



# Community-Engaged Scholarship: Finding the Scholarship in Community-Based Learning and Making it Count in P & T

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# Agenda

- Defining terms
- Challenges facing community-engaged scholars
  - Disseminating products of CES for impact
  - P & T
- Finding the scholarship in your engagement
- Strategies for overcoming the challenges
  - Disseminating conventional and innovative products
  - Making your best case for P & T



# Definitions

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





**Figure 1 | Community-Engaged Teaching, Research, and Service**





## *Scholarship*

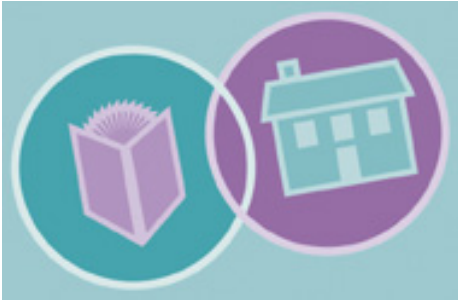
- The activity requires a high level of *expertise*.
- The activity breaks new ground or is *innovative*.
- The activity has significance or *impact*.
- The activity can be *replicated and elaborated*.
- The work and its results can be *documented and disseminated*.
- The work and its results can be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

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



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

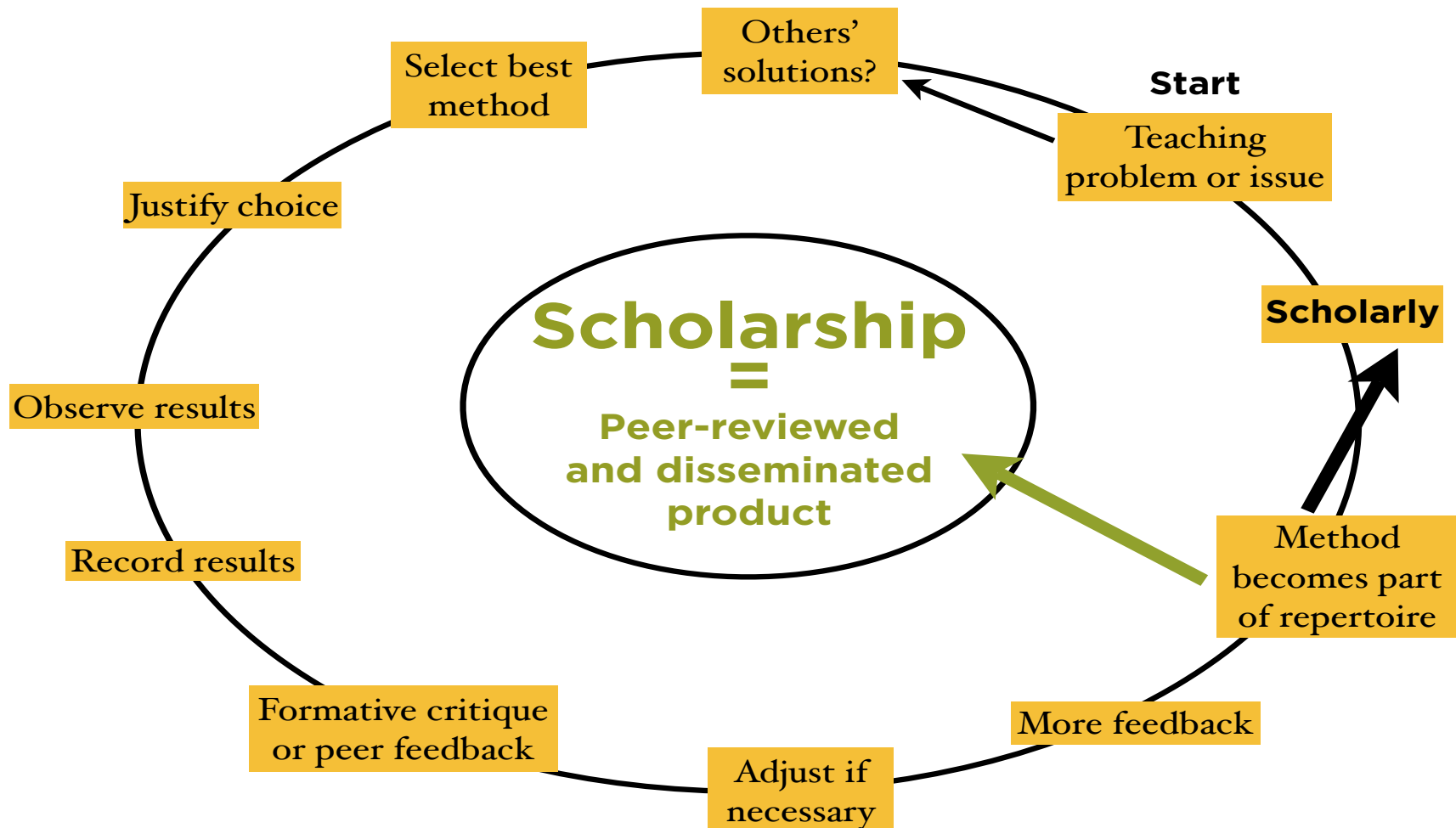




# From Service to Scholarship

- ◎ Key point – Engagement is not necessarily scholarship.
- ◎ Common misconception –  
Service learning = scholarship.
  - Must use a scholarly approach (grounded in work that came before)
  - Must document and create product that can be disseminated and subjected to critique

# Scholarly vs. Scholarship



Adapted from Richlin, 2001





# CES Products

## ◎ Conventional—

- journal manuscripts



## ◎ Innovative—

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





# Challenges of Disseminating CES Products

- Lack of publication outlets for innovative CES products
- Format of peer-reviewed journals not conducive to innovative CES products
- Traditional peer-review process may not find value in CES products, even conventional ones
- Promotion and tenure



# Challenges Related to P & T

- Lack of understanding of CES by colleagues and review committees
  - Misconceptions about rigor
  - Misconceptions about time invested in relationships
  - Confusing CES with “just service”
  - CE faculty see connections between discipline and engaged work; others may not



## Challenges Related to P & T

- Lack of understanding of CES by the CE faculty member
  - Not producing scholarship from engagement, or confusing engagement with scholarship (service-learning ex.)
  - Not integrating engagement into research and teaching; add-on



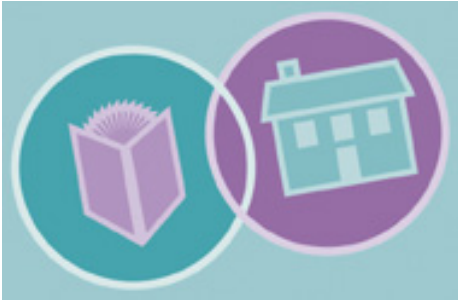
# Challenges Related to P & T

- The traditions of the system
  - Need for expanded definition of impact (not just publications and journal impact scores)
    - Demonstrate community impact
  - Need for acceptance of alternative forms of scholarly products (not just peer-reviewed journal articles)



# Challenges Related to P & T

- P & T is about the individual. Engagement is usually group effort and credit is shared.
- Requirement of leadership in field and national/international reputation
  - In CES leadership/reputation tend to be local. Must intentionally expand.



# Finding Scholarship in Engagement

## – Engaged teaching

- Document pedagogical approach, collaboration formation, student outcomes, community benefit
  - Article, manual, toolkit, curriculum

## – Engaged research

- Document partnership formation, challenges, lessons learned - article
- Document findings - Article
- Create innovative products, subject to critique, disseminate
  - policy brief, manual, documentary, exhibit, installation



# Overcoming the Challenges

## – Disseminating Products

- Conventional
  - Special issues of disciplinary journals
  - Journals that value 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)







## Making it Count

- Making your best case for promotion or tenure
  - Know your university's guidelines
  - Know what makes quality CES
  - Know how to document your qualities as a CE scholar
  - Educate your colleagues





## Making it Count (con' t)

### **Know your university' s guidelines**

- “Excellence and reputation may also be achieved through forms of scholarship which extend beyond the university and its professional organizations, including public or community projects related to the faculty members’ scholarly agendas and intellectual engagements.”
- “Scholarly accomplishments may show evidence of integration across teaching and research, research and service, or teaching and service. We value these forms of integrative work, as well as excellence in individual components of our faculty roles. We also recognize that different types of scholarly projects require different gestation periods. Attempts to build linkages to new academic fields may mean reduced research output in the short term; efforts to forge collaborations with non-university partners may take several years to develop. We value and support these types of integrative and engaged scholarship.”

From: Statement on Promotion and Tenure Interdisciplinary Arts and Sciences, University of Washington Bothell



## Making it Count (con' t)

### **Know what makes quality CES**

- Clear academic and community change goals
- Adequate preparation in content area and grounding in community
- Appropriate methods: use appropriate methods that combine rigor and engagement, or use engagement to enhance rigor
- Significant results: impact in field and community

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



- Effective presentation/dissemination to academic and community audiences
- Reflective critique: use feedback about the work to improve it
- Leadership and personal contribution
- Consistently ethical behavior: socially responsible conduct



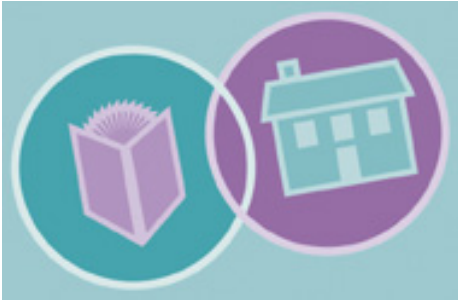
## **Know how to document your qualities as a CE scholar**

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



# Documentation vs. Evidence

- Evidence =
  - behavior or outcome that suggests you possess a characteristic
- Documentation =
  - Including information about that evidence in your dossier
  - You may have evidence but no one will know unless you write it down



# Preparing Your Dossier

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



# Effective CES Dossiers

- Demonstrate an integration of scholarship of discovery, teaching, engagement. Engagement is not an add-on.
- Emphasize scholarship as well as service, but maintain the distinction.
- Demonstrate that scholarship is rigorous and has impact.





- Give evidence of leadership and professional reputation.
- Provide cross-validation, multiple forms of evidence
- Illustrate connections across various activities
- Demonstrate reflection including how community feedback is integrated
- Demonstrate trusted, sustained collaborations



# 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

## 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.



# 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.](#)

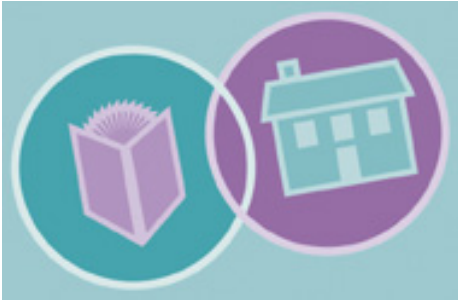


# Simple Dossier Tricks (con' t)

## ◎ *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*. As the above-mentioned community-based training opportunities illustrate, I bring my passion for community collaboration into the clinical training situation. I also integrate research into my clinical training activities when possible, as demonstrated by my aggression study conducted in collaboration with Crawford School. .... 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 mention it here as I have created scholarship through service. For example, I have published in *Academic Medicine*<sup>21</sup> 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](http://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 website:  
[www.ccph.info](http://www.ccph.info)

CES toolkit: [www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)

CES4Health.info: [www.CES4Health.info](http://www.CES4Health.info)

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

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