

University of Minnesota Promotion and Tenure Committee

Resource Packet:

Preparing to Review the Community-engaged Scholar in the Social and Physical Sciences

Many components of this proposed resource packet are taken from or adapted from the following publication:

Jordan C. (Editor). Community-Engaged Scholarship Review, Promotion & Tenure Package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health, 2007.

Acknowledgments: This package was developed by the Peer Review Workgroup of the Community-Engaged Scholarship for Health Collaborative and edited by Workgroup Chair Cathy Jordan (University of Minnesota). Contributors were, in alphabetical order, Sherril Gelmon (Portland State University), Yvonne Joosten (Vanderbilt University), Paul Jungnickel (Auburn University), Rebecca Leugers (University of Cincinnati), Carol Savrin (Case Western University), Doneka Scott (University of Minnesota), Sarena Seifer (Community-Campus Partnerships for Health), Sharon Shields (Vanderbilt University), and Kristine Wong (Community-Campus Partnerships for Health).

INTRODUCTION

Community-engaged work (including research, teaching, program development, outreach, etc.) can be *scholarly* and it can produce *scholarship* that merits attention in the promotion and tenure process, though “scholarly” and “scholarship” are not the same (see below, Figure 1). Community-engaged work has sometimes not “counted” in promotion and tenure (P&T) because the faculty member has not produced scholarship as a result of their scholarly community-engaged activity or documented the academic and societal impact of their community-engaged work. Within the P&T process, the result is that this work is then considered “service” rather than scholarship.

The Office for Public Engagement is working to build faculty capacity to produce scholarship of significance from community-engaged activities and, where appropriate, to make their best case for promotion or tenure as a community-engaged scholar. If the faculty member conducts rigorous community-engaged work, produces quality scholarship as a result, and documents their work in appropriate places within the P&T dossier, P&T committee members should have reason to review this work favorably. However, P&T committees need to know what quality looks like and how they might recognize the markers of quality within the dossier.

This packet is intended to provide P&T committees with 1) increased understanding of best practices in community-engaged scholarship, 2) guidance about how to evaluate the quality of community-engaged scholarship, and 3) an expanded understanding of the various forms that scholarship may take as a result of community-engaged work.

This packet contains:

- 1) a set of definitions for purposes of this document,
- 2) a set of characteristics of quality community-engaged scholarship (CES) to facilitate the evaluation of community-engaged scholars and their work,

- 3) two tables –about research and about teaching – that demonstrate how the rigor of the work at various stages of the process is enhanced as a result of community engagement. These tables are intended to help P&T committee members understand the rigor of community-engaged scholarly work, and to dispel some of the myths about it – that engagement detracts from the rigor, that it is “soft”, and that it is biased.
- 4) excerpts of a dossier of a community-engaged scholar to illustrate the quality characteristics and the diverse forms CES may take, and

DEFINITIONS OF TERMS AND CONCEPTS

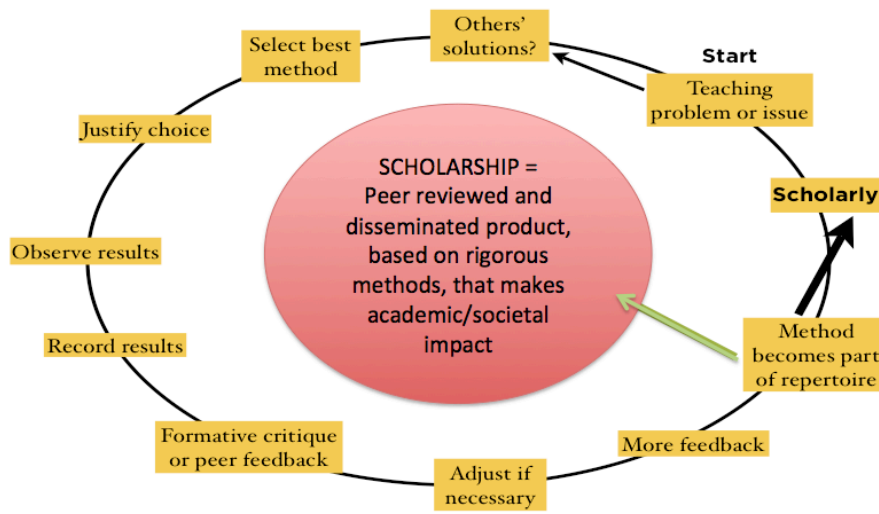
It is important that we define the terms to be used in this document and the important concepts that you will explore in reviewing the community-engaged scholar. However, providing definitions presents challenges. Community engagement may be defined or practiced differently across the disciplines. Scholarship in one discipline might look very different than scholarship in another discipline. This packet is therefore tailored to a set of disciplines – *the sciences, (including health science, physical sciences and social sciences)* – that share some commonalities in how scholarship is defined, the common formats of products and the different forms that community engagement can take.

What makes something “scholarly”?

Faculty take a scholarly approach when they systematically design, implement, assess and redesign an activity, drawing from the literature and best practices in the field¹.

Figure 2

Scholarly vs. Scholarship



Adapted from Richlin, 2001

¹ Association of American Medical Colleges, Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship. <https://services.aamc.org/Publications/showfile.cfm?file=version86.pdf>

A scholarly approach is different than scholarship. In the teaching-related example in Figure 1 above, the development of a course can be done in a scholarly way, by grounding course design in knowledge of what others have demonstrated to be effective and conducting an iterative process of implementing, evaluating, revising, and trying again. When something is documented (such as the process, findings, a learning outcome or a community impact, for example) and that knowledge is presented in a way that produces new understanding or knowledge in one or more disciplines or areas of practice and can be subjected to review and broadly disseminated, a product of scholarship has been created. It is this product that “counts” in promotion and tenure.

What makes an activity “scholarship”?

Diamond and Adams’ conceptualization of scholarship is an accepted traditional definition².

- The activity requires a high level of discipline 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.

Scholarship is, at its heart, about contributing to a body of knowledge through work that is public, peer reviewed and available in a platform that others may build on³.

Ernest Boyer⁴ expanded our understanding of scholarship by asserting that contributions could be in the forms of:

- The scholarship of *discovery* that includes original research that advances knowledge;
- The scholarship of *integration* that involves synthesis of information across disciplines, topics within a discipline, or time, and places scholarly work in a larger context;
- The scholarship of *application* that goes beyond the service duties of a faculty member to those within or outside the University that involve rigor and application of disciplinary expertise to aid society and professions in addressing problems via results that can be shared with and/or evaluated by peers; and
- The scholarship of *teaching and learning* that involves the systematic study of teaching and learning processes to achieve optimal learning. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Later discussions of this topic added the “scholarship of engagement” which connects *any* of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems.

² Diamond, R. & Diamond, B. (1993). Recognizing Faculty Work

³ Shulman L. The Scholarship of Teaching. Change. 1999;31(5):11.

⁴ Boyer EL. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1990.

Boyer's expanded definition of scholarship was helpful in opening our eyes to ways that scholars produce scholarship that are different than original research and its typical gold standard form of dissemination – the peer reviewed journal article.

The important thing to remember is that at the University of Minnesota, we believe that engagement is *not a stand alone activity*, but an *approach* to research, teaching and other forms of scholarly faculty work that can enhance the rigor, impact and relevance of the work.

Scholarship requires that something be documented and communicated in a form that can be critiqued by others and disseminated. Simply conducting a research project might not be considered scholarship unless the project results are documented, are able to be reviewed by peers (including practitioners, policy makers, community members, etc. if appropriate), present new knowledge or information, and are disseminated. Dissemination may take many forms in addition to publishing. It may take the form of teaching and consulting, community talks, legislative testimony, media presentations, websites, toolkits, documentaries, policy research briefs, theatrical pieces, etc. Dissemination includes putting knowledge in the public domain in accessible and effective forms, as well as communication to academic peers in traditional forms.

What is “community engagement”?

At the University of Minnesota, the definition of the Committee on Engagement of the Committee on Institutional Cooperation (CIC) has been adopted. Engagement is:

“the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

From this definition we see that engagement is indeed a way to enhance the effectiveness and impact of all three missions of the University; it is not separate from these activities.

Various groups have offered “principles of partnership” to guide community-engaged efforts to assure respectful and mutually beneficial collaboration, such as these from Community-Campus Partnerships for Health⁵:

- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.

⁵ <http://CCPH.MEMBERCLICKS.NET/PRINCIPLES-OF-PARTNERSHIP>

- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure

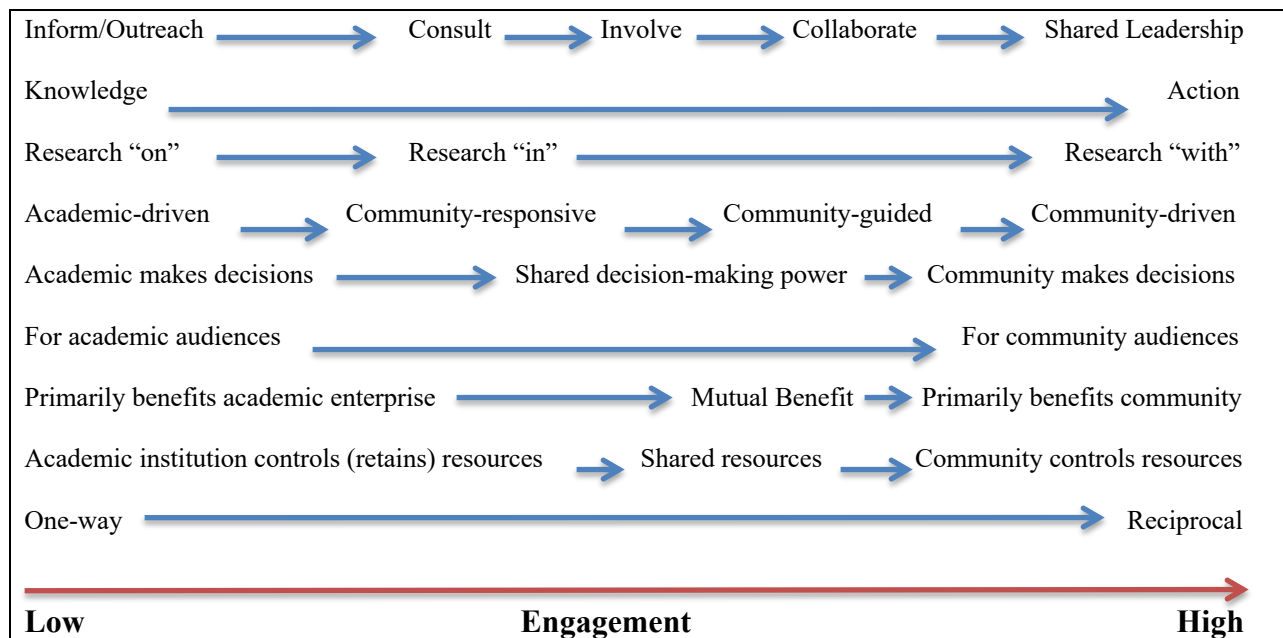
How is engagement different than “outreach”?

At a time earlier in the University of Minnesota’s evolution as a publicly engaged university, there was a tendency to replace the “outreach” language of the tripartite mission statement with “engagement” language. This creates misunderstandings in two ways. First, as stated earlier, engagement is not the third part of the tripartite mission; it is an approach to the work of the university that links the three parts of our mission (research and discovery, teaching and learning, outreach and public service) to community needs and societal issues through collaboration with community.

Second, outreach has traditionally been associated with the dissemination of information to public audiences, typically through one-way communication rather than through an exchange. Engagement connotes a partnership and a two-way exchange of information, ideas, and expertise through shared decision-making. Interaction with community exists along a continuum – in fact, various continua – as illustrated below (see Figure 2).

Although activity at any place along the continuum of engagement may be appropriate to the situation, scholarly, and result in scholarship, for purposes of this document, we are most interested in the activities in the middle and to the right on the continuum of engagement. One purpose of this document is to illustrate how activities in this range of the continuum are valid academic activities that can count in P&T.

Figure 2. Continua of relevant dimensions that vary as engagement deepens



How is engagement different than “service”?

Engagement integrates partnership with the community into research, teaching and other scholarly activities (broadly defined) - engagement is a feature of these scholarly activities, not a separate activity. Service implies offering one’s expertise and effort to the institution, the discipline or the community, but it lacks the core qualities of partnership. Additionally, it typically does not result in scholarship.

What do we mean by “community”?

Communities may be defined by geography, demographic, interest, common experience, health condition, etc. Community partners may be individuals, organizations, offices of government, businesses and industries, etc. Basically, at University of Minnesota, we define “community” as any individual(s) or entity(ies) external to the University. The appropriateness of the choice of community partner is dependent on the nature of the community-engaged activity, its purposes and intended impact. However, community-engaged scholars utilize best practice when they meaningfully involve end-users or ultimate beneficiaries or stakeholders. For example, partnering with clients of a community-based service delivery organization on a project impacting that clientele is better practice than partnering solely with leadership of the organization.

And so.... What is “Community-engaged Scholarship”?

Community-engaged scholarship (CES) involves the faculty member in a mutually beneficial partnership with the community and results in scholarship deriving from any scholarly faculty work, including teaching, discovery, integration, and application. CES results when products of scholarship are produced through the scholar’s engagement with the community. Consequently, with CES, the scholarly work often goes beyond developing scholarship solely for academic audiences and may also include scholarship produced to inform and meet the needs of non-academic audiences. The types of products that are appropriate as evidence of scholarship vary from discipline to discipline.

Skilled community-engaged scholars evidence certain qualities and demonstrate specific behaviors that should also be taken into consideration in the P&T process. The development of many products absent these qualities should not “count” in promotion and tenure as quality CES any more than possession of these qualities absent scholarly productivity should count. The next section of this packet presents these characteristics of quality CES.

What is “evidence” and what is “documentation”?

The reader will see that in the following section, each description of a characteristic is followed by a set of bullets about evidence of that characteristic. This section is followed by a discussion of documentation. What’s the difference? Evidence is the behaviors, activities, qualities, outcomes, etc. consistent with that characteristic. Documentation is how the scholar presents that evidence in the dossier.

CHARACTERISTICS OF QUALITY COMMUNITY-ENGAGED SCHOLARSHIP

Note: These characteristics are drawn and adapted from these sources: Portland State University Promotion and Tenure guidelines, University of Washington School of Public Health and Community Medicine Promotion and Tenure guidelines, National Review Board for the Scholarship of Engagement guidelines, and Glassick C, Huber M and Maeroff G, *Scholarship Assessed: Evaluation of the Professoriate*, San Francisco: Jossey-Bass Publishers, 1997.

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Quality and significance of scholarship are overarching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to accomplishments resulting from various forms of faculty work, such as research and teaching.

A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done.

The following 8 characteristics are intended as the basis for the evaluation of the quality and significance of Community-Engaged Scholarship (CES). Additional examples of evidence and documentation methods is provided in the tables at the end of this packet:

1. Clear Academic and Community Change Goals

A scholar should clearly define objectives of scholarly work and clearly state basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

Evidence of clear goals includes:

- Clearly stating the basic purpose of the work and its value for public good
- Defining goals and objectives that are realistic and achievable
- Identifying intellectual and significant questions in the discipline and in the community
- Articulating one's program of research and objectives
- Articulating one's goals for teaching and student learning

2. Adequate Preparation in Content Area and Grounding in the Community

A scholar must be well-prepared and knowledgeable about developments in his or her field and the community context. The ability to educate others and conduct meaningful work depends upon mastering existing knowledge.

Evidence of adequate preparation and grounding in the community includes:

- Investing time and effort in developing community partnerships

- Participating in training and professional development that builds skills and competencies in CES or specific models such as service learning, community-based participatory research, or public health practice.
- Demonstrating an understanding of relevant existing scholarship

3. Appropriate Methods: Rigor and Community Engagement

Meaningful scholarly work must always be conducted with appropriate rigor. In the case of research, rigor facilitates valid research design, data collection, as well as interpretation and reporting of results, so that valid conclusions can be drawn from the findings. In the case of teaching, rigor ensures that teaching methods and curriculum are grounded in practices known to produce student learning outcomes and in appropriate theoretical frames and research-based evidence. In many instances the engagement of communities can enhance rigor and facilitate the study of issues and research questions that would not be as effectively studied apart from such communities (for example, research related to health disparities). Community engagement can also enhance the rigor of teaching and facilitate understanding of environmental, sociological, and political contexts of issues or theories treated in the classroom. Therefore it is imperative for community-engaged scholars to provide evidence to demonstrate that rigor is maintained, or even enhanced, through community-engaged approaches. See Tables 1 and 2 later in this document.

Evidence of scientific rigor and community engagement includes:

- Enhancing curriculum by incorporating updated and real world information from community members critical to student learning of course material.
- Deepening and contextualizing the learning experience in a course by involving community experts in design and implementation
- Leveraging funds for course development or a research project as a result of community involvement
- Revising curriculum and community placement with community partner based on student feedback and community partner observation.
- Refining a research question, or confirming its validity, through co-generation with community partner
- Involving the community in grant management, fiscal control and accountability to increase the input of community knowledge and expertise in ways that enhance the success of the work.
- Involving the community to improve study design – including: improving or reinforcing the conceptual framework; creating better understanding and characterization of study variables; and improving acceptability to the community, ultimately resulting in increased study validity
- Using community member input to enhance plans for recruitment and retention of study participants
- Utilizing community member feedback to improve the design of measurement instruments and/or collection of data
- Involving community members in interpretation of data allowing deeper

- understanding of the study's findings
- Developing policy recommendations and application or intervention ideas based on study's findings through brainstorming with community partners.
- Disseminating findings more broadly through partnership with community organizations
- Improving ethical credibility by directly addressing specific issues/concerns with the community.
- Reducing potential for faculty presuppositions through learning from community partners.

4. Significant Results: Impact on the Field and the Community

Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. A primary goal of community-engaged scholarship is to beneficially impact the communities in which such scholarship is conducted. The assessment of CES impact must go beyond just the reporting of positive, neutral, or negative outcomes of any given project. The scholar should explicitly state what knowledge they created or applied and what impact it has had or may likely have to the field of study or in the community.

Evidence of significant results/impact includes:

- The community contributing to as well as benefiting from the research or learning project
- Making progress towards social equity
- Changing health or social policy
- Improving community processes or outcomes
- Securing increased funding to continue, expand or replicate the initial project or course
- Securing increased funding for community partners
- Increasing capacity of individuals in the community and community organizations to advocate for themselves
- Enhancing the ability of trainees or students to assume positions of leadership and community engagement
- Utilizing the work to add consequentially to the discipline and to the community
- Opening up additional areas for further exploration and collaboration through the work
- Utilizing the work to make a contribution consistent with the purpose and target of the work over a period of time
- Disseminating geographically limited work with clear discussion as to its generalizability to other populations or as a model that can be further investigated in other settings

5. Effective Presentation/Dissemination to Academic and Community Audiences

Central to scholarly pursuits is the effective presentation and dissemination of results. Scholars should possess effective oral and written communication skills that enable them to effectively communicate with academic peers as well as to convert knowledge into

language that resonates with a public audience. Scholars should communicate with appropriate academic and community audiences and subject their ideas to critical inquiry and independent review.

Evidence of effective presentation and dissemination includes:

- Publishing research results or teaching innovations in peer-reviewed academic journals, practitioner journals, professional journals
- Publishing in periodicals or newspapers read by community members
- Disseminating information through other media used by community members, practitioners or policy makers (radio, newsletters, podcasts, websites, manuals, etc.)
- Utilizing video, computer or distance programs that reach community
- Producing policy documents directed towards service providers, policy makers or legislators
- Presenting at community events
- Co-authoring any of the above with community partners

6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement

Community-engaged scholars should demonstrate an ability to critically reflect on significance and limitations of their work, their community partnerships, the issues and challenges that arise and how they are able to address these (for example, issues of power, resources, ethics, intellectual property, capacity, racism, etc). Community-engaged scholars should demonstrate an ability to consider such questions as: why did this project succeed or fail to achieve its intended outcomes; what could be done differently in succeeding projects to improve outcomes; is this project an idea that is deserving of further time and effort?

Evidence of reflective critique includes:

- Conducting debriefing sessions with community members
- Seeking evaluations from community members
- Changing project or course design based on feedback and lessons learned
- Engaging in personal reflection concerning, for example, issues of privilege or racism
- Engaging in respectful dialogue with community about processes and procedures, ethical issues, or thorny problems.
- Addressing the concerns of peer reviewers and making revisions.

7. Leadership and Personal Contribution

Community-engaged scholars should demonstrate an ability to serve in leadership roles and should build a reputation for their contributions. One of the most consistent criteria for promotion or tenure in the academy is evidence of a national or international reputation. Community-engaged scholars' reputations are often strong within the locale in which their CES is conducted; their challenge is parlaying that local reputation and the

model of their local work, into a broader reputation. Community-engaged scholars should demonstrate, within their discipline, within the arena of community-engaged scholarship, or both, that their work has earned them a reputation for rigor, impact and the capacity to move the discipline or community change work forward.

Evidence of leadership and personal contribution includes:

- Receiving invitations to present to academic, professional society meetings, national or international conferences
- Receiving invitations to present the value of their scholarship to community audiences
- Receiving invitations to testify before legislative bodies
- Receiving invitations to appear in the media
- Receiving invitations to serve on advisory or policy-making committee at national, regional, state and/or community levels
- Receiving invitations to serve on editorial boards
- Directing community-based activities
- Organizing partnerships with community organizations to address a community issue
- Receiving awards or letters of appreciation from community-based organizations for contributions to community outcome
- Mentoring students, junior faculty and community partners
- Being asked to be a peer observer of colleague's teaching

8. Consistently Ethical Behavior: Socially Responsible Conduct of Research and Teaching

Consistently ethical behavior links scholarship to personal virtues. This reference suggests that scholarly work must be conducted with honesty, integrity, perseverance and courage. Ethical behavior considers that scholars will foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Ethical behavior ensures the responsible conduct of research and the respectful engagement of communities and individuals to conduct research and teaching. Ethical behavior must consider cultural or community implications as well as university policies.

Evidence of consistently ethical behavior includes:

- Cultivating the conduct of “good science”, sound research techniques and appropriate engaged pedagogies that result in meaningful and beneficial contributions to communities.
- Following the human subject review process and all other policies concerning the responsible conduct of research when conducting research projects, and specifically subjecting work to a community IRB or a university IRB committee focused on community based research, if these exist
- Engaging communities in a respectful manner
- Recognizing and valuing community knowledge systems and incorporating them into the research process and courses as appropriate

- Acknowledging that customs and practices vary from one cultural community to the next and therefore should not be assumed when initially engaging a community
- Approaching communities as mutual partners to foster trusting, equitable relationships
- Focusing scholarly work on community assets not deficiencies, allowing community members to take active, meaningful roles in research and courses, not for example, simply serving as research subjects. The goal is to maintain an open, trusting relationship—one that empowers the community and reflects a true partnership.
- Appropriately involving community partners in preparing and reviewing products of the scholarship before they are published or otherwise disseminated.
- Including community partners as authors of scholarly work to recognize their significant, substantive contribution
- Appropriately acknowledging community partners when writing, presenting, etc about the collaborative work.

Documentation – Where You Might Find Evidence of Quality CES in a Dossier

The following are examples of strategies community-engaged scholars may use to document their scholarship in their dossier. Depending upon departmental guidelines for preparing P & T materials and a faculty member’s career focus, some of these documents or strategies may or may not be utilized. Below are some of the places in the dossier where scholars may present their community-engaged scholarship.

- **Career Statement or essays** – As a part of their career statement or essays about research, teaching or service, scholars might discuss the role of CES in their career and academic development. They might articulate the goals of their work and the reasons they utilize a community-engaged approach to achieve their goals. The scholar might take this opportunity to illustrate how CES enhances the direction and the rigor of their research or teaching, the reach of their work, community impact, and student outcomes. They might illustrate how engagement, teaching and research are interwoven or integrated or how they feed off of each other. Scholars might utilize the essay to describe their role in collaborations and acknowledge the role of community partners and how their partners’ expertise and knowledge enhanced the scholar’s work. Community-engaged work that results in scholarship will likely be discussed in essays about research or teaching scholarship. Although community-engaged scholars are sometimes advised to place their community-engaged work in the Service section of their dossier, community-engaged activities resulting in scholarship should be discussion in the sections of the dossier describing scholarship and scholarly activities.

The essay is the mostly likely place the community-engaged scholar will offer their understanding of the community(ies) with which they work, illustrate ways that their partnerships embody principles of partnership, and reflect on the strengths, limitations, and challenges of the work and how they addressed hurdles.

Scholars should document the impact of their community-engaged work in their essays, in terms of enhancing knowledge, contributing to the discipline and creating community benefit.

- **Curriculum Vita** – Within the format allowed by their department, community-engaged scholars might use their vita to highlight the importance of community-engagement to their scholarly work. For example, sections of the vita may be developed to highlight community activities and leadership roles, consultative and advisory positions, and innovative methods of dissemination to public or policymaking audiences.

It is essential that community-engaged scholars document their work as scholarly, in that it creates, advances, or extends knowledge. Community-engaged work that results in scholarship should be listed in sections of the vita such as “publications”.

It is particularly important that the role of community partners is highlighted, as this exemplifies recognition of community partners’ expertise and contributions to the scholarly work; it is part of ethical community-engaged work. Authors may annotate C.V. entries to describe their role and the role of community partners in collaborative work such as grants and publications. Community partners may be listed as co-authors of manuscripts or other forms of scholarship or may be listed as co-investigators on grants.

In addition to the essay, impact can also be documented in the C.V. In addition to providing information about traditional markers of impact (such as journal impact scores), scholars may use annotation to describe community reach, impact such as a policy change or change in community condition, and feedback they have received on their work.

Scholars may document their attempts to develop their capacity to engage with communities by listing professional development opportunities or trainings related to community partnership building or CES.

Invited presentations and articles (for academic or community audiences) on their community-engaged work or about community engagement, or consulting invitations, invitations to serve on boards of directors, editorial boards, advisory councils, etc. reflect the reputation the scholar has earned for their community-engaged work. Just as P&T committees attend to the source of invited academic presentations, invitations to present on their CES can reflect the community-engaged scholar’s local, national or international reputation.

Non-traditional products of scholarship may not have been subjected to typical peer review. Such products may be listed as non-peer reviewed publications. However, scholars may have taken advantage of existing mechanisms for peer review of non-traditional products of scholarship, or created mechanisms to gather feedback from academic and community peers and utilized this feedback to improve the quality of

their work. In such cases, products may be listed as peer-reviewed publications. The process of peer review might be documented via annotation. Best practices in peer review of CES includes review by community-members as well as academics.

- **Statement of Assigned Responsibilities/Work Assignment** – If consistent with departmental guidelines on dossier formatting, community-engaged scholars might document the importance of community engagement as it relates to their assigned responsibilities. Sadly, in some academic settings, faculty members are evaluated for promotion and tenure on criteria that are out of alignment with the responsibilities they are asked to assume on a daily basis. Inclusion of a statement of assigned responsibilities or work assignment, within a dossier, may call attention to the importance of community-engagement as it relates to a scholar’s stated scope of work.
- **Teaching Portfolios** - Teaching portfolios are increasingly used by faculty members for documentation of the scholarship of teaching. Portfolios are ideal venues for faculty members to document the value of community engagement as related to their teaching as well as scholarship related to their teaching activities. Incorporation of teaching innovations to improve instruction can be an entry point for scholars to connect and integrate their work to community or societal issues. Such integration can lead to the production of scholarship. Important components of teaching portfolios are the scholar’s reflective comments, which can be used to explain the value of community-engaged approaches to their work.

In a teaching portfolio, a faculty member may document their CES in several ways:

- Demonstrate how their involvement in community engaged teaching relates to and informs their disciplinary content area and/or research.
 - Highlight leadership roles related to community-engaged teaching.
 - Highlight grants received (both institutional and external funding) to develop courses involving a community component.
 - Highlight teaching awards or nominations for teaching awards.
 - Describe a course that involves the community as a teaching innovation.
 - Cite publications and presentations on innovative community-based education.
 - Describe presentations on community-engaged teaching.
 - Include excerpts from student reflection journals (with student permission) that detail what students have learned.
 - Include excerpts of letters from community partners describing how the service-learning projects have impacted the community.
 - Present evaluations and letters of support from former students.
 - Document peer evaluation of teaching and assessments of the components of courses that involve student partnerships with communities.
- **Letters of Support/Appreciation from Community Members/Partners** –Letters of support can be used to help document the value of the scholarly work as perceived by

community partners who can comment on the benefit of the work for the community and on the scholar's behaviors within the partnership. These letters should communicate more than the community's pleasure working with the faculty member. Look for comments regarding the ways in which the scholar's community-engaged work informed and advanced the partners' work and understanding. In addition, look for comments that illustrate the ways the faculty member builds trusting and respectful partnerships; shares power, resources and credit; partners with community to create impact, etc.

- **Review Letters from Community Leaders** – Such letters can be used to help document the value of the scholarly work as perceived not only by academic peers in one's discipline but also by community leaders who can comment on the value and impact of the work on the community and the relevance to society. To be valuable, such letters must provide a critique of the scholar's work from the community's perspective. This type of letter goes beyond attesting to the respected or admired qualities of the scholar or documentation of the impact made. These letters attest to the relevance, validity, rigor, accuracy of interpretation, etc. of the scholarly work as seen by those experiencing a community condition, practicing within the target community, making decisions that impact the community, etc.
- **External Reviewer letters from Community-engaged Scholars** – It can be difficult to locate a reviewer of senior rank, from a peer institution, within the scholar's discipline, and with CES expertise. Scholars may utilize a mix of reviewers - those from their discipline but without CES expertise, as well as reviewers with CES expertise outside of their discipline. Look for comments about the scholar's impact on the scholarly literature, the scholarly approach, rigor, and quality of community engagement and partnership, and the overall impact of the scholar's work on the community.
- **Publications in Media Aimed at Community Partners** – Scholars may provide such examples to highlight the importance of their work to community leaders and partners.
- **Peer-Reviewed Publications that Report on Community-Engaged Scholarship** – Community-engaged activities often offer the opportunity to create scholarly products about, for example, the process or challenges of the engagement process, policy or practice implications, or the development of tools, resources, interventions, etc. utilized in the work, in addition to the dissemination of findings. Scholars may include an example of this type of publication to illustrate their intentionality in taking advantage of all opportunities to create scholarship as a result of their community-engagement.

When Scholars Make Mistakes

Possible mistakes in documentation community-engaged scholars may make include:

- Scholars may err in suggesting that their community-engaged work is scholarship

- when it is not. For example, teaching a service learning course may involve a scholarly approach to teaching and community-engagement and may be considered a best practice in teaching, but unless the faculty member assesses or documents something about the process or outcomes of the course and creates a public product, this is not scholarship.
- Scholars may fail to recognize that they have produced scholarship through their community-engaged work (typically non-traditional forms of scholarship), and therefore refer to their community-engaged work as community service or fail to make the connection between this work and scholarly productivity.

Tables 1 and 2

The following tables break the research and teaching processes into phases and illustrate how community engagement might enhance the rigor or quality of the work at each phase. Examples of how or where scholars might document the rigor of their work, and how community-engaged contributed to enhancing their work, are also offered. These tables are intended to help P&T committee members understand the rigor of community-engaged scholarly work, and to dispel some of the myths about it – that engagement detracts from the rigor, that it is “soft”, and that it is biased.

TABLE 1: SCIENTIFIC RIGOR IN RESEARCH THROUGH COMMUNITY ENGAGEMENT

Draft Prepared by: Yvonne Yoosten (Vanderbilt University); Edited by: Cathy Jordan

Different research approaches and methodologies are appropriate to answer different questions. Often conventional research approaches offer insights into generalizable information, but are not always able to address the situational issues and needs of idiosyncratic contexts and situations. Because broad societal issues manifest uniquely in different community contexts, more nuanced approaches to research are often required to enhance the relevance of research to particular situations. For example, community context in health disparities, or the translation of research into policies to address education reform, or the effectiveness of human behavior interventions to improve water quality in recreational waterways, require a more community-based approach. Generalized strategies for addressing these issues will manifest differently in different community settings. Community-engaged strategies, such as Community-based Participatory Research, can address such contextualized issues more effectively. A variety of scientific methodologies and research designs can be used within a community-engaged approach. Rigor, defined traditionally, is therefore more dependent on the particulars of the research design than on whether the research is implemented as part of a community-engaged strategy. *However, we argue in this section that in conducting socially relevant research, we should think about the ways that rigor and scientific benefit can be secured and even enhanced as a result of the engagement of communities.* Below we present, organized by key phases in the research process, ways that engagement can enhance the scientific process and ways that scholars might provide documentation that would illustrate for the P & T committee the rigor of a candidate's engaged work.

RESEARCH PHASE	CONTRIBUTIONS OF COMMUNITY ENGAGEMENT	EVIDENCE AND WAYS TO DOCUMENT EVIDENCE IN DOSSIER
<u>Identify key issues/research questions</u>	<ul style="list-style-type: none"> • For some issues impacting communities, it can be difficult to identify the research question. Community involvement can help define the significant or relevant research question or confirm its validity. • When community members feel involved and perceive equity in power and decision-making they are invested in seeing the right questions be addressed. 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Conduct community focus groups or surveys (environmental scans) that document community needs and concerns • Create mechanisms for two-way communication between investigators and community members. • Serve as a resource to community representatives requesting assistance on specific issues. Their issues can generate research questions. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Include statements in personal narrative about situations in which community input helped define or changed the research question. • Include statement in personal narrative that illustrates how relevance was improved as opposed to similar types of work conducted in alternative settings • Explain in personal narrative why research questions can be addressed with greater validity than in alternative research settings – include findings obtained from

		<p>alternative settings (if available and relevant).</p> <ul style="list-style-type: none"> • Include in the personal narrative statements that compare the level of subject/patient/client participation to results obtained with other research settings or methods • Letter from community that includes statements about community commitment and the community's role in defining the research questions
<u>Proposal development and funding</u>	<ul style="list-style-type: none"> • For questions with socio/economic/cultural elements, community can identify issues, barriers etc. unknown to researchers • Community members may provide accurate information on existing interventions, services, policies, barriers, that could affect study, etc. • For agencies or RFPs that require community participation, showing funders how such participation will be woven throughout project and how much the community supports the project can increase likelihood of funding. 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Include community members on planning or working committees • Form a Community Advisory Committee to inform researchers of community contexts • Include in grant proposal letters of support from community documenting their participation in designing the study so that it will be most appropriate to that community • Ask that community partners take an active role in the writing process of the proposal whenever possible • Budget for items that support community activities or resources <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Letters of support from community organizations or leaders documenting commitment and their role in developing the project or what their role will be in implementing project. • Meeting rosters and minutes that document community participation in discussions about proposal. • Document in personal narrative situations in which community input helped identify issues or barriers, or provided information that researchers would not otherwise have had • Include in dossier, pink sheets or communications from funders/reviewers that include comments about value of community involvement
<u>Grant management; fiscal control and accountability</u>	<ul style="list-style-type: none"> • Sharing funding and decision-making control can increase community commitment to research success because community members feel they have a stake in the outcome. 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Subcontracts with community-based organization • Memorandum of Understanding that articulates each partner's responsibilities, expectations and scope of work • List community partners as Co-PIs on grant proposal whenever possible <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Include statements in personal narrative about how resources and funding were shared with community • Include letters from the community that include statements about perceived equity in decision making, trust, commitment of the community to the process

		<ul style="list-style-type: none"> • Highlight community Co-PIs on grants listed in cv
<u>Study design and methodology</u>	<ul style="list-style-type: none"> • Deeper understanding of a community's unique circumstances can result in a more accurate conceptual framework and understanding of important independent, moderating and dependent variables. • Community input can help create a design and methods that are most acceptable to the community, most valid given the unique circumstances of the community and that are most culturally appropriate and respectful 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Include community members on planning or working committees • Form a Community Advisory Committee • Tap these working groups and advisors for information that will improve conceptualization, design, methods, validity, acceptance, cultural appropriateness, etc. • Evaluate, modify and adapt design and methods in response to community feedback • Include community members as Co-PIs whenever possible in order to deeply involve them in design <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Include statements in personal narrative describing the involvement of community partners in development of research design and how their participation contributed to improved research design and methods • Document in personal narrative situations in which better understanding of the community resulted in a more refined conceptual framework • Meeting rosters and minutes that document community participation in discussions about proposal. • Highlight community Co-PIs on grants listed in cv
<u>Recruitment and retention of participants</u>	<ul style="list-style-type: none"> • Community relationships increase trust, which leads to increased involvement and retention of research participants • Community knowledge of their culture and circumstances can inform development of most effective recruitment strategies and incentives and barriers to research participation • Community members more likely to participate in research if they have had input and feel heard. • Increased acceptability of the research methods in community knowing that peers contributed to and approved the methods and design • Hiring community members to recruit research participants and collect data increases trust. More willing to join and 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Partner with community-based organizations to assist with recruitment • Hire and train community members as recruiters, outreach workers and data collectors • Include community members on planning or working committees • Form a Community Advisory Committee • Use the working group and advisors to inform about potential barriers to participation, effective recruitment and retention strategies. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Include statements in the personal narrative about the involvement of community partners in ways that increased community acceptance and access, created more effective ways to recruit, offered information about effective incentives for participation and retention, etc. • Document in the personal narrative recruitment and retention rate as compared with similar projects (in design, participants, geographic location) that do not engage community members, if that data are available. • Within personal narrative, include anecdotes from participants about their reasons for joining or staying with a project.

	to stay in the project	<ul style="list-style-type: none"> • Ask community letter writers to include information about ways that recruitment and retention were likely improved via their input
<u>Design of measurement instruments and collection of data</u>	<ul style="list-style-type: none"> • Community input fosters development of more culturally appropriate measurement instruments, incorporation of culturally appropriate terminology and phrasing, making projects more effective and efficient, data collection more accurate • Using local staff to administer surveys and conduct interviews, and as survey helpers fluent in the languages of the target group increases authenticity of responses and accuracy of data collected. • Mutual trust enhances both the quantity and the quality of data collected • Increased opportunity for field-testing instruments improves reliability 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Include community members on planning or working committees • Form a Community Advisory Committee • Ask these working groups and advisors to evaluate instruments, give feedback on language, cultural sensitivity. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Within the personal narrative discuss how community participation increased cultural appropriateness, validity and reliability of instruments that were developed. How were instruments improved as a result of community input? • Within personal narrative include statements from community participants about their perceptions of cultural responsiveness, their willingness to share personal information, etc.
<u>Interpretation of findings</u>	<ul style="list-style-type: none"> • Limited role for community in statistical interpretation of data, but community input in research design increases researcher's insight and cultural sensitivity. • Community members can comment on researcher's interpretation of data in a way that helps the researcher determine if his/her conclusions have incorporated his/her increased understanding of the community's circumstances. • Community members can comment on how the findings are likely to be perceived within the community and how they should be framed to help community members best understand the implications 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Include community members on planning or working committees • Form a Community Advisory Committee • Ask these working groups and advisors to comment on interpretation of findings. • Conduct a community/public forum for reviewing and commenting on results • Develop summaries for the community in which information is accessible, clear, understandable, with key points summarized. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Within the personal narrative describe how members in the community were involved in interpretation of findings and brainstorming about application to community problems/issue being investigated. • Within personal narrative, include ways that the community expanded, deepened, contextualized or qualified the interpretation of findings
<u>Translation of findings into recommendations for policy change or</u>	<ul style="list-style-type: none"> • Community members can provide information about what will work, what is culturally appropriate 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Include community members on planning or working committees • Form a Community Advisory Committee

<p><u>intervention; design of intervention based on recommendations; implementation</u></p>	<ul style="list-style-type: none"> • Increased appropriateness of interventions can result in more positive/successful application. • Productive and on-going partnerships between researchers and community members increases the likelihood that research findings will be incorporated into ongoing community programs, providing the greatest possible benefit to the community from research. • Community members can serve as advocates for public policy change 	<ul style="list-style-type: none"> • Ask these working groups and advisors to generate intervention ideas, give feedback on cultural sensitivity and to give ideas about translating the research into action and application. • Partner with community members to develop programs or interventions based on the research findings • Accompany community members to hearings or other meetings about policy making <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Describe through personal narrative, annotations in cv, acknowledgment sections, etc. how members in the community were involved in interpretation of findings and the application of findings to community problems/issue being investigated. • Within the personal narrative cite policy changes or program development resulting from the research • If the community exhibits signs of empowerment/increased civic engagement (e.g., community problem-solving, volunteerism, contacting officials, contacting media, signing petitions, etc.) or perhaps around a particular health issue or community condition, discuss in personal narrative or provide evidence such as community stats, newspaper articles, etc. • Discuss in personal narrative the steps taken by both the investigators as well as community leaders to use results of scholarly work to improve and inform public policy decisions. • Explain in the personal narrative why the results obtained are more useful in this arena than results that might have been obtained (or have in the past been obtained) by other methods. • Within personal narrative and community letters of support, document ways that the research has been used to make local change
<p><u>Dissemination</u></p>	<ul style="list-style-type: none"> • Community involvement provides opportunity for broader relevance and impact beyond academic audiences and arenas • Community environment more accurately depicted in publications and presentations. • Identify relevance and significance of research to community and broader society 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> • Give presentations/educational events in community settings (schools, churches, community clinics, community health fairs, etc.), and disseminate through media that reaches community members (radio, TV, church bulletins, school newsletters, etc). • Co-present or co-author scholarly articles • Co-author pieces with community members for local distribution – community newspapers, newsletters, etc. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> • Highlight community co-authors or co-presenters in cv • Include examples of community dissemination products such as newspaper articles. Discuss in personal narrative evidence of reach or impact on the community, if known • In the personal narrative discuss how dissemination through non-academic channels

		has contributed to application of the findings obtained to the betterment of the communities involved.
<u>Ethics</u>	<ul style="list-style-type: none"> Increased ethical credibility for research given its focus on working <i>with</i> people to address their concerns versus experimenting <i>on</i> them. 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> Devote faculty and staff time to outreach and relationship building on an on-going basis Develop mechanisms for two-way communication and accountability between investigators and community members Form a Community Advisory Committee Utilize advisors to comment on their perceptions or possible community perceptions of motives of researchers, appropriateness and respectfulness of research, etc. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> Include community letters that speak to the integrity of the researcher, the ethical conduct of the research, etc.
<u>Bias</u>	<ul style="list-style-type: none"> Working in community setting can reduce selection bias. Including multiple and diverse voices increases objectivity by bringing in multiple perspectives and giving weight to opinions and insights other than those of a single individual-the researcher 	<p>Activities that would create the benefits:</p> <ul style="list-style-type: none"> Use grass roots recruitment strategies that engage diverse or “hard to reach” members of the community, not select just for those who read newspaper classifieds or who seek to be civically involved through volunteering for research Include community members on planning or working committees Form a Community Advisory Committee Integrate the opinions, suggestions and expertise of these working groups and advisors to understand the diversity of the community and how to reach out to all parts of the community. <p>Ways to document the activity in dossier:</p> <ul style="list-style-type: none"> Document in personal narrative or through Sample Characteristics sections of manuscripts data that demonstrates representativeness of the sample based on community characteristics. There should be documentation as to how the methods employed in the study actually reduced selection bias. Document in personal narrative ways that community input has expanded the thinking of the researcher, helped the researcher understand his/her own biases

TABLE 2: THE SCHOLARSHIP OF TEACHING THROUGH COMMUNITY ENGAGEMENT

Draft Prepared by: Sharon L. Shields (Vanderbilt University): Edited by: Cathy Jordan

Different curricular teaching/learning approaches and strategies are appropriate for the dissemination of knowledge, skill, and professional competencies. Conventional teaching methods such as lecture, discussion, and in-classroom activities are effective in disseminating certain content and developing an understanding of theoretical foundations. These teaching approaches however, do not always effectively convey the personal, sociological, environmental, political, and community issues that come into play when trying to understand interventions and policies that address issues in community contexts or in local and national cohorts. A variety of pedagogical strategies can be used within a community-engaged approach including: experiential learning, service-learning, field studies, internships, independent study work, practica, and courses co-taught by community members. Below is a way to organize key steps in the teaching process, ways that engagement enhances the teaching process and ideas for activities and methods of documenting those activities that would illustrate for a P&T committee the scholarship of a candidate's engaged teaching.

TEACHING PHASE	CONTRIBUTIONS OF COMMUNITY ENGAGEMENT	EVIDENCE AND WAYS TO DOCUMENT EVIDENCE IN DOSSIER
<u>Identify theoretical framing and practical integration for curriculum development.</u>	<ul style="list-style-type: none"> • Faculty and community partners working on connecting course content with service related activities can insure reciprocity of benefit and deepening of the learning experience. • When community members are involved in course planning there is a perception of equity of engagement and student learning. 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • Identify community partners that would benefit from knowledge, skill, and professional objectives learned by the students through course content. • Conduct focus/training sessions w/ community partners to share course content, objectives, and outcomes. • Conduct joint planning for community engagement activities and field learning experiences. • Serve as a resource and volunteer within the partner organization so that more understanding of need and contributions can be incorporated into the coursework. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Name a community partner teaching advisory committee. Report this committee formulation. • Create a folder related to focus/training sessions with community partners and supply agendas for each of the meetings. • Keep log of joint planning meetings with outcomes reported. • Keep log of hours devoted to community resource contributions.
<u>Curriculum development and potential funding support.</u>	<ul style="list-style-type: none"> • Cultural, community specific, socioeconomic, etc. questions/information that might inform students regarding theoretical underpinnings of course content can be provided by community partners that may be unknown to the teacher. • Community members may provide updated information on current policies, services, interventions, assets/barriers that could affect or alter students' understanding of course materials. • Community/university teaching partnerships could open avenues for course development funding and support 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • Include community members on curriculum development committees and engage them in specific course planning. • Jointly budget for course needs that may exceed the average resources available. • Explore w/community members avenues for funding such joint efforts. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Letters of support from community partners. • Meeting rosters and minutes that document community participation. • Faculty reflection on process of curriculum development with community collaboration and reflection on the different theories and conceptual frameworks that have informed the work.

	from foundations, internal course development grants, and other avenues of potential funding support.	
<u>Implementation: Teaching of the Course</u>	<ul style="list-style-type: none"> • Final syllabus and class schedule. • Identification of student learning objectives and assessment of relevance of activities to achieve these objectives • Identification of community based learning activities. • Identification of theoretical – applied learning processes that can enhance the rigor and relevance of the course. 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • List participating community partners on syllabus and have them engaged in various activities within the university classroom. • Reflect with community partner on the learning activities in the class i.e.: assignments, community learning experiences, readings, evaluation tools etc. • Work with the community partner to “connect” course content and theoretical underpinnings with community-based learning. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Present syllabus, reading lists, and all course support materials. • Create a teaching journal that records personal notes and reflections on the teaching experience and how this affirms and/or informs new ways of integrating community-engaged work into the curriculum. • Enlist the community partner as a reviewer of student assignments. Utilize a random selection of student assignments for review by the community partner(s) so that there is a confirmation that connection between theory and practice is formed by the student. Review report forms/assignment comments etc. can be part of the portfolio reporting.
<u>Outcomes: Student Learning</u>	<ul style="list-style-type: none"> • Community partner helps assess student products and provide input on which student learning outcomes have been achieved. • Community partner field assessments of students’ work and learning. • Specific attention to learning outcomes achievement as evidenced in student work. • Community partner assessment of students’ depth of understanding of societal issues addressed through course and community engagement experiences. 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • Shared reading of assignments and summary evaluation/observations provided by community partner. • Community partner assessment through field observation over the course of the semester. • A meeting w/community partner to assess observed student learning outcomes. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Summary of final evaluation/observations related to student learning as jointly assessed. • Summary of field supervisor assessment of student learning in the field. • Meeting report of assessment of professor/ community partner observations of student overall learning outcomes.
<u>Teaching Effectiveness</u>	<ul style="list-style-type: none"> • Course evaluations by students. • Assessment by students of “community- 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • The community partner could give clear feedback on teaching effectiveness as

	<p>based” learning experience.</p> <ul style="list-style-type: none"> • Class observations by peer faculty. • Class observation by community partner. • Peer faculty assessment of course curriculum, content, activities, and student learning as assessed through pre-post assessments. 	<p>observed in an appropriate teaching lesson that relates to community work/assignments/ engagement.</p> <ul style="list-style-type: none"> • Community partner could give feedback related to the “community-based” learning experience and how to make improvements based on student assessment. • Peer faculty could interview community partners related to the effectiveness of the “team” engagement process. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Reporting of student evaluation scores especially in the areas of teacher effectiveness, learning gained from the course, etc. • Faculty observation(s) are included in the portfolio. • Community partner assessment is reported. • Final faculty/community partner assessment is reported.
<p><u>Translation of feedback regarding Student Learning and Teaching Effectiveness on course design</u></p>	<ul style="list-style-type: none"> • Professor and community partner can rework areas of the course that would improve student learning and teaching effectiveness. • Appropriateness of field placements and activities in the field can result in more positive/successful learning. • Productive and sustained relationships in the community increase the likelihood of continued community-engaged teaching. • Community members/university personnel are more inclined to see the benefits of reciprocity of such partnerships. 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • Include the community partner on reworking the course syllabus and learning activities. • Ask advisors to generate ideas, give feedback, and give ideas about new approaches that may be necessary to enhance the learning experience. • Create recognition and rewards for community partner work within the university. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Describe through personal narrative, reflections, annotations in the CV, etc. how members in the community were involved in course development, implementation, co-teaching, evaluation, teaching improvement, etc. • Within the personal narrative cite curricular changes developed from the process and the input of community partners. • Document the reciprocal benefits attained through such a teaching partnership. • Partner letters of support that document ways the course/students/ teaching has been used to improve/enhance organizational/community effectiveness.
<p><u>Dissemination</u></p>	<ul style="list-style-type: none"> • Community involvement provides opportunity for broader relevance and impact beyond academic arena. • Community environment is more fully or more accurately depicted in presentations and publications. 	<p>Activities that would create benefit:</p> <ul style="list-style-type: none"> • Presentations by students regarding community work are presented not only in the academic arena but also to the community impacted by the work. • Presentations that include both the faculty member and the community partner both within academic/ professional associations and community organizations help to disseminate information that enhances practical application of theoretical learnings. • Co-authored publications in “teaching journals”, “journals related to community

		<p>development” are more authentic when written from both perspectives.</p> <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Highlight community co-authors and co-presenters in CV. • Include examples of community dissemination products. • In personal narrative discuss how community partnering has enhanced the scholarship of teaching.
<p><u>Ethics</u></p>	<ul style="list-style-type: none"> • Greater ethical credibility for teaching since it is community-based versus an isolated classroom theoretical learning experience. 	<p>Activities that would create the benefit:</p> <ul style="list-style-type: none"> • Devote faculty, graduate assistant time, and staff time to outreach and relationship building. • Develop mechanisms for structural/financial/ and institutionalized support of such partnerships. <p>Ways to document the activity in the dossier:</p> <ul style="list-style-type: none"> • Report on intentionality of relationship building in essays. • Report on mechanisms of support in essay • Report on mechanisms of support, such as grants, in CV

