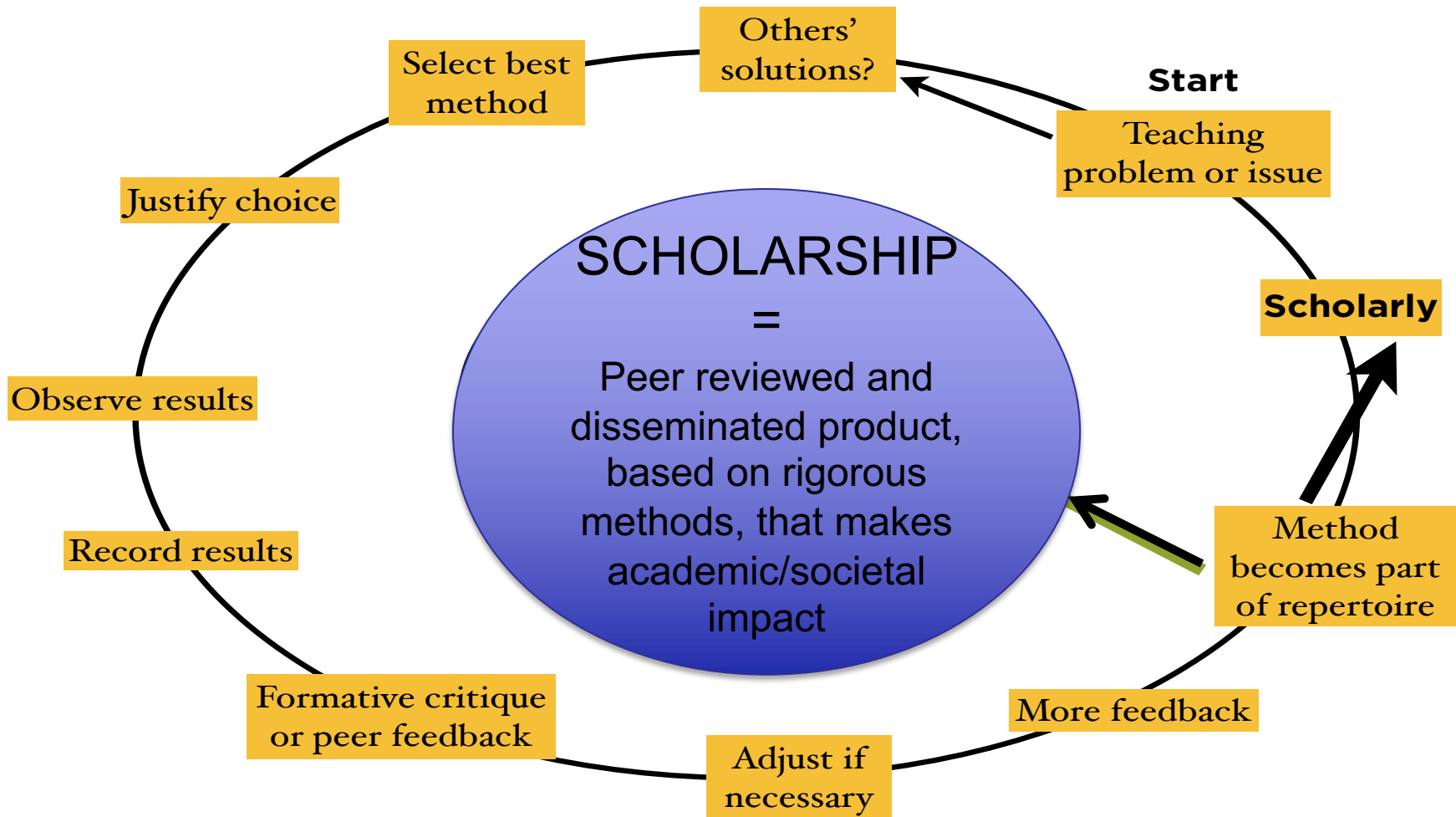
Community-Engaged Scholarship

“Community-engaged scholarship is **scholarship** that involves the academic in a mutually beneficial partnership with the **community**. Community-engaged scholarship can be trans-disciplinary and often integrates some combination of multiple forms of scholarship.”

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



Scholarly vs. Scholarship



Adapted from Richlin, 2001

A Distinction in CES

◎ Conventional—

- journal manuscripts
- books



◎ Innovative—

- Training video, documentary, curricula, slides, web pages, policy briefs, lessons learned



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Understand the Benefits

To the student:

1. Opportunity for critical thinking, collaboration, communication
2. Enhance understanding of social determinants, community contexts
3. Deepen subject/disciplinary knowledge
4. Translate/apply knowledge to practice
5. Practice civic skills



Understand the Benefits

To the community –

1. Mutual benefit is key tenet
2. Voices are heard and respected
3. Skill, economic, leadership development
4. Money/resources come into community
5. Impact on policy/practice benefitting community
6. Less likely to feel burdened or taken advantage of by the institution



Understand the Benefits

To the science (for research) –

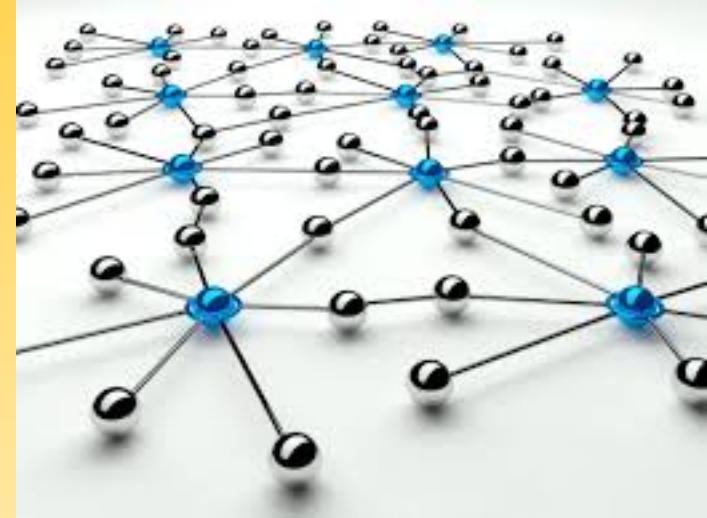
1. Enhanced relevance
2. Enhanced validity
3. Increased trust
4. Acceptable methodology
5. More successful recruitment
6. Deeper interpretation of findings
7. More likely to have findings applied - impact
8. Responds to a host of ethical issues raised by conventional research done in communities



Understand the Benefits

To the scholar –

1. Reignited passion
2. Extended networks
3. Fodder for additional scholarship
4. Sense of greater impact and relevance
5. Increased cultural humility and sensitivity
6. Deepened understanding of self and community



Understand the Benefits

To the institution –

1. Ability to be responsive to federal grants requiring partnership
2. Reputation for impact and relevance
3. Good standing with policy makers
4. Appeal to donors



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Development of the CE Scholar

- Competencies needed
 - Concepts, history and the literature re: CES
 - Contributors to community challenges – economic, social, behavioral, political and environmental
 - Working with diverse communities
 - Negotiating acad-community relationships
 - Developing community capacity through CES



- Competencies needed con't
 - Fostering social change through CES
 - Translating the process and findings of CES into policy
 - Balancing research, teaching and service while engaging in CES
 - Relationship of scholarly components of CES and review, promotion and/or tenure



- Competencies needed con't
 - Grant writing and developing productive relationships with funders related CES
 - Mentoring students and faculty CES, thereby increasing the capacity of the University to engage with communities

Based on Blanchard, L., Hanssmann, C., Strauss, R., Belliard, J.C., Krichbaum, K., Waters, E., & Seifer, S. (2009). Models for faculty development: What it takes to be a community-engaged scholar. *Metropolitan Universities Journal*, 20(2), 47-65.



Think Developmentally

Mastery does not align with faculty rank.
Novice to advanced does not = assistant to full professor

Depends on experience and training



Ways to Think About Mastery

1. Different competencies should be expected at different stages of development
 - Novice = understand concepts of CES
 - Advanced = translate CES findings into policy/practice recommendations
2. Within any particular competency area there is a continuum of mastery.

Some competencies are knowledge related, some skill (applied knowledge) related, some both.
Growth/development is possible in all.

For example:

Knowledge continuum:

0 = know nothing

1 = familiarity with basics

2 = working knowledge/can apply knowledge

3 = can communicate and disseminate existing knowledge in the field through teaching, critiquing or mentoring

4 = can contribute to or advance knowledge in the arena or within discipline as it relates to the CES arena

5 = have transformed work in the CES arena or within discipline as it relates to that arena



For example:

Skill (applied knowledge; *practice*) continuum:

0 = no skill

1 = basic skills

2 = intermediate skills

3 = can communicate and teach effectively about practice

4 = can effectively contribute to a practice domain

5 = can create broad practice innovations and disseminate them

Formalizing Faculty Development Pathways

Formats

- Long-term, cohort-based experiences
- Experiential, community-based learning
- Reading/writing groups for junior faculty, post-docs □
- Web-based resources
- Workshops at faculty meetings
- Place-based workgroups □
- Long-term groups for support, feedback, trouble shooting
- Town hall meetings to listen for possible research ideas
- Short, just-in-time learning resources on particular topics
- Experiences w/ strong connections to faculty members' departments and scholarly agendas.



- Faculty Development **Foci** – align with **format**:
 - Learning content
 - e.g., Scholarship of Engagement workshop, include community partners as teachers
 - Guidance and support
 - e.g., support group, mentoring program, cohort model
 - Incentives
 - e.g., engagement grants, recognition/awards programs
 - Portfolio development
 - e.g., mock portfolio review; sabbatical to work on dossier; mentor



- Faculty Development **Foci, format** – align with **development stage**:
 - Novice – Scholarship of Engagement workshop, engagement seed grants
 - Intermediate – mentoring, support group
 - Advanced – cohort program, awards program



- **Who contributes** to the development of faculty competencies? Think ECOLOGICALLY
 1. Faculty peers – local, national, international
 2. Deans, department chairs, mentors
 3. Students
 4. Professional societies
 5. Community Partners



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Strategies to Support CE Scholars

- 1. *Understand what's involved and the benefits and challenges of CES. Apply to your review of CE scholars and educate others.***
2. Revise P&T guidelines to recognize and reward CES, and apply revised guidelines with intentionality and clarity. Or interpret existing guidelines with a CES lens.



UNDERSTANDING WHAT'S INVOLVED: Traditional Scholarship vs. Scholarship of Engagement

TRADITIONAL

- breaks new ground in the discipline
- answers significant questions in the discipline
- is reviewed and validated by qualified peers in the discipline

ENGAGED SCHOLARSHIP

- breaks new ground in the discipline *and* has direct application to broader public issues
- answers significant questions in the discipline which have relevance to public or community issues
- is reviewed and validated by qualified peers in the discipline *and* members of the community



TRADITIONAL

- is based on a solid theoretical basis
- applies appropriate investigative methods
- is disseminated to appropriate audiences
- makes significant advances in knowledge and understanding of the discipline

ENGAGED SCHOLARSHIP

- is based on a solid theoretical *and* practical bases
- applies appropriate investigative methods
- is disseminated to appropriate audiences - academic and community
- makes significant advances in knowledge and understanding of the discipline and public social issues
- applies the knowledge to address social issues in the local community



Traditional Scholarship vs. Scholarship of Engagement

TRADITIONAL

- One set of skills

ENGAGED SCHOLARSHIP

- A second set of skills
- Many can be learned
- Rarely taught in grad school
- It's rigor, and then some



UNDERSTANDING THE CHALLENGES TO COMMUNITY-ENGAGED SCHOLARS

Disseminating CES Products

- Lack of publication outlets
- Format of peer-reviewed journals
- Traditional peer-review process may not find value

- Misconceptions of CES by colleagues and review committees
 - CES is less rigorous
 - CES = “applied research”
 - CES = only social science
 - CES = qualitative, survey research, etc.
 - The standards for CES are less rigorous than the standards for other forms of scholarship.



- Misconceptions of CES by colleagues and review committees
 - Time invested in relationships = wasted time
 - CES is “Just service”
 - CES pulls the scholar away from their mission



- Faculty can be their own worst enemy
 - Not producing scholarship from engagement
 - Confusing engagement with scholarship
 - Not integrating engagement into research and teaching; add-on
 - Thinking of engaged research or teaching as service



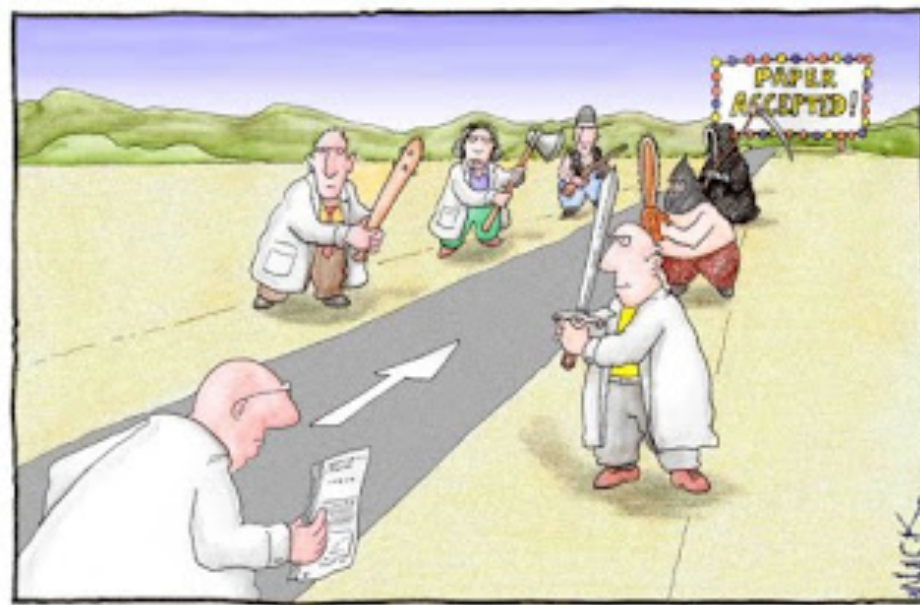
Challenges Related to P & T

- The traditions of the system



Challenges Related to P & T

- The traditions of the system



Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

**Scholarship
and peer
review**

- P & T is about the individual.
 - Engagement is about group effort and shared credit.

- Requirement of leadership in field and national/international reputation
 - In CES, leadership/reputation tend to be local. Must intentionally expand.



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U of MN Family & Community Medicine

“Because the Department sees Public Engagement as a valid activity for those seeking a tenured position...we have chosen to give special attention to the requirement for scholarship in this arena. Public engagement work/publicly-engaged scholarship combines research, teaching and service in projects that *involve community stakeholders as co-creators and collaborators* (not just recipients of service or consultation), generally with the goal of developing useful knowledge for activities included in disciplinary work and interdisciplinary work, but research, teaching and service complement and mutually inform”

Departmental 7.12 document



- *Public engagement can be the primary basis for tenure when it includes these familiar concepts of scholarship: ...Appropriate methods: scientific rigor and community engagement, ... Reflective critique: lessons learned to improve the scholarship and community engagement*
- Distinction in public engagement for the granting of tenure *must include scholarly products of public engagement, such as publication, dissemination, and broad impact on the community... - applying the familiar standards of excellence and peer review.*



- *But public engagement work may involve additional forms of documentation, each of which are also evaluated forimpact and collaborative skills, e.g. Summary of public influence such as involvement in policy development, policy changes, new laws or changes in agency practices....Additional documentation such as this... may be different than for traditional disciplinary scholarship, but evaluation of these products is not held to lower standards.*



Syracuse University

“Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarshipThe University will continue to support scholars in all of these traditions, including faculty who *choose* to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of University knowledge and resources with those of the public and private sectors to *enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good.*”



University of Memphis

“Engaged scholarship now subsumes the scholarship of application. It adds to existing knowledge in the process of applying intellectual expertise to collaborative problem-solving with urban, regional, state, national and/or global communities and *results in a written work* shared with others in the discipline or field of study. Engaged scholarship conceptualizes “community groups” as all those outside of academe and *requires shared authority at all stages of the research process from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final product(s), to participating in peer evaluation*. Departments should refine the definition as appropriate for their disciplines and incorporate evaluation guidelines in departmental tenure and promotion criteria.”



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- Making your best case for career advancement
 - Know your university context
 - Know your P&T guidelines - college, dept and track
 - Pull scholarship from your engagement
 - Know what makes quality CES
 - Know how to document your qualities as a CE scholar
 - Educate your colleagues



- Making your best case for career advancement
 - Know your university context
 - What kind of university – public, private, teaching, research
 - What is most valued?
 - How is that articulated?
 - Is there broad understanding of priorities?



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“Pulling” Scholarship from Engagement

– Engaged teaching

- What might you document?
- How might you disseminate that?

DISCUSS!

– Engaged research

- What might you document?
- How might you disseminate that?



- Even with the innovative products
 - subject to critique, disseminate



Overcoming the Challenges

– Disseminating Products

- Conventional
 - Special issues of disciplinary journals
 - Journals that focus on CES
- More innovative
 - Progress in Community Health Partnerships – original research articles, lessons learned, educational resources, practical tools, policy briefs, community perspectives
- Most innovative
 - Peer reviewed portals
 - » MedEdPortal.org
 - » MERLOT.org (Multimedia Educational Resource for Learning and Online Teaching)
 - » CoursePortfolio.org (Peer Review of Teaching Project)
 - » *Public*, a journal of Imagining America



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Know What Makes Quality CES

- Clear Academic and Community Change Goals
- Adequate Preparation in Content Area and Grounding in the Community
- Appropriate Methods: Rigor and Community Engagement
- Significant Results: Impact on the Field and the Community
- Effective Presentation/Dissemination to Academic and Community Audiences
- Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement
- Leadership and Personal Contribution
- Consistently Ethical Behavior: Socially Responsible Conduct of Research and Teaching

Glassick et al., modified by Jordan et al.



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Documentation vs. Evidence

- Evidence =
 - behavior or outcome that suggests you possess a characteristic

- Documentation =
 - Including information about that evidence in your bio, annual review, P&T dossier, etc.
 - You may have evidence but no one will know unless you write it down



Annual Review

Formats may differ by department

- Setting goals – include goals that address engagement as integral to research and teaching
- Self-assessment –
 - Outputs on traditional measures of productivity and impact
 - Highlight community impact
 - Highlight quality of engagement/partnership
 - Highlight ways that engagement enhanced your work or its impact
- Professional Development plans
 - Include presentation at engagement events/conferences
 - Include learning about engagement topics: CBPR, partnership formation, ethical issues in community research, etc.



Promotion and Tenure – the dossier

- Common components
 - *Narrative(s)*
 - *Curriculum Vita*
 - Student Evaluations
 - External reviewer letters
 - Letters from institutional colleagues
 - Samples of scholarship



Effective CES Dossiers

- Work is grounded in unit/institutional mission
- Narrative is framed around local P&T criteria
- Portfolio tells an integrated and compelling story, demonstrating reflection
- Candidate clearly makes a case for their own story, drawing upon evidence
- Work reflects qualities of CES; References external benchmarks of quality CES and disciplinary work



Effective CES Dossiers

- Scholarship resulting from engagement is documented
- Illustrate sustained and trusted partnerships
- Give evidence of leadership and professional reputation.
- Integrate scholarship of discovery, teaching, engagement; Engagement is integral to enhancing quality, not an add-on
- Demonstrate rigor and impact

Effective CES Dossiers

- Emphasize scholarship as well as service, but maintain the distinction.
- Supported by strong letters of support from inside and outside of the discipline
- Well-packaged, cross-referenced, easy to navigate

CCPH CES Toolkit: <http://communityengagedscholarship.info>



Simple Dossier Tricks

Use creative language, formatting, annotation and coding

🕒 *Curriculum Vita* –

- sections to highlight community activities, curricular innovations and consultative/advisory positions

Example:

[Curricular Innovation](#)

Co-created a field experience in public journalism for the Health Journalism masters program with Dean John Finnegan, University of Minnesota, 2004

Simple Dossier Tricks (con' t)

- code co-authorship with community partners (check if OK)

EXTRAMURAL INVITED PRESENTATIONS

+ = co-authored with community research partner

= co-authored with trainee

@ = collaborator(s) were from institutions in other parts of the country

Juried Publications:

- + **Jordan, C. Gust, S., & Scheman, N. (2005).** The trustworthiness of research: The paradigm of community-based research. *Metropolitan Universities Journal* 16(1). 39-57



Simple Dossier Tricks (con' t)

- Annotate entry to highlight role of you and partners
- ✦ **Jordan, C. Gust, S., & Scheman, N. (2005).** The trustworthiness of research: The paradigm of community-based research. *Metropolitan Universities Journal* 16(1). 39-57

I conceptualized the paper, defined its intellectual content, co-wrote the manuscript and edited the final manuscript. Community partner co-wrote the manuscript and edited the final manuscript.

Simple Dossier Tricks (con' t)

- Annotate entry to document work as scholarly (creates, advances, or extends knowledge) and to highlight impact
- ✦ **Jordan, C. Gust, S., & Scheman, N. (2005).** The trustworthiness of research: The paradigm of community-based research. *Metropolitan Universities Journal* 16(1). 39-57
I conceptualized the paper, defined its intellectual content, co-wrote the manuscript and edited the final manuscript. [This paper is used in PubH 5742 Research Ethics as a required reading.](#) This journal has an impact score of 2.3. This paper has been cited 152 times.

Simple Dossier Tricks (con' t)

◎ *Career statement-*

- Discuss role of CES to career development, creating *impact*, enhancing rigor.

“I worked with PNHHC resident members to convince Hennepin County to reverse its policy of condemning lead contaminated homes, a policy that often resulted in tenant eviction. **Consequently, 100 fewer families per year were traumatized or made homeless.** I testified with community residents before the Minneapolis City Council about preventive education in comprehensive lead hazard reduction programs. A PNHHC member, Sustainable Resources Center (SRC), **changed its housing intervention practices and state and national advocacy strategies based on my research and asked me to join its Board of Directors.**”

Simple Dossier Tricks (con' t)

◎ *Career statement-*

- Illustrate how engagement is woven into teaching and research

“I view my teaching and training as *complementary to my research and community engagement interests*..... Integration of clinical training, teaching, research and community collaboration allows me to bring examples from my own research and community engagement into the classroom and supervisory relationship, as well as to further my own thinking through discussions with trainees and students.”

Simple Dossier Tricks (con' t)

◎ *Career statement-*

- Discuss engagement in research and teaching sections, not service section.

Excerpt from Research/Scholarship Statement: “My work has expanded beyond my discipline as I now participate in University and national efforts to address public engagement in higher education. I discuss this further in my Service statement, but **discuss it here as I have created scholarship through service**. For example, I have published in *Academic Medicine*²¹ with public health researchers from Portland State University and University of North Carolina concerning promotion and tenure and community-engaged scholarship.”

Simple Dossier Tricks (con' t)

⊙ *Teaching portfolio* –

- document value of engagement to teaching
- document scholarship related to engaged teaching activities

- Include:
 - Teaching philosophy
 - Teaching and educational admin responsibility
 - Curriculum development
 - Innovative teaching approaches (pedagogy)
 - Student advising/mentoring
 - Scholarly products related to teaching
 - Evidence of learning outcomes
 - Self, colleague and student evaluations

For additional ideas, including examples from actual dossiers, visit the Community-Engaged Scholarship Toolkit at:

www.communityengagedscholarship.info

Table of Contents:

Intro

Unit 1: Planning for P and T

Unit 2: Creating a strong portfolio

Portfolio examples

References and Resources

Resources

Community-Campus Partnerships for Health: www.ccph.info

CES toolkit: www.communityengagedscholarship.info

CES4Health.info: www.CES4Health.info

Online Faculty Database: <http://www.facultydatabase.info/>

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