

Vol. 16 No. 1  
2012

*Journal of  
Higher Education  
Outreach  
& Engagement*

---

a publication of the Office of the Vice President for Public Service & Outreach  
in collaboration with the Institute of Higher Education  
The University of Georgia

---

# *Journal of Higher Education Outreach & Engagement*

## **Publisher**

### **University of Georgia**

Office of the Vice President for  
Public Service and Outreach  
Jennifer Frum  
Interim Vice President

Institute of Higher Education  
Libby V. Morris  
Director, and  
UGA Vice Provost

### **EDITOR**

Trish Kalivoda

### **LIBRARY SUPPORT**

Andy Carter

### **PUBLICATION ASSISTANTS**

Win Blair Julia Mills

Katie Fite Drew Pearl

## **Associate Editors**

**Theodore R. Alter**  
The Pennsylvania State  
University

**Hiram E. Fitzgerald**  
Michigan State  
University

**Scott J. Peters**  
Cornell University

**Elaine Ward**  
Dublin Institute of Technology

## **Editorial Board**

**Jorge Atilas**  
Oklahoma State University

**Karen Bruns**  
The Ohio State University

**Jeri Childers**  
Virginia Polytechnic Institute and  
State University

**Sherwin L. Davidson**  
Portland State University

**Amy Driscoll**  
Carnegie Foundation for the  
Advancement of Teaching

**Henry J. Findlay**  
Tuskegee University

**James Frabutt**  
University of Notre Dame

**Eric Fretz**  
Regis University

**Sherrill B. Gelmon**  
Portland State University

**Philip Greasley**  
University of Kentucky

**J. Matthew Hartley**  
University of Pennsylvania

**Barbara Holland**  
Indiana University-Purdue  
University Indianapolis

**Audrey J. Jaeger**  
North Carolina State University

**Edna McBreen**  
University of Connecticut

**George L. Mehaffy**  
American Association of State  
Colleges and Universities

**Charles R. Nash**  
University of Alabama System

**KerryAnn O'Meara**  
University of Maryland-College  
Park

**Valerie Paton**  
Texas Tech University

**Judith Ramaley**  
Winona State University

**John Saltmarsh**  
University of Massachusetts Boston

**Lorilee R. Sandmann**  
University of Georgia



*Journal of Higher Education  
Outreach & Engagement*

---

Volume 16, Number 1, 2012



# TABLE OF CONTENTS

JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT

I ..... From the Editor  
Trish Kalivoda  
University of Georgia

## SECTION ONE

### *Faculty for the Engaged Campus National Initiative*

5 ..... Faculty for the Engaged Campus:  
Advancing Community-Engaged Careers in the Academy  
Sarena D. Seifer and Piper McGinley  
*Community-Campus Partnerships for Health*  
Lynn W. Blanchard  
University of North Carolina at Chapel Hill  
Catherine Jordan  
University of Minnesota  
Sherril Gelmon  
Portland State University

Community-Campus Partnerships for Health (CCPH) is a national membership organization that promotes health equity and social justice through partnerships between communities and higher education institutions. In response to faculty concerns about the institutional barriers to community-engaged careers in the academy, CCPH embarked on a series of national initiatives centered on a two-pronged change strategy: (1) to support community-engaged faculty members going up for promotion and tenure in a system unlikely to change in time to benefit them, and (2) to work toward longer-term systems change. CCPH's initiative, Faculty for the Engaged Campus, aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty members through the promotion and tenure process. In this article, the authors describe these challenges, the approaches taken to address them, lessons learned, and observations for the future. Subsequent articles in this thematic issue of the *Journal of Higher Education Outreach and Engagement* report on the design and impact of the initiative's components.

21 .....Building Capacity for Community-Engaged Scholarship:  
Evaluation of the Faculty Development Component  
of the Faculty for the Engaged Campus Initiative

*Sherril Gelmon, Katherine Ryan*  
*Portland State University*

*Lynn Blanchard*  
*University of North Carolina at Chapel Hill*

*Sarena D. Seifer*  
*Community-Campus Partnerships for Health*

This article reports the findings of an evaluation of the faculty development component of the Faculty for the Engaged Campus initiative. For this component, the Community-Engaged Scholarship Faculty Development Charrette was attended by 20 university teams from across the United States, and six teams subsequently received 2 years of funding and technical assistance. This project was intended to stimulate campus-wide, innovative, competency-based faculty development programs for community-engaged faculty. The findings suggest that external funding, ongoing support beyond a one-time charrette, and a set of standard curricular tools can help institutions implement community-engaged scholarship faculty development programs on their campuses.

47 ..... CES4Health.info: A Web-Based Mechanism for  
Disseminating Peer-Reviewed Products of  
Community-Engaged Scholarship: Reflections on Year One

*Catherine Jordan*  
*University of Minnesota*  
*Sherril Gelmon, Katherine Ryan*  
*Portland State University*

*Sarena D. Seifer*  
*Community-Campus Partnerships for Health*

CES4Health.info was launched in November 2009 as an online mechanism for peer reviewing and disseminating products of community-engaged scholarship in forms other than journal articles. One year after its launch, the authors conducted an online survey of CES4Health.info contributing authors, reviewers, and users of published products. Early evidence suggests that CES4Health.info may be helpful for recognizing community-engaged scholarship in promotion and tenure processes and for providing communities with resources to address community health concerns.

## SECTION TWO

### *Faculty for the Engaged Campus Funded Sites*

#### **65.....Competency-Based Faculty Development in Community-Engaged Scholarship: A Diffusion of Innovation Approach**

*Catherine Jordan, Rhonda Jones-Webb, Nancy Cook, Gail Dubrow,  
Tai J. Mendenhall  
University of Minnesota  
William J. Doherty  
Citizen Professional Center*

The authors utilized interviews, competency surveys, and document review to evaluate the effectiveness of a one-year, cohort-based faculty development pilot program, grounded in diffusion of innovations theory, and aimed at increasing competencies in community engagement and community-engaged scholarship. Five innovator participants designed the program for five early adopter participants. The program comprised training sessions and individual mentoring. Training sessions focused on the history and concepts of community-engaged scholarship; competencies in engaged research and teaching; and navigation of career advancement as a community-engaged scholar. Mentoring focused on individual needs or discipline-specific issues. The interviews and surveys indicated that the participants gained knowledge in specific areas of community-engaged scholarship. Critical program features and lessons learned are explored.

#### **97..... Engaged Scholarship at the University of North Carolina at Chapel Hill: Campus Integration and Faculty Development**

*Lynn W. Blanchard, Ronald P. Strauss  
University of North Carolina at Chapel Hill  
Lucille Webb  
Strengthening the Black Family, Inc.*

The University of North Carolina at Chapel Hill undertook faculty development activities to increase awareness of community-engaged scholarship through campus dialogue and by assisting faculty members in acquiring skills for community-engaged scholarship. This article presents a case report describing activities and their impact. The activities informed campus-wide initiatives on promotion and tenure as well as the development of the university's new academic plan. Two lessons learned from the university's community-engaged scholarship faculty development activities include (1) incorporating these activities into existing campus programs helps institutionalize them, and (2) implementing these activities within broader institution-wide initiatives helps those initiatives and provides a wider forum for promoting community-engaged scholarship.

129.....Reflections on Community-Engaged  
Scholarship Faculty Development and Institutional Identity

*Jane M. Hamel-Lambert, Judith L. Millesen, Lynn M. Harter*  
*Ohio University*

*Karen Slovak*  
*Ohio University Zanesville*

Ohio University was one of six campuses funded in 2009–2010 as part of the Faculty for the Engaged Campus initiative. Following a self-assessment, a faculty development program to increase faculty competency in community-based participatory research (CBPR) was designed and implemented. The program included three major components designed to advance individual competencies for engaged scholarship: (1) a Faculty Fellowship in Engaged Scholarship, (2) the Community-Based Participatory Research Learning Community, and (3) the co-editing of a book, *Participatory Partnerships for Social Action and Research*. An additional goal, centralizing community-based participatory research efforts within the Appalachian Rural Health Institute, was partially achieved and is the focus of ongoing efforts. Two lessons were learned from this grant-funded endeavor: (1) there is a reciprocal relationship between institutional and faculty values and action; and (2) sustained dialogue with institutional leadership is critical for creating institutional structures and sustaining resources for community-engaged scholarship.

149..... Institutionalization of Community-Engaged Scholarship  
at Institutions that are both  
Land-Grant and Research Universities

*Audrey J. Jaeger, Jessica Katz Jameson*  
*North Carolina State University*

*Patti Clayton*  
*Indiana University—Purdue University Indianapolis*

This case study examines North Carolina State University's community-engaged scholarship faculty development program established in 2009–2010. Reflections by the program coordinators and participants reveal that the university's paradoxical identity as both a land-grant and a research institution has produced tensions in three areas: funding support; reappointment, promotion, and tenure policies; and faculty commitment. During the 2-year process of designing and implementing the program, the authors concluded that simultaneously holding an institutional identity as a land-grant university and as a research university creates a paradox that challenges the institutionalization of community-engaged scholarship on a campus.

## SECTION THREE

### *2010 Community-Engaged Scholarship Conference: Critical Junctures in Research, Practice, and Policy*

#### 171 ..... Community-Engaged Scholarship: Critical Junctures in Research, Practice, and Policy

*Lisa Wenger*

*University of Guelph*

*Linda Hawkins*

*University of Guelph*

*Sarena D. Seifer*

*Community-Campus Partnerships for Health*

Community-engaged scholarship and community-academic partnerships are gaining momentum in higher education institutions. Federal research funding agencies in Canada have moved aggressively toward increasing support for community-engaged research and knowledge mobilization efforts. Yet there is a well-articulated disjuncture between calls for social relevance, knowledge translation and mobilization, community-based research, service-learning, and engagement more broadly; and the resources, structures, and policies in Canadian universities. In November 2010, the University of Guelph and Community-Campus Partnerships for Health convened national and international leaders from diverse organizational and disciplinary backgrounds to consider what is known about community-engaged scholarship in higher education and its implications for future research, practice, and policy. Participants identified conceptual challenges, values and tensions, opportunities for action, and resources to support community-engaged scholarship.

#### 183 ..... A Needs Assessment Informs Development of a Participatory Research Faculty Development Workshop

*Jon Salsberg, Robbyn Seller, Laura Shea, Ann C. Macaulay*

*McGill University*

University-based researchers are finding they need a new set of skills to collaborate meaningfully with non-academic research partners, and to compete for funding opportunities that require community and end-user partnerships. This article describes a needs assessment conducted to develop a participatory research faculty development workshop at McGill University in Montreal, Quebec, Canada. This assessment and faculty development workshop design process distinguished the varying needs of potential participants based on the types of partnerships they were interested in forming, and their pre-existing participatory research competence.

195.....Reflection on 10 Years of Community-Engaged  
Scholarship in the Faculty of Land and Food Systems at the  
University of British Columbia-Vancouver

*Alejandro Rojas, Yona Sipos, and Will Valley*

*University of British Columbia*

In this article, the authors describe a cultural transformation to embrace community-engaged scholarship by faculty members in the Faculty of Land and Food Systems at the University of British Columbia–Vancouver. They describe a transition from community-inquiry faculty projects to community-engaged action research projects achieved through organizational restructuring, curricular revision, and new teaching approaches; discuss the concepts that grounded their curricular revision; and report on the outcomes of their Faculty’s transition.

BOOK REVIEWS

215..... The Obesity Culture: Strategies for Change—  
Public Health and University-Community Partnerships

*Francis E. Johnston and Ira Harkavy*

*Review by Marilyn Corbin*

*The Pennsylvania State University*

219..... Participatory Partnerships for Social Action and Research

*Lynn M. Harter, Jane Hamel-Lambert, and Judith L. Millesen*

*Review by Louis D. Brown*

*University of Texas*

225.....Handbook of Engaged Scholarship:  
Contemporary Landscapes, Future Directions:  
Volume 1: Institutional Change, and  
Volume 2: Community-Campus Partnerships

*Editors Hiram E. Fitzgerald, Cathy Burack, and Sarena D. Seifer*

*Review by A. Scott Reed*

*Oregon State University*

## ***From the Editor . . .***

I am pleased to publish the first issue of Volume 16, 2012 as a thematic issue dedicated to

1. Seven articles about a Faculty for the Engaged Campus Initiative in the United States;
2. Three articles resulting from the conference *Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy*, held November 4-5, 2010 in Guelph, Ontario Canada; and
3. Three book reviews on topics related to community-engaged scholarship.

The articles focus on faculty development activities and other strategies to institutionalize respect, recognition, and visibility for community-engaged scholarship. The rationale for a thematic issue on these topics was to provide readers a critical mass of information focused on lessons learned and best practices for higher education institutions interested in embracing – in intentional, thoughtful ways – strategies to support and encourage faculty members to do engaged research, and to inculcate the values and practices of engaged research in their graduate and undergraduate students.

The book reviews include

Francis Johnston (professor emeritus, anthropology, University of Pennsylvania) and Ira Harkavy's (founding director and associate vice president, Netter Center for Community Partnerships, University of Pennsylvania) book *The Obesity Culture: Strategies for Change-Public Health and University-Community Partnerships* published by Smith-Gordon, and reviewed by Marilyn Corbin (associate director, cooperative extension, The Pennsylvania State University).

Lynn Harter (Steven and Barbara Schoonover professor of health communication, Ohio University), Jane Hamel-Lanbert (director, interdisciplinary mental health education, and assistant professor of family medicine, Ohio University), and Judith Millesen's (associate professor, Voinovich School of Leadership and Public Affairs, Ohio University) book *Participatory Partnerships for Social Action and Research* published by Kendall Hunt, and reviewed by Louis Brown (assistant professor, health promotion and behavioral sciences, University of Texas).

A two volume handbook on engaged scholarship edited by Hiram Fitzgerald (associate provost for university outreach and engagement, Michigan State University), Cathy Burack

(senior fellow for higher education, Center for Youth and Communities, Heller School for Social Policy and Management, Brandeis University), and [Sarena Seifer](#) (founding executive director, Community-Campus Partnerships for Health), published by [Michigan State University Press](#), and reviewed by [Scott Reed](#) (vice provost for university outreach and engagement, Oregon State University).

I hope that the contents of this thematic issue will be helpful to those – at all types of postsecondary institutions in all corners of the world – working to strengthen the connections of their institutions to communities through engaged research, teaching, and public service and outreach.

With warmest regards,  
*Trish Kalivoda*  
Editor

## SECTION ONE

---

*Faculty for the Engaged Campus National Project*



## ***Faculty for the Engaged Campus: Advancing Community-Engaged Careers in the Academy***

Sarena D. Seifer, Lynn W. Blanchard, Catherine Jordan,  
Sherril Gelmon, and Piper McGinley

### **Abstract**

Community-Campus Partnerships for Health (CCPH) is a national membership organization that promotes health equity and social justice through partnerships between communities and higher education institutions. In response to faculty concerns about the institutional barriers to community-engaged careers in the academy, CCPH embarked on a series of national initiatives centered on a two-pronged change strategy: (1) to support community-engaged faculty members going up for promotion and tenure in a system unlikely to change in time to benefit them, and (2) to work toward longer-term systems change. CCPH's initiative, Faculty for the Engaged Campus, aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty members through the promotion and tenure process. In this article, the authors describe these challenges, the approaches taken to address them, lessons learned, and observations for the future. Subsequent articles in this thematic issue of the *Journal of Higher Education Outreach and Engagement* report on the design and impact of the initiative's components.

### **Introduction**

Community-Campus Partnerships for Health (CCPH) is a national membership organization that promotes health equity and social justice through partnerships between communities and higher education institutions. When CCPH first formed in 1996, faculty involved in the organization almost immediately began raising concerns about the institutional barriers to community-engaged careers in the academy (Connors, 2007). Many scholars and national organizations have noted the disconnect between calls for community-engaged universities that embrace service-learning and community-based research on the one hand and a predominant system for faculty review, promotion, and tenure that favors narrowly defined scholarship, results, and impact (Calleson, Jordan, & Seifer, 2005; Ellison & Eatman, 2008;

*Gelmon & Agre-Kippenhan, 2002; Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005; Kellogg Commission on the Future of State and Land-Grant Universities, 1999; Nyden, 2003; Task Force on the Institutionalization of Public Sociology, 2007).*

Seeking to be responsive to our members and to contribute to supportive institutional changes, we commissioned a paper in spring 2000 to help frame the issues and recommend actions that needed to be taken (*Maurana, 2001*). The paper asserted that a more supportive academic environment for community-engaged teaching and research would significantly advance the ability of academic institutions and community partners to collaborate in educating future professionals, generating community-relevant knowledge, and building healthier communities. The paper's conclusions indicated that a two-pronged change strategy was needed: (1) to support community-engaged faculty members going up for promotion and tenure in a system unlikely to change in time to benefit them, and (2) to work toward longer-term systems change. Grant funds from the Corporation for National and Community Service and the W. K. Kellogg Foundation helped us advance both strategies by developing an online toolkit for faculty to "make their best case" in documenting their work for promotion and tenure (*Calleson, Kauper-Brown, & Seifer, 2005*) and by establishing a Commission on Community-Engaged Scholarship in the Health Professions to provide national leadership for change (*Kellogg Commission 2005*).

The commission's definitions of community engagement and community-engaged scholarship (Figure 1), Venn diagram of community engagement (Figure 2), and recommendations (Figure 3) helped frame two consecutive 3-year change initiatives we undertook with support from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

---

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

**Scholarship** is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

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

*Source: Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005.*

---

**Figure 1. Definitions**



Source: Kellogg Commission on Community-Engaged Scholarship in Health Professions, 2005

**Figure 2. Community-Engaged Teaching, Research, and Service**

1. Health professional schools should adopt and promote a definition of scholarship that includes and values community-engaged scholarship.
2. Health professional schools should adopt review, promotion, and tenure policies and procedures that value community-engaged scholarship.
3. Health professional schools should ensure that community partners are meaningfully involved in review, promotion, and tenure processes for community-engaged faculty members.
4. Health professional schools should educate the members of review, promotion, and tenure committees about community-engaged scholarship and prepare them to understand and apply the review, promotion, and tenure guidelines in the review of community-engaged faculty.
5. Health professional schools should invest in the recruitment and retention of community-engaged faculty.
6. Health professional schools should advocate for increased extramural support for community-engaged scholarship.
7. Health professional schools should take a leadership role on their university campuses to initiate or further campus wide support for community-engaged scholarship.
8. National associations of health professional schools should:
  - a. Adopt and promote a definition of scholarship within the profession that explicitly includes community-engaged scholarship.
  - b. Support member schools that recognize and reward community-engaged scholarship.
  - c. Advocate for increased extramural support for community-engaged scholarship.
9. Recognizing that many products of community-engaged scholarship are not currently peer reviewed, a national board should be established to facilitate a peer review process.

Source: Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005.

**Figure 3. Recommendations that Framed the Faculty for the Engaged Campus Initiative**

The first, the Community-Engaged Scholarship for Health Collaborative (*Collaborative; 2004–2007*), involved eight health professional schools that identified review, promotion, and tenure issues as significant impediments to sustaining and expanding community-engaged scholarship (*Seifer, Wong, Gelmon, & Lederer, 2009*). Through change efforts at each school, activities across the schools, and strategic relationships with national disciplinary associations, Collaborative members built their capacity for community-engaged scholarship and produced tools and resources that have helped to advance community-engaged scholarship nationally and internationally (*Gelmon et al., 2004; Gelmon, Lederer, Seifer, & Wong, 2009; Seifer et al., 2009; Wenger, Hawkins, & Seifer, 2011*).

The second FIPSE-funded initiative, Faculty for the Engaged Campus (2007–2010), sought to address significant, continuing challenges to community-engaged scholarship evident from the work of the Collaborative and others involved in similar efforts. In this article, we describe these challenges, the approaches we took to address them, our lessons learned, and observations for the future. Subsequent articles in this thematic issue of the *Journal of Higher Education Outreach and Engagement* report on the design and impact of each of the initiative's components (*Blanchard, 2012; Gelmon, Ryan, Blanchard, & Seifer, 2012; Hamel-Lambert & Slovak, 2012; Jaeger & Clayton, 2012; Jordan, 2012; Jordan, Gelmon, Ryan, & Seifer, 2012*).

## **Persistent Challenges to Community-Engaged Scholarship in Higher Education**

### **The challenge of supporting faculty.**

Few established professional development mechanisms or pathways exist for graduate students, postdoctoral trainees, and faculty members who seek community-engaged careers in the academy. Unlike such groups as basic science research faculty, for whom well-developed and recognized mentoring and career development programs exist, community-engaged faculty members are often left to forge their own career path with little support (*Calleson, Jordan, et al., 2005*). Building a faculty portfolio for promotion and tenure review can be daunting for those focusing on community-engaged scholarship, particularly when review committees are not familiar with this form of scholarship (*Jordan, 2009*).

University-based faculty development efforts usually seek to build and enhance the scholarship of faculty members, typically

offering support in instructional methods, curriculum development, research, grant writing, career enhancement, and personal development (*Blanchard et al., 2009*). Unfortunately, few faculty development programs explicitly support community-engaged faculty, and even fewer incorporate best practices characteristic of successful faculty development: That is, few are sustained, longitudinal, multi-disciplinary, experiential, and competency-based.

### **The challenge of ensuring appropriate peer review.**

Peer reviewers in a given faculty member's discipline/profession who understand and can assess the rigor, quality, and impact of their community-engaged scholarship are often not readily identifiable (*Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005*). Further, external reviewers who are not familiar with or are biased against community-engaged scholarship may not fairly review a community-engaged faculty member's portfolio. The consequences can be significant for both faculty members and their community partners (*Freeman, Gust, & Alosheh, 2009*).

### **The challenge of innovative products of scholarship.**

Peer-reviewed journal articles are essential for communicating the results of scholarship to academic audiences, but they are not sufficient, and are often not the most important mechanism, for disseminating the results of community-engaged scholarship (*Calleson, Jordan, et al., 2005*). They do little, for example, to reach community members, practitioners, policymakers, and other key audiences who could act on the findings. Community-engaged scholarship requires diverse pathways and products for dissemination, including those products that communities value most (e.g., applied products such as training videos, online toolkits and instructional manuals, and dissemination products such as photo-voice exhibits, public service announcements, and policy briefs).

With the exception of journal articles, these other products of community-engaged scholarship are not usually peer-reviewed, published, or disseminated widely. Peer review is the bedrock of the academic evaluative process and is used to ensure that the rigor and quality of scholarship meet the standards of the academic community. With no accepted method for peer reviewing diverse scholarly products and no recognized peer-reviewed outlet

for publishing and disseminating them, they are often perceived by review, promotion, and tenure committees as of less importance, quality, credibility, and value than peer-reviewed journal articles (O'Meara, 2011). Further, the "peer" in peer review of conventional forms of scholarship is limited to academic peers, whereas community-engaged scholarship by definition involves community peers (Freeman et al., 2009).

## **Responding to Challenges: Faculty for the Engaged Campus**

Faculty for the Engaged Campus sought to institutionalize and sustain community-engaged scholarship as core values and practices in higher education by strategically addressing the challenges identified above. A national initiative of CCPH in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill, Faculty for the Engaged Campus aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. The initiative had three major goals.

### **Goal I: To facilitate the development of innovative mechanisms for preparing faculty for community-engaged careers in the academy.**

In the initiative's first year, we convened teams from 20 competitively selected campuses, project staff, and expert advisors to collaboratively design innovative models of community-engaged scholarship faculty development. Upon returning home, teams were eligible to apply for up to \$15,000 over 2 years to support the design, implementation, and evaluation of innovative community-engaged scholarship faculty development models. Six teams were selected for funding based on the strength of their proposed plans. The funded teams were supported through group conference calls, technical assistance site visits, and regular opportunities for feedback on their progress. Their varied approaches to faculty development components (Blanchard et al., 2012; Hamel-Lambert & Slovak, 2012; Jaeger & Clayton, 2012; Jordan, 2012) present an array of replicable options for other institutions to consider. The evaluation also found that the other 14 campuses involved in the faculty development component of the initiative benefited from their participation (Gelmon et al., 2012).

---

**Goal 2: To facilitate high quality peer review, publication, and dissemination of products of community-engaged scholarship in forms other than journal articles.**

The initiative developed and launched CES4Health.info, a unique online mechanism for peer-reviewed publication and dissemination of diverse products of community-engaged scholarship that are in forms other than journal manuscripts (Jordan, Seifer, Sandmann, & Gelmon, 2009). Between November 2009 and January 2012, 34 products of community-engaged scholarship were peer-reviewed and published through CES4Health.info, including videos, policy reports, digital stories, toolkits, instructional manuals, and a cookbook. More than 1,500 people have downloaded one or more products from CES4Health.info, and more than 250 community and academic experts serve as peer reviewers. Early evaluation findings suggest that authors, reviewers, and users value CES4Health.info. These findings also indicate that it is poised to fulfill a unique and important role in valuing community partners as peers in community-engaged scholarship as well as publishing high quality products that can “count” toward faculty promotion and tenure and can be used or adapted in other communities (Jordan, 2011; Jordan et al., 2012; Jordan, Pergament, & Tandon, 2011; Jordan, Seifer, Gelmon, Ryan, & McGinley, 2011).

**Goal 3: To facilitate high quality peer review of community-engaged health professional faculty members being considered for promotion and/or tenure.**

Faculty for the Engaged Campus also established a searchable online database of community-engaged faculty members who are tenured and/or full professors and able to serve as mentors and external reviewers of community-engaged faculty members being considered for promotion and/or tenure (<http://facultydatabase.info>). The database is designed to be used by community-engaged faculty members who are searching for faculty mentors, and by deans, department chairs, and others seeking external experts to review portfolios of community-engaged faculty members being considered for reappointment, promotion, and/or tenure. Faculty members apply to be included in the database and are selected based on their experience as community-engaged scholars and their commitment to mentoring and supporting junior colleagues. The database can be searched by keyword, faculty rank, tenure status, discipline/profession, gender, state, country, race/ethnicity,

methodological approach, and area of experience. In addition to demographic and biographical information, each entry includes career planning advice and tips for preparing a strong portfolio. Launched in 2010, the database includes 54 faculty members. An evaluation of the use and impact of the database is under way.

## **Lessons Learned About National Change Initiatives**

We attribute the accomplishments of Faculty for the Engaged Campus to a number of strategic decisions made during the planning phase as well as actions taken once the initiative was under way.

### **Ensure That the Initiative Is Aligned With the Missions and Strategic Directions of the Organizations Leading It**

CCPH, with its track record of over a decade of work to advance community-engaged scholarship nationally, was well positioned to facilitate the initiative and serve as its fiscal home. The University of Minnesota and the University of North Carolina at Chapel Hill were both active members of the Community-Engaged Scholarship for Health Collaborative and designated “community-engaged institutions” by the Carnegie Foundation for the Advancement of Teaching.

### **Assemble a Strong Leadership Team That Brings Complementary Knowledge and Skills and Enjoys Working Together**

The initiative director (Sarena Seifer), co-directors (Lynn Blanchard and Cathy Jordan), evaluator (Sherril Gelmon), and deputy director (Piper McGinley) together brought the passion, commitment, and competence needed to carry out this project. Further, Seifer, Jordan, and Gelmon have been promoted and/or tenured with a portfolio that includes community-engaged scholarship, and Blanchard directs a campus-wide center that facilitates faculty involvement in community-engaged scholarship, thus bringing the “real world” experience of facing the challenges the project sought to address.

## **Involve Leaders of Past Attempts to Address Similar Challenges and of Related Efforts as Consultants and Advisors**

We made a strategic decision early on that the project would be directly informed by key leaders of related efforts. For example, national experts in community-engaged scholarship faculty development helped shape that component of the initiative (*Gelmon et al., 2012*). The principals involved in peer-reviewed outlets for publishing educational scholarship and community-based participatory research served on the CES4Health.info design team (*Jordan, Seifer, et al., 2009*). As a result, we were quickly able to implement best practices and avert many of the challenges experienced by past efforts.

## **Design an Evaluation That Incorporates Mixed Methods and Allows for Flexibility Along the Way**

An accomplished evaluator of multi-institutional change efforts, the evaluator (*Gelmon*) was an integral member of the initiative's leadership team. With input from all team members, she developed specific measurable and observable indicators, used a mixture of quantitative and qualitative methods for both formative and summative assessments, and relied upon a range of data collection methods (e.g., online surveys, focus groups, documentation review, site visits) as appropriate for various groups to answer key questions. This approach was valuable for tracking progress toward achieving goals, highlighting accomplishments, and identifying opportunities for improvement in real time.

## **View Dissemination and Knowledge Mobilization as Essential to Achieving a Project's Goals**

Prior experience with national multi-site projects demonstrated that a broad audience was eager to learn from us throughout as well as at the completion of the project. Thus, we aimed to widely share the experiences, expertise, and lessons learned from Faculty for the Engaged Campus through presentations, webinars, and publications. Early on, we encouraged and supported development of papers and presentations that described the initiative and helped advance its goals. For example, anticipating that the rigor of the peer review criteria for CES4Health.info might be questioned, we published an article about the development of the criteria before the site was even launched (*Jordan, Seifer, et al., 2009*). Later in the initiative, we offered practical, hands-on workshops for

community-engaged graduate students, postdoctoral fellows, faculty members, and individuals responsible for faculty development and for review, promotion, and tenure. Having had success with project-focused thematic journal issues in the past (*Seifer et al., 2009; Seifer & Vaughn, 2002*), we approached this journal about collaboration.

### **Always Overestimate the Amount of Time and Money It Will Take to Do Anything Technology-Related**

The components of the initiative that were dependent on technology (e.g., CES4Health.info, faculty databases) proved to be the most challenging to the project timeline. CES4Health.info in particular involved multiple rounds of pilot testing, although these served us well in the long run by identifying problems that needed to be fixed (*Jordan, Seifer, et al., 2009*). Perhaps it is inevitable that despite this attention to testing the system before launching it, we have a fairly long list of previously unidentified “Phase 2” improvements to make.

### **Observations for the Future of Community-Engaged Scholarship**

Reflecting on 6 years of FIPSE-funded work to advance community-engaged scholarship in higher education, we offer several observations that have implications for the future of the field.

### **We Need to Be Clear About How We Define Terms—and to Hold Each Other Accountable for the Terms We Use**

Although the “doing” of community service and the teaching of a service-learning course are meaningful and worthwhile activities that should be recognized and rewarded, they are not in and of themselves scholarship. The definitions of scholarship and community-engaged scholarship adopted by the Kellogg Commission on Community-Engaged Scholarship in the Health Professions have helped frame our work and have helped people see what community-engaged scholarship is, and what it is not. These distinctions, however, remain an ongoing challenge. If we do not hold firmly to definitions, we will be unable to effectively respond to critics of community-engaged scholarship who allege that we are trying to redefine “service” as “scholarship.” At the same time, we will be unable to stimulate faculty members who are doing service and

service-learning to link their community engagement with scholarship to pursue community-engaged scholarship.

## **Faculty Development Does Not Start When a Faculty Member Is Preparing His or Her Portfolio for Promotion**

Universities that are serious about building a cadre of community-engaged faculty members must invest in support mechanisms that span all phases of an academic career. These mechanisms include graduate and postdoctoral education and mentoring; faculty recruitment and hiring practices; new faculty orientation; ongoing faculty mentoring, skill building, and leadership development; and the training of academic administrators and review, promotion, and tenure committee members.

## **Meaningful Roles for Community Partners in Academic Faculty Development, Promotion, and Tenure Need to Be Developed Further**

Although some community partners involved in our work have made a strong case for why their peers should care about these issues (*Freeman et al., 2009*), most community partners are focused on community building and advancing social justice, and not on changing university policies and practices. Some faculty development programs involve community partners as co-program directors (*Blanchard et al., 2012*). At least one university has carved out an explicit role for community partners in reviewing candidates for promotion and tenure (*Morgridge College of Education, University of Denver, 2009*). One cannot simply assume that community partners do not want to be involved; one must ask and then create opportunities for their participation.

## **Significant Attention Needs to Be Paid to Community Partner Capacity Building and Professional Development**

Faculty for the Engaged Campus explicitly sought to support the development of university-based community-engaged faculty members. As more community organizations collaborate in academic partnerships, they need professional development, mentoring, funding, and advocacy for their roles in teaching, research, and service. Some universities are investing significantly in the development of community partners, and are creating new faculty categories to recognize the expertise of community-engaged

faculty (*Charles Drew University, 2009*). Community partners themselves are organizing to form supportive peer networks (*Community Partner Summit Group, 2011*).

## **Sustaining Institutional Commitment to Community-Engaged Scholarship Takes Top-Down, Bottom-Up, Inside-Out, and Outside-In Approaches**

Finally, as with any change process, it is critical to engage a full range of stakeholders, including students, staff, faculty, administrators, community partners, funding agency officials, professional association leadership, and journal editors (*Kotter, 1996*). You never know where leadership for change and opportunities to accelerate change will emerge. Anchoring community-engaged scholarship in institutional strategic priorities, structures, policies, and practices is essential to it being supported and sustained (*Jaeger & Clayton, 2012; Ramaley, 2002*).

## **Acknowledgments**

This article was supported, in part, by the Faculty for the Engaged Campus, a national initiative of Community-Campus Partnerships for Health in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill, which aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. Faculty for the Engaged Campus was funded by a grant from the Fund for the Improvement of Postsecondary Education in the U.S. Department of Education.

## **References**

- Blanchard, L.W., Strauss, R.P., & Webb, L. (2012). Engaged scholarship at the University of North Carolina at Chapel Hill: Campus integration and faculty development. *Journal of Higher Education Outreach and Engagement, 16*(1), 97-128.
- Blanchard, L. W., Hansmann, C., Strauss, R. P., Belliard, J. C., Krichbaum, K., Waters, E., & Seifer, S. D. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities Journal, 20*(2), 47-65.
- Calleson, D., Kauper-Brown, J., & Seifer, S. D. (2005). *Community-engaged scholarship toolkit*. Seattle, WA: Community-Campus Partnerships for Health. Retrieved December 2, 2011, from <http://www.communityengagedscholarship.info>

- Calleson, D. C., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80(4), 317–321.
- Charles Drew University. (2009). Community leaders complete CDU academic boot camp. Retrieved December 2, 2011, from <http://www.cdrewu.edu/news/2009/academicbootcamp>
- Community Partner Summit Group. (2011). Achieving the promise of community–higher education partnerships: Community partners get organized. In H. E. Fitzgerald, C. Burack, & S. D. Seifer (Eds.), *Handbook of engaged scholarship: Contemporary landscapes, future directions: Vol. 2. Community-campus partnerships* (pp. 201–221). East Lansing, MI: Michigan State University Press.
- Connors, K., & Seifer, S. D. (2007). *Community-Campus Partnerships for Health: Celebrating a decade of impact*. Seattle, WA: Community-Campus Partnerships for Health. Retrieved December 2, 2011, from [http://depts.washington.edu/ccph/pdf\\_files/10AnnivReportfinal.pdf](http://depts.washington.edu/ccph/pdf_files/10AnnivReportfinal.pdf)
- Ellison, J., & Eatman, T. K. (2008). *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Syracuse, NY: Imagining America.
- Freeman, E., Gust, S., & Aloshen, D. (2009). Why faculty promotion and tenure matters to community partners. *Metropolitan Universities Journal*, 20(2), 87–103.
- Gelmon, S., & Agre-Kippenhan, S. (2002). Promotion, tenure, and the engaged scholar: Keeping the scholarship of engagement in the review process. *AAHE Bulletin*, 7–11.
- Gelmon, S., Seifer, S. D., Kauper-Brown, J., & Mikkelsen, M. (2004). *Community-Engaged Scholarship for Health Collaborative: Institutional self-assessment*. Seattle, WA: Community-Campus Partnerships for Health. Retrieved December 2, 2011, from [http://depts.washington.edu/ccph/pdf\\_files/self-assessment-copyright.pdf](http://depts.washington.edu/ccph/pdf_files/self-assessment-copyright.pdf)
- Gelmon, S. B., Lederer, M., Seifer, S. D., & Wong, K. (2009). Evaluating the accomplishments of the Community-Engaged Scholarship for Health Collaborative. *Metropolitan Universities Journal* 20(2), 22–45.
- Gelmon, S. B., Ryan, K., Blanchard, L., & Seifer, S. D. (2012). Building capacity for community-engaged scholarship: Evaluation of faculty development programs in the faculty for the engaged campus initiative. *Journal of Higher Education Outreach and Engagement*, 16(1), 21–46.
- Hamel-Lambert, J., Millesen, J.L., Slovak, K., & Harter, L.M. (2012). Reflections on community-engaged scholarship faculty development and institutional identity. *Journal of Higher Education Outreach and Engagement*, 16(1), 129–148.
- Jaeger, A.J., Jameson, J.K., & Clayton, P. (2012). Institutionalization of community-engaged scholarship at institutions that are both land-grant and research universities. *Journal of Higher Education Outreach and Engagement*, 16(1), 149–168.
- Jordan, C. (2011). CES4Health.info: A mechanism for peer-reviewed publication of innovative products of community-engaged scholarship. *Global Journal of Community Psychology Practice*, 1(3). Retrieved December 1, 2011, from <http://www.gjcpp.org/en/tool.php?issue=4&tool=4>

- Jordan, C., Doherty, W., Jones-Webb, R., Cook, N., Dubrow, G., & Mendenhall, T.J. (2012). Competency-based faculty development in community-engaged scholarship: A diffusion of innovation approach. *Journal of Higher Education Outreach and Engagement*, 16(1), 65-96.
- Jordan, C., Gelmon, S. B., Ryan, K., & Seifer, S. D. (2012). CES4Health.info: A web-based mechanism for disseminating peer-reviewed products of community-engaged scholarship: Reflections on Year one. *Journal of Higher Education Outreach and Engagement*, 16(1), 47-62.
- Jordan, C., Pergament, S., & Tandon, D. (2011). A podcast interview transcript on CES4Health.info. *Progress in Community Health Partnerships: Research, Education, and Action*, 5(2), 201-205.
- Jordan, C., Seifer, S. D., Gelmon, S. B., Ryan, K., & McGinley, P. (2011). CES4Health.info: An online tool for peer reviewed publication and dissemination of diverse products of community-engaged scholarship. *Progress in Community Health Partnerships: Research, Education, and Action*, 5(2), 189-199.
- Jordan, C. M., Seifer, S., Sandmann, L., & Gelmon, S. B. (2009). CES4Health: Development of a peer review mechanism for disseminating innovative products of community-engaged scholarship. *International Journal of Prevention Practice and Research*, 1(1), 21-28.
- Jordan, C. M., Wong, K. A., Jungnickel, P. W., Joosten, Y. A., Leugers, R. C., & Shields, S. L. (2009). The community-engaged scholarship review promotion and tenure package: A guide for faculty and committee members. *Metropolitan Universities Journal*, 20(2): 66-86.
- Kellogg Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities*. Seattle, WA: Community-Campus Partnerships for Health. Retrieved December 2, 2011, from [http://depts.washington.edu/ccph/pdf\\_files/Commission%20Report%20FINAL.pdf](http://depts.washington.edu/ccph/pdf_files/Commission%20Report%20FINAL.pdf)
- Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *Returning to Our Roots*. Washington DC: National Association of State Universities and Land-Grant Colleges.
- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Maurana C.A., Wolff M, Beck B.J., Simpson D.E. (2001). Working with our communities: Moving from Service to Scholarship in the Health Professions. *Education for Health*, 14(1): 207-220.
- Morgridge College of Education, University of Denver, Promotion and Tenure Policy, May 18, 2009. Retrieved March 5, 2012 from <http://depts.washington.edu/ccph/toolkit-portexamples.html>
- Nyden, P. (2003). Academic incentives for faculty participation in community-based participatory research. *Journal of General Internal Medicine*, 18(7), 576-585.
- O'Meara, K. (2011). Rewarding multiple forms of scholarship: Promotion and tenure. In H. E. Fitzgerald, C. Burack, & S. D. Seifer (Eds.), *Handbook of engaged scholarship: Contemporary landscapes, future directions: Vol. 1. Institutional change* (pp. 271-294). East Lansing, MI: Michigan State University Press.

- Ramaley, J. A. (2002). Moving mountains: Institutional culture and transformational change. In R. M. Diamond (Ed.), *A field guide to academic leadership* (pp. 59–74). San Francisco, CA: Jossey-Bass.
- Seifer, S. D., & Vaughn, R. L. (2002). Partners in caring and community: Service-learning in nursing education. *Journal of Nursing Education* 41(10), 437–439.
- Seifer, S. D., Wong, K., Gelmon, S. B., & Lederer, M. (2009). The Community-Engaged Scholarship for Health Collaborative: A national change initiative focused on faculty roles and rewards. *Universities Journal*, 20(2), 5–21.
- Task Force on the Institutionalization of Public Sociology, American Sociological Association. (2007). *Standards of public sociology: Guidelines for use by academic departments in personnel reviews*. Retrieved December 2, 2011, from <http://pubsoc.wisc.edu/pandt.html>
- Wenger, L., Hawkins, L., & Seifer, S. D. (Eds.). (2011). *Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy: Conference report*. Community-Campus Partnerships for Health & the University of Guelph. Retrieved December 2, 2011, from <http://criticaljunctures.ca>

## About the Authors

**Sarena D. Seifer** is executive director of Community-Campus Partnerships for Health, a nonprofit organization that promotes health equity and social justice through partnerships between communities and higher educational institutions. Her work focuses on ensuring the conditions are in place for these partnerships to thrive and to transform the people, organizations, and communities involved. Seifer earned her bachelor's degree from Washington University in St. Louis and her master's and medical degrees from Georgetown University.

**Lynn W. Blanchard** is the director of Carolina Center for Public Service at the University of North Carolina Chapel Hill and the co-director of Faculty for the Engaged Campus. Her research interests focus on the role of higher education in meeting community need, including evaluation of student and faculty programs emphasizing engaged scholarship. Blanchard earned her bachelor's degree in primary education from East Carolina University, and her master's and doctoral degrees in public health from the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

**Catherine Jordan** directs the University of Minnesota Extension's Children, Youth and Family Consortium, a community-engaged center supporting the translation of research to practice and policymaking through community-academic partnerships. She serves as the founding editor of CES4Health.info and works on efforts to create academic institutional changes that support community-engaged scholarship. Jordan earned her bachelor's degree from Oberlin College and her Ph.D. at Wayne State University.

**Sherril Gelmon** is professor of Public Health at Portland State University and the evaluator of Faculty for the Engaged Campus. Her research interests include strategies for promoting, supporting, and evaluating institutional policies and programs that support community-engaged scholarship. Gelmon earned her diploma in physiotherapy from the University of Saskatchewan, her bachelor's degrees in physiotherapy from the University of Toronto, her master's in health administration from the University of Toronto, and her doctorate in public health from the University of Michigan.

**Piper McGinley** is associate director of Community-Campus Partnerships for Health and served as deputy director for Faculty for the Engaged Campus. Her research interests include designing and implementing professional development programs for faculty, community partners, students, and others involved in community-campus partnerships. McGinley earned her bachelor's degree from the University of California at Berkeley and her master's degree in international peace and conflict studies from American University.

# **Building Capacity for Community-Engaged Scholarship: Evaluation of the Faculty Development Component of the Faculty for the Engaged Campus Initiative**

Sherril Gelmon, Lynn Blanchard, Katharine Ryan, and  
Sarena D. Seifer

## **Abstract**

This article reports the findings of an evaluation of the faculty development component of the Faculty for the Engaged Campus initiative. For this component, the Community-Engaged Scholarship Faculty Development Charrette was attended by 20 university teams from across the United States, and six teams subsequently received 2 years of funding and technical assistance. This project was intended to stimulate campus-wide, innovative, competency-based faculty development programs for community-engaged faculty. The findings suggest that external funding, ongoing support beyond a one-time charrette, and a set of standard curricular tools can help institutions implement community-engaged scholarship faculty development programs on their campuses.

## **Setting the Context: Faculty Development Support for Community-Engaged Scholarship**

Since publication of Boyer's landmark work *Scholarship Reconsidered* (1991), the role of institutions of higher education in addressing community issues has garnered increasing attention. Subsequently, the report by the Kellogg Commission on the Future of State and Land-Grant Universities (2000) furthered the concept of engagement to leverage and build on the traditional service mission of universities. More recently, the Carnegie Foundation for the Advancement of Teaching's elective classification in community engagement has demonstrated a national interest in connecting the scholarly and civic missions of the academy (Driscoll, 2008).

## **Definitions**

*Scholarship* is "teaching, discovery, integration, application, and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and

reflective critique that is rigorous and peer-reviewed.” *Community-engaged scholarship* is “scholarship that involves a mutually beneficial partnership with community members or organizations outside of the academy” (*Commission on Community-Engaged Scholarship in the Health Professions, 2005*). Community-engaged scholarship may cross disciplines or be conducted within a single discipline, and often draws on multiple methodologies and results in varied scholarly products (*Seifer, Blanchard, Jordan, Gelmon, & McGinley, 2011*). The ways that faculty members gain needed skills, and are incentivized and recognized for community-engaged scholarship, vary greatly within and across institutions.

## **Current Landscape for Community-Engaged Scholarship Faculty Development**

Faculty members, postdoctoral appointees, and graduate students who wish to develop their community-engaged scholarship skills are often challenged to identify professional development mechanisms. Community-engaged faculty and future faculty members are often left to piece together their own community-engaged scholarship career development with little institutional support. Moreover, creating a portfolio for a job search, or a promotion and tenure dossier, can be daunting for those who focus on community-engaged scholarship, particularly when review committees are not familiar with this form of scholarship (*Calleson, Jordan, & Seifer, 2005*).

Faculty and future faculty development programs typically seek to enhance participants’ scholarly agendas in the areas of instruction (e.g., methods, curriculum development), research (e.g., grant-writing), or personal development (*Professional and Organizational Development Network in Higher Education, 2007; Reid, Stritter, & Arndt, 1997*). Today, many institutions offer support for teaching service-learning courses (a form of community engagement). Such efforts, however, typically focus on partnership and curriculum development, rather than the related scholarship that can be developed through service-learning activities (*Bringle & Hatcher, 2000*). Few faculty development programs explicitly support community-engaged faculty members for scholarship. Fewer still are the number of sustained, longitudinal, multidisciplinary, experiential, and competency-based faculty development programs (*Battistoni, Gelmon, Saltmarsh, Wergin, & Zlotkowski, 2003; Goodwin, Stevens, Goodwin, & Hagood, 2000; Sandmann et al., 2000*).

In general the experience at higher education institutions is that community-engaged scholarship will move forward only if

there is institutional support (*Gelmon, Lederer, Seifer, & Wong, 2009; Seifer, Wong, Gelmon, & Lederer, 2009*). Institutional support may be demonstrated through the institution's commitment to engagement via a variety of mechanisms, including

- a comprehensive and coherent plan;
- administrative support through academic leaders' words and actions;
- policy support through revised promotion and tenure guidelines;
- graduation requirements for engagement in curricula;
- the presence of coordinating structures that are provided the resources to support the implementation, advancement, and institutionalization of community engagement;
- allocation of resources for paid staff and/or faculty members who understand community engagement and who have the authority and resources to influence the advancement of community engagement;
- recruitment and recognition of faculty with interests and expertise in community engagement;
- systematic evaluation of engagement efforts; and
- dissemination of the results and insights derived from engagement activities (*Gelmon, Seifer, Kauper-Brown, & Mikkelsen, 2004*).

Support for faculty development would be evident when the institution regularly provides faculty with campus-based opportunities to become familiar with methods and practices related to community-engaged teaching, research, or service, and has consistent mechanisms in place to help faculty mentor and support each other in community-engaged work.

## **The Faculty for the Engaged Campus Initiative**

This article reports the results of the faculty development component of the Faculty for the Engaged Campus initiative of Community-Campus Partnerships for Health (CCPH) in collaboration with the University of Minnesota and the University of North Carolina at Chapel Hill. The 3-year (2007–2010) Faculty for the Engaged Campus initiative was created to institutionalize and sustain community-engaged scholarship as a core value and

---

*“The intended outcomes. . . were that 20 universities would design innovative, competency-based models of community-engaged scholarship faculty development programs, and six would implement, evaluate, and disseminate their efforts.”*

---

practice in higher education. One of the initiative’s three goals was facilitating the development and implementation of innovative mechanisms for preparing faculty members for community-engaged scholarship careers in higher education. A series of objectives was established to meet this goal.

1. Invite universities that seek to develop innovative mechanisms for preparing faculty for community-engaged scholarship careers in higher education to participate in a charrette focused on community-engaged scholarship faculty development.

2. Select 20 universities to send teams to the charrette.
3. After the charrette, provide six teams with modest seed funding over a 2-year period to support their ability to design, implement, and evaluate their proposed innovations, and to participate in a collaborative learning process with peers and project leadership.
4. Implement university- and project-wide assessment tools.
5. Share experiences, lessons learned, and products among participant universities and with peers nationally.

The intended outcomes of the faculty development component were that 20 universities would design innovative, competency-based models of community-engaged scholarship faculty development programs, and six would implement, evaluate, and disseminate their efforts.

## **Community-Engaged Scholarship Faculty Development Charrette**

A charrette is an intensely focused multi-day session that uses a collaborative approach to develop specific design goals and

solutions for a project, and to motivate participants and stakeholders to be committed to reaching those goals (*Lindsey, Todd, & Hayter, & Ellis, 2009*). Charrettes have been used in architecture, urban planning, and community design projects. In Faculty for the Engaged Campus, the authors intentionally used the concept to (1) set the experience apart from a traditional conference or workshop experience, and (2) convey that they were convening campus teams, project staff, and expert advisors to collaboratively design innovative models of community-engaged scholarship faculty development programs that could be implemented at their institutions.

### **How participating institutions were selected.**

A national call for teams of participants resulted in applications from 100 colleges and universities across the United States. A committee of faculty members, staff, and community partners who were well-versed in community-engaged scholarship, faculty development, and institutional change selected 20 teams to participate. The selection was based on an applicant institution's evidence of

- supportive leadership in place at multiple levels;
- an institutional mission, vision, values, and strategic goals explicitly supportive of community-engaged scholarship;
- a university-wide administrative position or organizational structure in place to support community-engaged scholarship;
- community partners meaningfully involved with the university;
- alignment of community-engaged scholarship with the university's strategic plan;
- a sense that "the time was right" to participate in the endeavor; and
- the inclusion of at least one senior-level community-engaged faculty member on the proposed team.

### **Charrette participants.**

Participating teams were encouraged, but not required, to include a community partner, and an administrator or staff person

charged with the authority and responsibility to implement faculty development programs. The participating institutions are listed in Appendix A. The advisors for the charrette are listed in Appendix B.

## **Pre-Charrette Self-Assessment Activities**

Prior to attending the charrette, participants were asked to complete an institutional self-assessment and to conduct an analysis of institutional strengths, weaknesses, opportunities, and threats (SWOT).

### **Institutional self-assessment.**

Teams completed an instrument designed to assess their institutions' capacities for community engagement generally, and community-engaged scholarship specifically, and to identify opportunities for action (*Gelmon et al., 2004*). Originally designed for the CCPH Community-Engaged Scholarship for Health Collaborative, the assessment builds on prior work (*Campus Compact, 2003; CCPH, 2001; Furco, 2005; Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001; Holland, 1997*), and recognizes the unique organizational and cultural characteristics of higher education institutions (*Gelmon et al., 2009*).

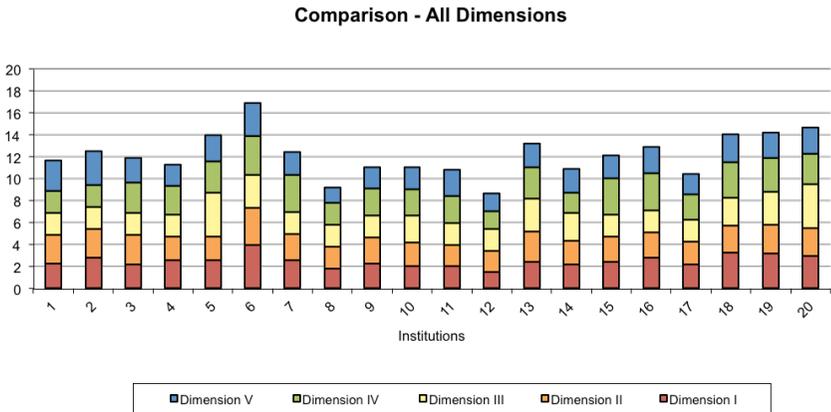
The charrette version of the self-assessment instrument addressed five dimensions of community engagement:

1. definition and vision of community engagement (5 items);
2. faculty support for and involvement in community engagement (6 items);
3. community support for and involvement in community engagement (1 item);
4. institutional leadership and support for community engagement (5 items);
5. community-engaged scholarship (12 items).

For each element of each dimension, four "levels" are articulated, representing a summary of the literature on institutional best practices with respect to commitment to community engagement and community-engaged scholarship. An institution should not expect that it will align on the same level throughout the entire self-assessment. The assessment results provide the institution a

snapshot of its community-engagement profile, and reveal areas to address.

Figure 1 illustrates the aggregate results of the 20 charrette teams' self-assessments. The scores for each dimension are presented vertically, with Dimension 1 at the bottom and Dimension 5 at the top. These results indicated variation across the teams' institutions, and helped some teams focus on specific areas for development. The teams were encouraged to repeat the assessment in future years to monitor their institutions' progress related to community engagement and community-engaged scholarship.



**Figure 1. Self-Assessment Results for Charrette Attendee Institutions**

## SWOT analysis.

Teams also completed a SWOT analysis to identify internal (strengths and weaknesses) and external (opportunities and threats) factors that could help inform decision-making (*Dyson, 2004*). Understanding the four aspects of an organization's context makes it possible to leverage and capitalize on the positive (strengths and opportunities), and correct or deter the negative (weaknesses and threats). The completion of the SWOT analysis helped the charrette teams focus their thinking regarding development of an action plan for community-engaged scholarship faculty development activities on their campuses. Teams were given instructions for completing the SWOT analysis, and were encouraged (1) to distinguish between where they were in the present and where they could be in the future, and (2) to be as specific as possible (*CCPH, 2008*).

A comprehensive content analysis and synthesis was conducted of the SWOT analyses submitted by each team. The teams identified a number of strengths including leadership support; explicit recognition of community-engaged scholarship; key faculty commitment; partnerships of various kinds; presence of institutional coordinating structures; faculty development capacity; and fiscal support. The identified weaknesses included lack of institutional support; heavy teaching loads and time pressures; limited faculty knowledge or training about community-engaged scholarship; lack of models and rewards; limited partnerships and collaborations; no institutional infrastructure; low motivation and morale; and limitations in both internal and external communication.

Teams identified a number of opportunities for community-engaged scholarship, including community interest and receptivity; recruitment of faculty; external funding opportunities; national dialogue/trends; institutional support; changes in tenure and promotion structures; and faculty development. At the same time, the threats articulated by the teams included competition with other institutions for funding; competition with other institutions regarding individual and institutional priorities; lack of a clear definition of community-engaged scholarship; lack of connection between campus-based work and community interests; lack of community-engaged scholarship capacity; and faculty work constraints.

These various activities helped to prepare teams for the actual experience of the charrette.

## **Curriculum for the Charrette**

The Community-Engaged Scholarship Faculty Development Charrette was held at the University of North Carolina at Chapel Hill in 2008. The charrette introduced the participating teams to 14 community-engaged faculty competencies (*Blanchard et al., 2009*), materials to support peer review developed by the CCPH Community-Engaged Scholarship for Health Collaborative (*Jordan et al., 2009*), and ideas for planning and implementing faculty development programs, including examples of specific strategies. Each of these resources is described below and is available on the CCPH website at [www.ccphe.info](http://www.ccphe.info).

Competencies for community-engaged faculty. The 14 competencies for community-engaged faculty are framed as a series of statements for self-assessment of knowledge, abilities, and skills to develop and implement community-engaged scholarship. They are

considered to be developmental and cumulative. Each statement is assessed on a six-point scale, beginning at “novice” and continuing through “advanced” levels. The “novice” level is not intended to be synonymous with junior faculty, as faculty members may begin to do community-engaged scholarship at any point in their careers, so a senior professor could be a novice. Similarly, an experienced junior faculty may be advanced in some of the competencies. The competencies are described in detail elsewhere (*Blanchard et al., 2009*). Table 1 presents an example of a competency at each of the three levels: novice, intermediate, and advanced.

**Table 1. Examples of Faculty Competencies Required for Successful Practice of Community-Engaged Scholarship**

Novice	Understand the concepts of community engagement and community-engaged scholarship, and their basic literature and history.
Intermediate	Work effectively in and with diverse communities.
Advanced	Balance tasks in academia that pose special challenges to those involved in community-engaged scholarship in order to thrive in an academic environment.

### **Peer review materials.**

Charrette participants were introduced to a set of materials for faculty development related to peer review of community-engaged scholarship. The Peer Review Workgroup of the CCPH Community-Engaged Scholarship for Health Collaborative developed these materials, which include a fictitious model dossier, criteria for evaluating community-engaged scholarship in the context of a dossier being reviewed for promotion or tenure, and examples of ways to use these materials for faculty development activities (*Jordan et al., 2009*).

### **Strategies for faculty development.**

Participants were exposed to community-engaged scholarship strategies developed by the CCPH Community-Engaged Scholarship for Health Collaborative (*Blanchard et al., 2009*). These are set out along the same continuum as the competencies. Table 2 gives examples of methods and approaches at each of the three levels: novice, intermediate, and advanced.

**Table 2. Faculty Development Strategies by Level of Expertise**

	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Learning Format</b>	Meet with potential community partners	Community-Engaged Scholarship workshop/seminar series	Advanced Community-Engaged Scholarship training seminars
<b>Guidance and Support</b>	Introduction to individuals and campus units doing Community-Engaged Scholarship for potential collaboration	Interdisciplinary and/or interinstitution network and/or Community-Engaged Scholarship faculty support group	Mentor novice and junior faculty who are pursuing Community-Engaged Scholarship
<b>Incentives</b>	Introduction to Community-Engaged Scholarship resources and opportunities	Community-Engaged Scholarship project seed grants	Salary support for Community-Engaged Scholarship mentoring
<b>Promotion and Tenure Portfolio Development</b>	Review of tenure and promotion guidelines with regard to Community-Engaged Scholarship	Participate in mock portfolio reviews	Mini-sabbaticals to work on portfolio

### **Development of team action plans.**

The stated outcome of the charrette was for each participating team to develop an action plan for faculty development to support community-engaged scholarship on their campus. To ensure that teams had the support and time necessary, the charrette agenda included structured presentations, breakout discussion sessions, and dedicated team planning time. A template for the action plan was provided. Action plans were to include (1) a clear picture of where the team wanted to go, (2) how they were going to get there, (3) who and what would be involved, (4) the time frame, and (5) the means to monitor programs and assess success. The teams used a matrix format to outline their goal(s), objectives, actions needed, persons or units or departments needed, resources needed, time frame and monitoring, and evaluation methods.

Each team was assigned an advisor and paired with another institutional team, with pairings based on the institutions' Carnegie classifications. A "critical friends" approach was used, in which the paired teams gave each other feedback on their initial action plans while at the charrette (Bambino, 2002). The advisors reviewed draft action plans toward the end of the charrette. Post-charrette, the advisors reviewed and provided feedback on final plans.

## Post-Charrette Activities

After the charrette, participating teams were invited to apply for \$15,000 of funding over 2 years to implement aspects of their action plans. Six institutional teams were selected for funding: North Carolina State University, Northwestern University, Ohio University, University of Michigan, University of Minnesota, and University of North Carolina at Chapel Hill. Over the next 2 years, these teams shared their progress and addressed challenges through quarterly conference calls and accessed technical assistance provided by project staff and advisors. The six sites participated in an evaluation of the process and impact of their faculty development programs, which included a site visit from the Faculty for the Engaged Campus leadership team, and exchange of their faculty development curricula and evaluation tools.

### Evaluating the Impact of the Charrette and Post-Charrette Activities

Two years after the charrette, an evaluation was conducted to determine (1) how institutions perceived the contribution, if any, of applying for and/or participating in the charrette, and (2) what specific actions institutions had taken since 2008 related to community engagement and community-engaged scholarship. It has been reported (*Driscoll, 2008; Zuiches & the North Carolina State Community-Engagement Task Force, 2008*) that the process of applying for the Carnegie community engagement classification has seeded institutional engagement efforts regardless of the outcome of the application, so there was an interest in investigating whether the process of applying for the charrette might be a similar stimulus to launch faculty development efforts.

### The Sample

The evaluation assessed actions taken by three categories of institutions:

1. institutions that applied to attend the charrette but were not accepted ( $N = 80$ );
2. institutions that attended the charrette but received no funding ( $N = 14$ ); and
3. institutions that attended the charrette and received funding and support after its conclusion ( $N = 6$ ).

## **Data Collection**

Three similar, yet customized, surveys were developed: one for each of the three groups in the sample. The surveys were sent to the team leader identified in an institution's charrette application. Approval for the study was secured from the Portland State University Human Subjects Research Review Committee.

The survey was administered online using WebSurveyor, an online survey software program (now known as Vovici; information is available at <http://www.vovici.com>). The survey was sent to the 100 institutions that applied to attend the charrette. Four charrette applicants could not be contacted due to changes in personnel since the charrette and an inability to identify an alternative informed respondent.

## **Data Analysis Methods**

Responses were received from 41 institutions (42.7%), 27 of the 76 applicants that could be located (35.5%), nine of the 14 attendees (64%), and five of the six (83%) funded institutions. Quantitative data were analyzed using Excel and SPSS to calculate descriptive results. Qualitative data were reviewed manually, and key themes were identified. The relatively small number of respondents precluded more sophisticated analysis.

## **The Findings**

This section presents the findings of the evaluation, including general descriptive information, followed by analyses of specific aspects of interest regarding the charrette itself as well as aspects of the team, institution, and state of community-engaged scholarship faculty development.

## **Characteristics of Responding Institutions**

Respondent institutional type is summarized in Table 3. Respondents could indicate multiple categories. Public and private institutions were represented, as well as faith-based institutions, a freestanding medical school, a freestanding health sciences university, a Hispanic-serving institution, and historically Black universities.

Table 3. Nature of Higher Education Institution

Institutional Type	Applicants (Did Not Attend the Charrette or Receive Funding) (N = 27)		Charrette Attendees (N = 9)		Charrette Attendees and Received Implementation Funding (N = 5)		Total (N = 41)	
	%	N	%	N	%	N	%	N
Private university	59.3%	16	11.1%	1	20.0%	1	43.9%	18
Public university	37.0%	10	44.4%	4	80.0%	4	43.9%	18
Faith-based institution	18.5%	5	0.0%	0	0.0%	0	12.2%	5
Historically Black university	11.1%	3	11.1%	1	0.0%	0	9.7%	4
Freestanding medical school	3.7%	1	11.1%	1	0.0%	0	4.8%	2
Freestanding health science university	0.0%	0	11.1%	1	0.0%	0	2.4%	1
Hispanic-serving university	0.0%	0	11.1%	1	0.0%	0	2.4%	1

## Faculty Development Programs Established

Fifty-one percent of all respondents (which includes those that applied but did not participate in the charrette nor receive post-charrette implementation funding) reported that in the 2 years since the charrette, they had implemented a community-engaged scholarship faculty development program, or established community-engaged scholarship committees or task forces. All of the five responding funded institutions created faculty development programs, including workshops and/or mentoring programs (an expectation of the funding).

Of the applicant institutions that did not attend the charrette, 29.6% ( $n = 8$ ) had established a community-engaged scholarship faculty development program, and two respondents (7.4%) indicated their institution had found another professional development program in which to participate. Ten of the applicants (37.0%) reported that they took no action regarding faculty development.

The most frequently identified explanation of how the process of applying for the charrette affected further action was that “it helped to identify what was already underway at our institution regarding community-engaged scholarship” (48.1%,  $n = 13$ ). For both attendees and those subsequently funded, the dominant answer was that the charrette served as a catalyst to “define goals for our institution related to community-engaged scholarship.”

## Institutional Support for Community-Engaged Scholarship

*“For both attendees and those subsequently funded. . . the charrette served as a catalyst to ‘define goals for our institution related to community-engaged scholarship.’”*

In this evaluation, institutional support for community-engaged scholarship was consistent between charrette attendees and those that subsequently received 2-year funding support, and the applicants that were not selected to participate in the charrette. Overall, the respondents indicated most often that their institutions were “somewhat supportive” (58.5%,  $n = 24$ ), while 34.1% ( $n = 14$ ) indicated their institutions were “very supportive” (see Figure 2). One respondent (an applicant)

ranked their institution as “extremely supportive.”

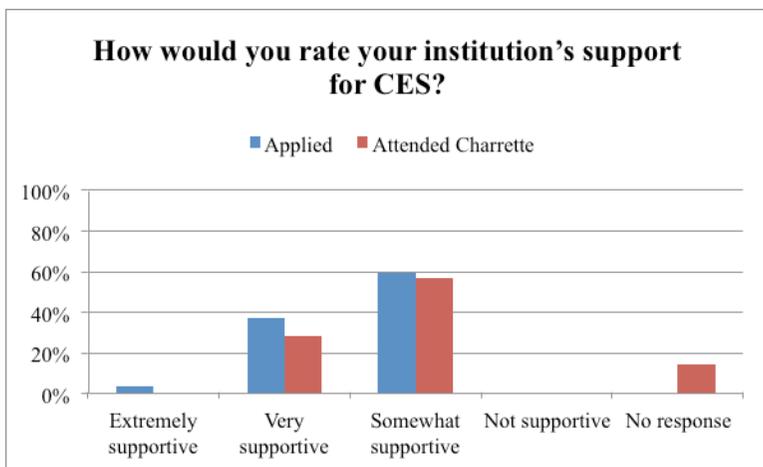
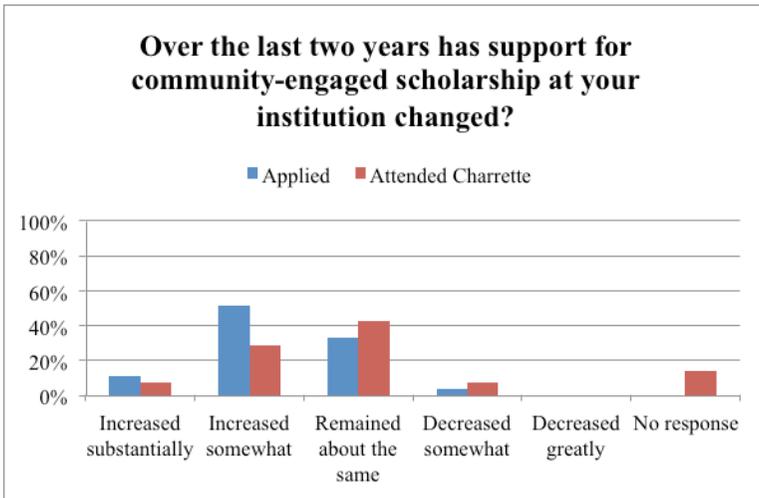


Figure 2. Institutional Support for Community-Engaged Scholarship

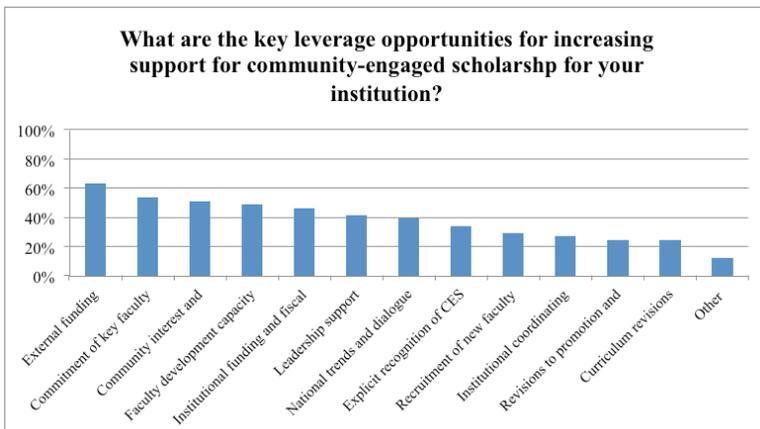
Slightly more than 40% of total respondents (43.9%,  $n = 18$ ) reported an increase in institutional support for community-engaged scholarship over the 2-year period (see Figure 3), with 36.5% ( $n = 15$ ) indicating that support remained stable (two did not respond to this question). There were differences between the charrette attendees and applicants regarding how institutional support had changed. Charrette attendees indicated that support “remained about the same” at 50% ( $n = 6$ ), while applicants reported that support “increased somewhat” at 51.9% ( $n = 14$ ). These responses indicate that support at applicants’ institutions increased even though they did not participate in the charrette.



**Figure 3. Change in Institutional Support for Community-Engaged Scholarship**

## Leverage Opportunities for Community-Engaged Scholarship

Respondents were asked to indicate the “leverage opportunities” (facilitators) for increasing community-engaged scholarship at their institutions, and could indicate multiple responses (see Figure 4). “External funding” received the highest response rate from each group (63.4%,  $n = 26$ ). As indicated in the figure, leadership support (faculty and others), community interest, institutional support, and faculty development capacity were also viewed as important leverage opportunities.

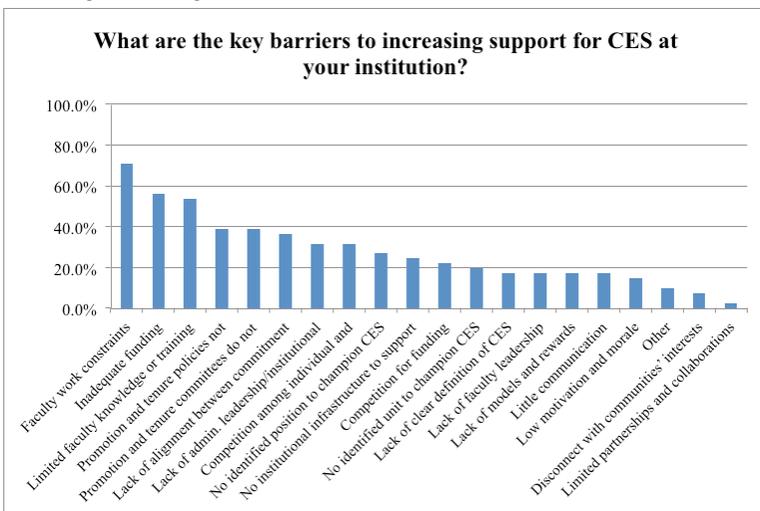


**Figure 4. Key Leverage Opportunities for Community-Engaged Scholarship**

(All respondents, N=41)

## Barriers to Community Engagement and Community-Engaged Scholarship

Respondents were presented with a list of commonly cited barriers to increasing institutional support for community-engaged scholarship, and were asked, “What are the key barriers to increasing support for community-engaged scholarship at your institution?” Twenty-nine (70.7%) of the respondents reported “faculty work constraints, including heavy teaching loads and time pressures.” Twenty-three (56.1%) of the respondents indicated “inadequate funding” (see Figure 5).



**Figure 5. Key Barriers to Increasing Support for Community-Engaged Scholarship**

Survey respondents from the applicant institutions further illustrated these barriers by comments such as the following:

- “We are offering workshops and have faculty interest, [but] our current policies are not supportive and the administration and faculty leaders resist changes.”
- “Although our University can talk the talk, they don’t know how to walk the walk for community-engaged scholarship.”

## Activities of the Charrette Teams after Two Years

One of the goals of the charrette was that teams would not only develop an action plan, but would implement the plan once they returned home. Five (55.5%) of the charrette participants (not subsequently funded for implementation) were implementing a modified version of the action plan they had developed at the charrette. Another two institutions were implementing the plan as it was originally designed at the charrette.

---

*“All five of the funded institutions that responded to the survey were implementing some version of the action plan that they developed at the charrette.”*

---

All five of the funded institutions that responded to the survey were implementing some version of the action plan that they developed at the charrette. Of note is that four were implementing a modified version. Thus, while it is clear that the plan developed at the charrette was a good foundation, in most cases it needed to be modified once steps were taken to implement it.

The five funded respondents indicated that “the action plan [developed at the charrette] moved us forward in our work.” Three of the five reported that they subsequently applied for other funding sources to further support the implementation of their local plan.

## Ongoing Team Functions Post-Charrette

Respondents were asked how the team that attended the charrette continued to work on campus. Many reported that the team members had changed over the 2 years, while others indicated that the team had solidified as the core group to advance

community-engaged scholarship on their campuses. Four of the funded respondents reported that “we have worked together on other opportunities.”

### **Most Helpful Aspects of the Charrette**

When asked to identify the two most helpful aspects of the charrette, the responses offered most frequently were

- networking with similar institutions of higher education (such as faith-based or research intensive) to learn how they are institutionalizing community-engaged scholarship;
- development of the action plan, coupled with listening to descriptions of action plans by representatives from other institutions and sharing of ideas across teams;
- networking with the charrette leadership team and community-engaged scholarship champions/experts;
- panels on promotion and tenure;
- critical friend exercise, providing immediate feedback from a respected peer; and
- ability to bring a team and have dedicated time for that team to plan and reflect during the charrette itself.

### **Future Opportunities to Support Community-Engaged Scholarship Faculty Development**

Respondents expressed interest in future activities on community-engaged scholarship topics. The range of topics is outlined in Table 4.

**Table 4. Future Professional Development Topics**

Topics	Percent Indicating Yes	Number Responding (N = 27)
Competency development for community-engaged scholarship	66.7%	18
Creating faculty development programs for community-engaged scholarship	55.6%	15
Publishing and disseminating diverse products of community-engaged scholarship	55.6%	15
Making change in tenure and promotion policies	51.9%	14
Conducting community-based participatory research	51.9%	14
Navigating the tenure and promotion review process	29.6%	8
Incorporating service-learning into the curriculum	18.5%	5

## Conclusion

The findings from the evaluation of the faculty development component of the Faculty for the Engaged Campus initiative provide four insights that may inform the reader's community-engaged scholarship faculty development endeavors.

First, the process of applying for the charrette appears to have helped seed efforts for some institutions. This is consistent with the observations of institutions applying for the Carnegie community engagement classification (*Driscoll, 2008; Zuiches & the North Carolina State Community-Engagement Task Force, 2008*).

Second, for those attending the charrette, the dedicated time and support for planning efforts helped to move efforts forward on the participants' campuses. For the institutions selected for the 2 years of post-charrette funding, the grants and technical support helped to move the institutions beyond the planning process to actual implementation of faculty development activities. In short, external funding and technical support helped advance implementation of plans.

Third, all but one of the funded institutions subsequently modified their action plans during implementation, which suggests that although the charrette provided important support for planning endeavors, institutions also benefit from ongoing opportunities for sustained interinstitutional exchange and technical support for community-engaged scholarship faculty development beyond one gathering.

Finally, the use of standard tools (e.g., the 14 competencies, the action planning guide) in the charrette provided a common foundation for discussing and furthering efforts across each campus, while still allowing for individualization of specific approaches. These tools also offer opportunities for evaluation and assessment across institutions.

In conclusion, the evaluation findings suggest that replicating or adapting the Faculty for the Engaged Campus charrette could help stimulate more institutions in developing community-engaged scholarship faculty development programs.

## Acknowledgments

The Community-Engaged Scholarship Faculty Development Charrette was a component of Faculty for the Engaged Campus, a national initiative of Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill. Faculty for the Engaged Campus aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. Faculty for the Engaged Campus was funded in part by a comprehensive program grant from the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education.

## References

- Bambino, D. (2002). Redesigning professional development: Critical friends. *Educational Leadership*, 59(6), 25–27.
- Battistoni, R. M., Gelmon, S. B., Saltmarsh, J., Wergin, J., & Zlotkowski, E. (2003). *The engaged department*. Providence, RI: Campus Compact.
- Blanchard, L. W., Hanssmann, C., Strauss, R. P., Belliard, J., Krichbaum, C., Waters, E., & Seifer, S. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities*, 20(August): 47–65.
- Boyer, E. L. (1991). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Bingle, R. G., & Hatcher, J. A. (2000). Institutionalization of service-learning in higher education. *Journal of Higher Education Outreach and Engagement*, 3(May–June): 273–290.
- Calleson, D. C., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80(April): 317–321.
- Campus Compact. (2003). *The indicators of engagement*. Available at <http://www.compact.org>

- Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle, WA: Community-Campus Partnerships for Health.
- Community-Campus Partnerships for Health (CCPH). (2001). *Tool for service-learning sustainability*. San Francisco, CA: Community-Campus Partnerships for Health. Available at <http://www.ccpb.info>
- Community-Campus Partnerships for Health (CCPH). (2008). *SWOT analysis*. Seattle, WA: Community-Campus Partnerships for Health. Available at <http://www.ccpb.info>
- Driscoll, A. (2008). Carnegie's community engaged classification: Intentions and insights. *Change*, 40(January/February): 38–41.
- Dyson, R. (2004). Strategic development and SWOT analysis at the University of Warwick. *European Journal of Operational Research*, 152, 631–640.
- Furco, A. (2005). *Institutionalizing service-learning in higher education*. Providence, RI: Campus Compact.
- Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Providence, RI: Campus Compact.
- Gelmon, S. B., Lederer, M., Seifer, S. D., & Wong, K. (2009). Evaluating the accomplishments of the Community-Engaged Scholarship for Health Collaborative. *Metropolitan Universities Journal*, 20(August): 22–45.
- Gelmon, S. B., Seifer, S. D., Kauper-Brown, J., & Mikkelsen, M. (2004). *Building capacity for community engagement: Institutional self-assessment*. Seattle, WA: Community-Campus Partnerships for Health. Available at <http://www.ccpb.info>
- Goodwin, L. D., Stevens, E. A., Goodwin, W. L., & Hagood, E. A. (2000). The meaning of faculty mentoring. *Journal of Staff, Program, & Organization Development*, 17(1): 17–30.
- Holland, B. (1997). Analyzing institutional commitment to service: A model of key organizational factors. *Michigan Journal of Community Service Learning*, 4(Fall): 30–41.
- Jordan, C. M., Wong, K. A., Jungnickel, P. W., Joosten, Y. A., Leugers, R. C., & Shields, S. L. (2009). The community-engaged scholarship review, promotion and tenure package: A guide for junior faculty and committee members. *Metropolitan Universities Journal*, 20(2), 66–86.
- Kellogg Commission on the Future of State and Land-Grant Universities. (2000). *Renewing the covenant: Learning, discovery, and engagement in a new age and different world*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Lindsey, G., Todd, J. A., Hayter, S. J., & Ellis, P. G. (2009). *A handbook for planning and conducting charrettes for high-performance projects* (2nd ed.). Golden, CO: National Renewable Energy Laboratory.
- Professional and Organizational Development Network in Higher Education (POD). (2007). *Faculty development definitions*. Retrieved June 12, 2007, from [http://www.podnetwork.org/faculty\\_development/definitions.htm](http://www.podnetwork.org/faculty_development/definitions.htm)
- Reid, A., Stritter, F. T., & Arndt, J. E. (1997). Assessment of faculty development program outcomes. *Family Medicine*, 29(4), 242–247.

- Sandmann, L. R., Foster-Fishman, P. G., Pennie, G., Lloyd, J., Rahue, W., & Rosaen, C. (2000). Managing critical tensions: How to strengthen the scholarship component of outreach. *Change Magazine*, 32(1): 45–52.
- Seifer, S. D., Blanchard, L. W., Jordan, C., Gelmon, S., & McGinley, P. (2012). Faculty for the engaged campus: Advancing community-engaged careers in the academy. *Journal of Higher Education Outreach and Engagement*, 16(1), 5–20.
- Seifer, S. D., Wong, K., Gelmon, S. B., & Lederer, L. (2009). The Community-Engaged Scholarship for Health Collaborative: A national change initiative focused on faculty roles and rewards. *Metropolitan Universities Journal*, 20(August): 5–21.
- Zuiches, J. J., & the NC State Community-Engagement Task Force. (2008). Attaining Carnegie's community engagement classification. *Change*, 40(January/February): 38–41.

## About the Authors

**Sherril Gelmon** is professor of Public Health at Portland State University and the evaluator of Faculty for the Engaged Campus. Her research interests include strategies for promoting, supporting, and evaluating institutional policies and programs that support community-engaged scholarship. Gelmon earned her diploma in physiotherapy from the University of Saskatchewan, her bachelor's degrees in physiotherapy from the University of Toronto, her master's in health administration from the University of Toronto, and her doctorate in public health from the University of Michigan.

**Lynn Blanchard** is the director of Carolina Center for Public Service at the University of North Carolina at Chapel Hill and the co-director of Faculty for the Engaged Campus. Her research interests focus on the role of higher education in meeting community need, including evaluation of student and faculty programs emphasizing engaged scholarship. Blanchard earned her bachelor's degree in primary education from East Carolina University, and her master's and doctoral degrees in public health from the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill.

**Katharine Ryan** is a research associate for the Center for Evidence-based Policy at Oregon Health and Sciences University. Her research interests include the intersection of health promotion and policy as an opportunity to address the social determinants of health. Ryan earned her bachelor's degree from the University of Oregon, her master's degree in public health from Portland State University, and was a graduate research assistant on this project.

**Sarena D. Seifer** is executive director of Community-Campus Partnerships for Health, a nonprofit organization that promotes health equity and social justice through partnerships between communities and higher educational institutions. Her work focuses on ensuring the conditions are in place for these partnerships to thrive and to transform the people, organizations, and communities involved. Seifer earned her bachelor's degree from Washington University in St. Louis and her master's and medical degrees from Georgetown University.

## **Appendix A.— Institutions Participating in the Charrette**

\*Indicates institutions that received Faculty for the Engaged Campus funding to implement and evaluate faculty development action plans they developed at the charrette.

Auburn University, Auburn, AL

Langston University, Langston, OK

Medical College of Wisconsin, Milwaukee, WI

Medical University of South Carolina, Charleston, SC

Messiah College, Grantham, PA

Metropolitan State University, St. Paul, MN

\*North Carolina State University, Raleigh, NC

\*Northwestern University, Chicago, IL

\*Ohio University, Athens, OH

Texas Christian University, Fort Worth, TX

Tougaloo College, Tougaloo, MS

University of California Merced, Merced, CA

University of Denver, Denver, CO

University of Massachusetts, Amherst, MA

\*University of Michigan, Ann Arbor, MI

\*University of Minnesota Twin Cities, Minneapolis, MN

University of New Mexico, Albuquerque, NM

\*University of North Carolina at Chapel Hill, Chapel Hill, NC

Virginia Commonwealth University, Richmond, VA

Xavier University, Cincinnati, OH

## **Appendix B.—Advisors for Faculty for the Engaged Campus Charrette**

**Lynn W. Blanchard**; director, Carolina Center for Public Service, University of North Carolina at Chapel Hill

**Cathy Burack**; senior fellow, The Center for Youth and Communities (CYC), Brandeis University

**Elmer R. Freeman**; executive director, Center for Community Health Education Research and Service, Inc.

**Sherril B. Gelmon**; professor of public health, Mark O. Hatfield School of Government, Portland State University

**Susan Ann Gust**; community activist, Minneapolis, MN

**Robert Hackett**; president, The Corella & Bertram F. Bonner Foundation

**Cathy Jordan**; director, Children, Youth, and Family Consortium, University of Minnesota

**Lorilee R. Sandmann**; associate professor, University of Georgia

**Sarena D. Seifer**; executive director, Community-Campus Partnerships for Health

**Lucille Webb**; president, Strengthening the Black Family, Inc.



## ***CES4Health.info: A Web-Based Mechanism for Disseminating Peer-Reviewed Products of Community-Engaged Scholarship: Reflections on Year One***

Catherine Jordan, Sherril Gelmon, Katharine Ryan,  
and Sarena D. Seifer

### **Abstract**

CES4Health.info was launched in November 2009 as an online mechanism for peer reviewing and disseminating products of community-engaged scholarship in forms other than journal articles. One year after its launch, the authors conducted an online survey of CES4Health.info contributing authors, reviewers, and users of published products. Early evidence suggests that CES4Health.info may be helpful for recognizing community-engaged scholarship in promotion and tenure processes and for providing communities with resources to address community health concerns.

### **Setting the Context**

**D**r. Richards (an assistant professor of public health at a research-intensive university), Arts Force (a youth arts organization), and AIDS Aware! (a community-based HIV/AIDS awareness and advocacy organization) developed a reciprocal, respectful partnership over several years. Together, they designed and conducted a rigorous mixed-methods investigation of the attitudes of young people in their community toward sexual risk-taking behavior. One product of this collaborative research endeavor was a video aimed at high school students, produced by the youth with input and guidance from the adult partners. The edgy, hard-hitting video communicated information about social, emotional, and health outcomes of sexual risk-taking behavior based on Dr. Richards' review of the literature and prevention messages informed by the findings of their collaborative research. The video was integrated into health classes in area high schools and utilized by the local health department in community-based health promotion initiatives.

Although fictitious, this is an example of an innovative product of rigorous community-engaged scholarship created by academic and community partners. Similarly, a service-learning partnership could author a policy report of options for eliminating

homelessness, or community-campus partners could develop a toolkit from the evidence-based service delivery program they designed.

The creators of such innovative products of community-engaged scholarship face common challenges (Calleson, Jordan, &

---

*“[W]ithout mechanisms for peer review and broad dissemination, these products typically do not ‘count’ in university faculty promotion and tenure systems.”*

---

Seifer, 2005). They lack mechanisms for broad dissemination of their work, which often limits the impact of their products to the local community (Cashman et al., 2008; Wolff & Maurana, 2001). They lack peer-reviewed publication outlets designed specifically for diverse scholarly products (Commission on Community-Engaged Scholarship in the Health Professions, 2005). The format of peer-reviewed journals is inappropriate for such

diverse products. Moreover, the peer review process may not find value in them (Nyden, 2003). Journals may utilize academic reviewers that cannot critique the rigor and quality of the engaged approach (Ellison & Eatman, 2008). However, without mechanisms for peer review and broad dissemination, these products typically do not “count” in university faculty promotion and tenure systems. Historically, promotion and tenure processes value peer-reviewed manuscripts that are published in top-ranked disciplinary journals (ASA Task Force 2005; Ellison & Eatman 2008; Gelmon & Agre-Kippenhan, 2002; Jackson, Schwartz, & Andree, 2008; O’Meara & Edgerton 2005).

CES4Health.info (<http://www.ces4health.info>) was developed to fill this gap. CES4Health.info is a web-based project developed as part of the Faculty for the Engaged Campus (FEC) initiative, a program coordinated by Community-Campus Partnerships for Health (CCPH), and funded by a 2007–2010 U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant.

The purpose of the Faculty for the Engaged Campus initiative was to strengthen community-engaged academic career paths by

1. developing innovative competency-based models of faculty development,
2. facilitating peer review and dissemination of community-engaged scholarship products, and

3. supporting faculty in the promotion and tenure process (CCPH, 2011).

In this article the authors describe how CES4Health.info works. They also report on the first year of CES4Health.info from the perspective of authors, the peer-reviewers of submissions, and users of engagement products published on the site.

### **Overview of CES4Health.info**

Launched in November 2009, CES4Health.info is a system for the peer review and online publication and dissemination of diverse products of health-related community-engaged scholarship. CES4Health.info publishes new products as well as products that have been previously self-published. Its goal is to publish and disseminate results of community-engaged projects through formats such as photovoice exhibits, policy briefs, educational videos, and podcasts (Bordeaux *et al.*, 2007). Examples include a policy brief about the growing aging population in Chicago (George *et al.*, 2009) and a video documenting concern about the health impacts of the built environment in post-Katrina New Orleans (Catalani *et al.*, 2009).

Community-engaged scholarship can also lead to the development of tools to assist other community-engaged scholars (e.g., assessment instruments, instructional manuals, patient education materials). For example, CES4Health.info published a toolkit to establish and sustain a year-long walking program in rural communities (Zendell & Riley-Jacome, 2009), and a web-based tool to create customized family health history materials for families, organizations, or communities (Edelson, O'Leary, & Terry, 2010).

CES4Health.info defines "health" broadly to include physical and mental health, health promotion, community health, social determinants of health (e.g., literacy, employment, food security), workforce issues, and professional development. For example, Taylor and Maddocks (2009) produced proceedings from a conference on mental health, delinquency, and criminal activity. Montoya (2009) developed a video to make the case that social factors of inequity make people ill. Jorge and Wilhite (2009) developed a training video to help physical rehabilitation professionals maximize their clinical interventions with individuals working in agriculture as well as to illustrate the clinical case management of farmers and ranchers with disabilities.

## **The Development of CES4Health.info**

CES4Health.info was developed in 2008–2009 by a six-person design team of community-engaged academics, leaders of community organizations with experience in community-academic partnerships, and individuals responsible for editing journals or online resource repositories that publish diverse forms of scholarship. The team studied the experience of these journals and repositories to develop and pilot review criteria, a reviewer application, author instructions, and an accompanying application (Reynolds & Candler, 2008; Tandon et al., 2007). In the pilot phase, authors were invited to submit products. Peer reviewers were recruited and trained. Twelve products were published as a result of this pilot phase. Concurrently, a web design firm developed and beta tested [www.CES4Health.info](http://www.CES4Health.info), including the user interface and the administration tool that permits online submission and review of products and management of the editorial and peer review process.

## **The CES4Health.info Submission Process**

The CES4Health.info submission includes two parts: the product itself, and an application. The application records the product aims, the quality of the product, the alignment of the product's content and format with the needs of the intended audience, and the significance or impact of the product. The author is also asked to

- articulate the scholarly basis of the product
- describe the community-engaged activities that resulted in the product,
- reflect on the strengths and weaknesses of the submission,
- describe the quality of the community-academic partnership,
- describe the ways that community engagement shaped and enhanced the work, and
- document the extent and appropriateness of the engagement process.

The application becomes part of the published package and is considered part of the scholarly product. The combination of submission of the product itself and the application results in a peer review similar in rigor to one for journal manuscripts.

## **The CES4Health.info Peer Review Process**

The review process mirrors typical journal and editorial processes. All products are reviewed by four reviewers. The editor makes the final determination and communicates the decision to the author. A CES4Health.info review also includes some innovative enhancements. All products are assigned to two academic and two community-based reviewers. Reviewers participate in a one-hour phone training conducted by the editor to ensure that all reviewers are well prepared to undertake the review process and understand the review criteria.

The review criteria are well articulated and benchmarked using a formal reviewer rating form. Criteria focus on clear goals and intended audience, scholarly basis, methodological rigor, significance and impact, quality of the community-engaged approach, and ethical behavior. The criteria are modifications of criteria articulated by Glassick, Huber, and Maeroff (1997), who operationalized Boyer's (1990) expanded definition of scholarship, recommendations from a national commission convened by CCPH (*Commission on Community-Engaged Scholarship in the Health Professions*, 2005), and previous work of Jordan et al., who developed standards of quality community-engaged scholarship (2009). The review criteria are available at <http://www.ces4health.info/reviewer/peer-review-process.aspx>.

Since the launch of the online system in November 2009, 25 products have been submitted (not including products submitted as part of the pilot phase); 27% of those products were rejected (including some that were deemed by the editor to be inappropriate for CES4Health.info and thus not assigned to reviewers), and 73% were accepted with revision (all but a few were revised as suggested and have since been accepted). All accepted submissions required some degree of revision to the product or the accompanying application.

## **Features of CES4Health.info to Assist Promotion and Tenure Processes**

CES4Health.info includes a number of features intended to ensure that published products are favorably considered in promotion and tenure processes. First, authors are provided with a citation for their published product that can be included in the peer-reviewed publication section of their curriculum vitae and in their promotion and tenure dossiers. Second, the number of times a product is downloaded is tracked, and is provided to

the author upon request. Third, users who download products are surveyed. Aggregate information about the perceived utility of an author's products can be provided to authors desiring to demonstrate broad dissemination effectiveness of their community-engaged scholarship products. Fourth, in the product application, authors are invited to provide the names and e-mail addresses of colleagues they would like alerted to their successful publication. If the product is published on CES4Health.info, the editor sends an e-mail letter to those individuals to highlight the author's success, and to raise awareness of community-engaged scholarship among the author's administrators and promotion and tenure committee members.

### **Measuring the Impact of CES4Health.info in Year One**

Assessment of CES4Health.info is ongoing, and includes IRB-approved online surveys of authors, reviewers, and users (those who have downloaded one or more products). Key areas addressed with authors and reviewers include

- satisfaction with the process of review—submission, communication, timeliness of response (for authors); identification as a reviewer, training, notifications, communication with editorial staff (for reviewers);
- satisfaction with and value of the feedback received as a result of the review (for authors);
- satisfaction with the guidance provided to reviewers to perform review (for reviewers);
- ability to use the feedback from CES4Health.info in their individual tenure/promotion review process (for authors);
- strengths of the process and opportunities for improvement;
- utility of the CES4Health website;
- value of the community-engaged scholarship criteria; and
- other needs/resources for peer review that would be helpful.

Surveys of users focus on utility of the CES4Health.info website, perceptions of the products available for download, and recommendations for improvement of CES4Health.info.

## **The Sample and Data Collection Process**

At the time of this analysis in November 2010, 24 products had been peer-reviewed and disseminated through CES4Health.info, and 382 unique individuals had downloaded products. After the public launch of CES4Health.info, the corresponding authors of the 12 products accepted during the pilot phase and the reviewers of those products were sent an e-mail invitation with a link to an online survey. The corresponding authors and the reviewers of the 12 products published after the public launch were sent an invitation e-mail with a link to an online survey approximately one month after publication of the product they authored or reviewed. User surveys were conducted in June, September, and November 2010 in order to reach all users in CES4Health.info's first year. The authors also collected statistics concerning user rates of accessing and downloading available products. There was possible overlap between author, reviewer, and user samples. Participants were sent separate requests and surveys for author, reviewer, and user data collection. Therefore the same individual might receive more than one survey request and complete these surveys separately.

## **Data Analysis Process**

Survey responses to quantitative questions were counted and percentages calculated. Comments in response to qualitative questions were reviewed to identify emerging themes and to choose descriptive quotations to illustrate points made below.

## **Findings**

A total of 425 surveys were sent by e-mail to valid addresses. Response rates are indicated in Table 1. In this section, respondents are referred to as "authors," "reviewers," or "users," reflecting their relationship with CES4Health.info. The overall response rate was 26%; however, response rates for authors and reviewers were considerably higher than the response rate for users. Response rates for individual questions in the remainder of this section are variable, based on valid responses to each question (some respondents did not answer all questions).

**Table 1. Survey Distribution and Responses**

	Authors N	Reviewers N	Users N
Number of surveys e-mailed	24	58	343
Number of respondents	17	36	58
Response rate	71%	62%	17%

## Profile of the Respondents

Ten of the responding reviewers and nine of the responding authors were also user respondents. Approximately 74% ( $n = 82$ ) of respondents were employed in academic settings (Table 2). The affiliation of respondents not working in higher education varied greatly. Almost one quarter ( $n = 7$ ) each were from government agencies, from community-based nonprofits, and from hospitals or health systems.

**Table 2. Employed at a Higher Education Institution?**

	Authors	Reviewers	Users	Total
Yes	$N = 13$ 76%	$N = 23$ 64%	$N = 46$ 79%	$N = 82$ 74%
No	$N = 4$ 24%	$N = 13$ 36%	$N = 12$ 21%	$N = 29$ 26%
Total respondents	$N = 17$ 100%	$N = 36$ 100%	$N = 58$ 100%	$N = 111$ 100%

## Author feedback.

In general, the 17 responding authors were satisfied with the various elements of preparing for the submission of a product (Table 3). Where dissatisfaction was expressed, responses revealed that authors felt there was a lack of clarity in what can be submitted, and how to prepare and submit a product. Authors were most satisfied with the responsiveness of editorial staff to their inquiries, with 93% ( $n=14$ ) indicating satisfaction.

**Table 3. Author Satisfaction with Preparation for Submission**

Submission feature	Strongly satisfied or satisfied	Neutral	Dissatisfied or strongly dissatisfied
Communications about submitting a product for review	N = 12 80%	N = 2 13%	N = 1 7%
Clarity of materials provided about the submission process	N = 11 73%	N = 3 20%	N = 1 7%
Clarity of materials provided about the review process	N = 12 86%	N = 2 14%	N = 0 0%
Clarity of review criteria	N = 11 73%	N = 4 27%	N = 0 0%
Guidance for formatting a product for review	N = 9 60%	N = 5 33%	N = 1 7%
Responsiveness of CES4Health.info staff to queries about submission	N = 14 93%	N = 1 7%	N = 0 0%

Twelve (80%) authors indicated that they noted the product as a peer-reviewed publication on their curriculum vitae. Eight (72%) respondents felt that their CES4Health.info publication would make a difference in future performance reviews; three (27%) felt that it would not. One respondent stated: “As a peer reviewed publication, it will definitely count on my tenure review.”

Authors were asked what has resulted from their product’s publication. Five (about 50%) indicated that they had received recognition from a supervisor or peers. One respondent commented that it “has provided a great way to disseminate the product on a national level.”

Some comments offered by authors reflect the degree to which they recognize and appreciate the rigor of the process. For example, one wrote, “I appreciated the depth of background, justification, and rationale that was required of the reviewers. It instilled faith in the rigor and value of the peer review process.”

Authors were asked their reasons for submitting a product for review and encouraged to choose multiple responses. The most frequent reason given was to get the product published (see Table 4).

**Table 4. Reasons to Submit a Product for Review (Authors Only)**

Reason	N	%
I wanted to get published.	10	59%
I wanted to have it disseminated.	9	53%
I was curious to see what the review process would reveal.	6	35%
I am coming up for review and I wanted an external peer review.	4	24%
I wanted to get opinions on my work from individuals outside of my organization.	3	18%

### Reviewer feedback.

Overall, the 36 responding reviewers were satisfied with their preparation to be a reviewer (Table 5) and with the review process (Table 6). The only area of possible dissatisfaction was the time frame allowed to complete a review, which was 2 weeks at the beginning of the first year, but was later extended to 4 weeks.

**Table 5. Reviewer Satisfaction with Preparation for Conducting Reviews**

Preparation feature	Strongly satisfied or satisfied	Neutral	Dissatisfied or strongly dissatisfied
Communications about serving as a reviewer	N = 34 100%	N = 0 0%	N = 0 0%
Timeframe between applying and being accepted as a reviewer	N = 32 94%	N = 1 3%	N = 1 3%
Training to be a reviewer	N = 30 88%	N = 4 12%	N = 0 0%
Clarity of materials provided for training	N = 31 91%	N = 3 9%	N = 0 0%

**Table 6. Reviewer Satisfaction with the Review Process**

Review feature	Strongly satisfied or satisfied	Neutral	Dissatisfied or strongly dissatisfied
Adequacy of timeframe to conduct review	N = 31 91%	N = 1 3%	N = 2 6%
Clarity of review criteria	N = 32 94%	N = 2 6%	N = 0 0%
Alignment of product topic with my expertise	N = 33 97%	N = 1 3%	N = 0 0%
User-friendliness of online review form	N = 28 82%	N = 5 15%	N = 1 3%

## User feedback.

Between November 2009 and November 2010, there were 749 product downloads of the 24 available products, with an average of almost two products per user, and with the number of downloads per product ranging from 10 to 108. Overall, 81% of the 58 responding users ( $n = 39$ ) felt that the product they downloaded was very, or somewhat, useful. Users were asked for the reasons they decided to search CES4Health.info; they could select multiple responses. Thirty (52%) indicated that they wanted to see this CCPH resource; 29 (50%) also indicated curiosity (Table 7).

**Table 7. Decision to Search CES4Health.info (Users Only)**

Reason	N	%
I find the CCPH resources useful and wanted to see this one.	30	52%
I was curious.	29	50%
I wanted to check it out before submitting a product for review.	10	17%
I wanted to check it out before offering to be a reviewer.	9	16%
I have used other similar portals and wanted to try this one out.	6	10%
I was looking for a specific kind of product and one of my colleagues suggested I look at this website.	3	5%

Users were generally satisfied with the CES4Health.info website and the information provided about available products. Only 57% ( $n = 28$ ) were satisfied with the number of products that matched what they were searching for; this likely reflects the early stages of development of this resource and the fact that the volume of products available is not yet very high. Ninety-five percent of user respondents ( $n = 45$ ) expect to use CES4Health.info again in the future. Specific comments about future use included, “An easy-to-use website so it will be a regular stop for my work”; “I will be looking for examples of what types of work are published”; and “The more this develops, and more resources that are available, the more powerful this will become. I am excited for that!”

## Suggestions for Improvement

Both users and reviewers were asked what would encourage them to submit a product to CES4Health.info in the future.

The most frequent responses suggested that a web-based tutorial be created to guide authors through the submission process. Respondents also indicated the importance of increasing awareness about the types of products that would be appropriate for CES4Health.info. Users indicated that they would like to post reviews of products on the website as well as e-mail product authors directly from the site.

## Discussion

---

*“CES4Health.info addresses a common challenge—a lack of venue for peer review and publication of products of community-engaged scholarship in forms other than journal articles—and is, thus, valuable to faculty work and career advancement.”*

---

The evaluation of CES4Health.info in its first year (November 2009 to November 2010) provides insight into the utility and potential impact of this resource. Authors see CES4Health.info as a venue for publication that offers them valuable feedback about their product, provides them with an opportunity to present their work as credible scholarship to their colleagues, and expands the reach of their community-engaged scholarship products. The authors believe that CES4Health.info addresses a common challenge—a lack of venue for peer review and publication of products of community-engaged scholarship in forms other than journal articles—and is, thus, valuable to

faculty work and career advancement. Early anecdotal evidence suggests that CES4Health.info may be helpful for recognizing community-engaged scholarship in promotion and tenure processes.

## Limitations of the Assessment

This first assessment of CES4Health.info has several limitations. First, the timing of the survey, only 1 year post-launch, limits the generalizability and scope of the findings. The sample size available at this early stage was small. Consequently, the number of respondents is too few to allow firm conclusions. Moreover, the authors cannot report on impact of CES4Health.info on faculty authors' promotion and tenure reviews, or the usefulness of

published products in such reviews, as most authors have not pursued promotion or tenure since their CES4Health.info publication. The timing of future evaluations will allow more authors to have completed career advancement processes and will focus on the impact of CES4Health.info on promotion and tenure.

Second, the low response rate for users means that feedback was not secured from the majority of people who have downloaded products. Third, the sample included only those authors whose products were published and the reviewers who reviewed those successful products. These respondents were therefore not representative of all authors and reviewers who had participated.

### **Next Steps for CES4Health.info**

The assessment of the first year of this endeavor suggests that, overall, authors, reviewers, and users see value in CES4Health.info. They are satisfied with its submission, review, and product search processes. Some areas noted by survey respondents as weaknesses have already been addressed. For example, some reviewers were concerned about the length of time permitted for review completion. The review period was extended from 2 to 4 weeks during the first year. Other suggestions for improvement are being considered. Continued assessment of CES4Health.info, and increased marketing and outreach, will help to enhance its use, usefulness, and impact.

CES4Health.info will continue to be sponsored by Community Campus Partnerships for Health with editorial offices provided by the University of Minnesota Extension's Children, Youth and Family Consortium, the affiliation of the founding editor. Funding is being sought to make improvements to the online system and to support themed calls for products, collaborations with other publications as well as community partners, and initiatives to support the application of published products in communities.

### **Conclusion**

CES4Health.info provides individuals working to improve health in communities with accessible, useful information typically not published in journals by disseminating an array of products that have been reviewed and deemed high quality by community and academic peers. Recognizing the lack of peer-reviewed publication outlets (*Nyden, 2003*) and the absence of community voice in the peer review of community-engaged work (*Ellison & Eatman, 2008*), the Commission on Community-Engaged Scholarship in the

Health Professions (2005) called for the development of a national board to provide peer preview of innovative products of community-engaged scholarship. CES4health.info answers that call by providing a mechanism for the peer review and online publication of innovative scholarly products, increasing the chances that these products will be “counted” in promotion and tenure decisions (ASA Task Force 2005; Ellison & Eatman, 2008; Gelmon & Agre-Kippenhan, 2002; Jackson, Schwartz, & Andree, 2008; O’Meara & Edgerton, 2005).

## Acknowledgments

CES4Health.info is a product of Faculty for the Engaged Campus (FEC), a national initiative of Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill. FEC ran from 2007 to 2010. The initiative aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. FEC was funded in part by a comprehensive program grant from the Fund for the Improvement of Postsecondary Education in the U.S. Department of Education.

## References

- ASA Task Force on Institutionalizing Public Sociologies. (2005). *Public sociology and the roots of American sociology: Re-establishing our connections to the public: Report and recommendations*. Report to the American Sociological Association Task Force on Institutionalizing Public Sociologies. Available at [http://www.asanet.org/images/asa/docs/pdf/TF%20on%20PS%20Rpt%20\(54448\).pdf](http://www.asanet.org/images/asa/docs/pdf/TF%20on%20PS%20Rpt%20(54448).pdf)
- Bordeaux, B. C., Wiley, C., Tandon, S. D., Horowitz, C. R., Brown, P. B., & Bass, E. B. (2007). Guidelines for writing manuscripts about community-based participatory research for peer-reviewed journals. *Progress in Community Health Partnerships*, 1(3), 281–288.
- Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching.
- Calleson, D. C., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine*, 80, 317–321.
- Cashman, S. B., Adeky, S., Allen, A. J., 3rd, Corburn, J., Israel, B. A., Montañó, J., . . . Eng, E. (2008). The power and the promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health*, 98(8), 1407–1417.
- Catalani, C., Veneziale, A., Campbell, L., Herbst, S., Wilson, A., McCullough, C., . . . Minkler, M. (2009). *In harmony: Reflections, thoughts, and hopes of Central City, New Orleans*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=5P3GZ4HT>

- Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle, WA: Community-Campus Partnerships for Health.
- Community Campus Partnerships for Health. (2011). Faculty for the Engaged Campus. Retrieved August 5, 2011, from <http://depts.washington.edu/ccph/faculty-engaged.html>
- Edelson, V., O'Leary, J., & Terry, S. (2010). *Does it run in the family?* Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=3BJM5DTG>
- Ellison, J., & Eatman, T. K. (2008). *Scholarship in public: Knowledge creation and tenure policy in the engaged university*. Syracuse, NY: Imagining America. Retrieved from [http://www.imaginingamerica.org/IAPdfs/TTI\\_REPORT%20FINAL%205.2.08.pdf](http://www.imaginingamerica.org/IAPdfs/TTI_REPORT%20FINAL%205.2.08.pdf)
- Gelmon, S., & Agre-Kippenhan, S. (2002, January). Promotion, tenure, and the engaged scholar: Keeping the scholarship of engagement in the review process. *AAHE Bulletin*, pp. 7–11.
- George, C., Krogh, M., Watson, D., Wittner, J., Radner, N., Walker, C., & Wiens, C. (2009). *Homeless over 50: The greying of Chicago's homeless population*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=5F3YT5CT>
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
- Jackson, E. T., Schwartz, K., & Andree, P. (2008). Aligning Tenure and Promotion Procedures for Community-University Engagement: Dialogue for Action. In Darlene E. Clover & Catherine McGregor (eds), *Community-University Partnerships: Connecting for Change- Proceedings of the Third International Community-University Exposition (CU Expo 2008)*, University of Victoria, Victoria, Canada, p.133-134.
- Jordan, C., Seifer, S., Sandmann, L., & Gelmon, S. (2009). CES4Health.info: Development of a peer-reviewed mechanism for dissemination of innovative products of health-related community-engaged scholarship. *International Journal of Prevention Practice and Research*, 1(1): 21–28.
- Jorge, M., & Wilhite, C. (2009). *The Agrability Project: Rehabilitating farmers and ranchers*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=NLDYJT2W>
- Montoya, M. (2009). *The Community Knowledge Project: Community is a verb*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=MW54RCFH>
- Nyden, P. (2003). Academic incentives for faculty participating in community-based participatory research. *Journal of General Internal Medicine*, 18(7), 576–585.
- O'Meara, K. A., & Edgerton, R. (Eds.). (2005). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco, CA: Jossey-Bass.
- Reynolds, R. J., & Candler, C. S. (2008). MedEdPORTAL: Educational scholarship for teaching. *Journal of Continuing Education in the Health Professions*, 28(2), 91–94.
- Tandon, S. D., Phillips, K., Bordeaux, B., Bone, L., Brown, P. B., Cagney, K. A., Bass, E. B. (2007). A vision for progress in community health partnerships. *Progress in Community Health Partnerships: Research, Education and Action*, 1(1), 11–30.

- Taylor, A., & Maddocks, E. (2009). *Improving the health of Canadians: Mental health, delinquency and criminal activity: Workshop proceedings report*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=X7H7NH4M>
- Wolff, M., & Maurana, C. (2001). Building effective community-academic partnerships to improve health: A qualitative study of perspectives from communities. *Academic Medicine*, 76, 166–172.
- Zendell, A., & Riley-Jacome, M. (2009). *Toolkit to establish and sustain year-long walking in rural communities*. Available from CES4Health.info website: <http://www.ces4health.info/find-products/view-product.aspx?code=8TSN57GK>

## About the Authors

**Catherine Jordan** directs the University of Minnesota Extension's Children, Youth and Family Consortium, a community-engaged center supporting the translation of research to practice and policymaking through community-academic partnerships. Cathy serves as the founding editor of CES4Health.info and works on efforts to create academic institutional changes that support community-engaged scholarship. Jordan earned her bachelor's degree from Oberlin College and her Ph.D. at Wayne State University.

**Sherril Gelmon** is professor of Public Health at Portland State University and the evaluator of Faculty for the Engaged Campus. Her research interests include strategies for promoting, supporting, and evaluating institutional policies and programs that support community-engaged scholarship. Gelmon earned her diploma in physiotherapy from the University of Saskatchewan, her bachelor's degrees in physiotherapy from the University of Toronto, her master's in health administration from the University of Toronto, and her doctorate in public health from the University of Michigan.

**Katharine Ryan** works as a researcher at the Center for Evidence-based Policy at Oregon Health and Science University and has been a graduate research assistant at Portland State University on projects related to health policy, community-engaged scholarship, and food systems sustainability. Ryan earned her bachelor of science degree from the University of Oregon and her master's of public health degree from Portland State University.

**Sarena D. Seifer** is executive director of Community-Campus Partnerships for Health, a nonprofit organization that promotes health equity and social justice through partnerships between communities and higher educational institutions. Her work focuses on ensuring the conditions are in place for these partnerships to thrive and to transform the people, organizations, and communities involved. Seifer earned her bachelor's degree from Washington University in St. Louis and her master's and medical degrees from Georgetown University.

## SECTION TWO

---

*Faculty for the Engaged Campus Funded Sites*



# **Competency-Based Faculty Development in Community-Engaged Scholarship: A Diffusion of Innovation Approach**

Catherine Jordan, William J. Doherty,  
Rhonda Jones-Webb, Nancy Cook, Gail Dubrow,  
and Tai J. Mendenhall

## **Abstract**

The authors utilized interviews, competency surveys, and document review to evaluate the effectiveness of a one-year, cohort-based faculty development pilot program, grounded in diffusion of innovations theory, and aimed at increasing competencies in community engagement and community-engaged scholarship. Five innovator participants designed the program for five early adopter participants. The program comprised training sessions and individual mentoring. Training sessions focused on the history and concepts of community-engaged scholarship; competencies in engaged research and teaching; and navigation of career advancement as a community-engaged scholar. Mentoring focused on individual needs or discipline-specific issues. The interviews and surveys indicated that the participants gained knowledge in specific areas of community-engaged scholarship. Critical program features and lessons learned are explored.

## **Introduction**

Community-engaged scholarship includes research, teaching, and other scholarly activities that engage faculty and community members in a mutually beneficial collaboration; it results in the development of products that can be critiqued and disseminated (*Commission on Community-Engaged Scholarship, 2005*). Faculty members who pursue careers as community-engaged scholars have few formalized professional development pathways within the academy. Academic institutions typically provide support and training in teaching (e.g., efforts focused on improving teaching or curriculum development), and in research (e.g., initiatives to improve grant-writing and publishing skills or to enhance knowledge of research methods and ethical considerations) (*Reid, Stritter, & Arndt, 1997*). Few institutions, however, provide development opportunities for community-engaged faculty members. Even fewer have brought together diverse disciplines in a sustained, experiential, participatory, reflective endeavor to increase competencies in community-engaged scholarship (*Battistoni, Gelmon, Saltmarsh, Wergin, & Zlotkowski, 2003; Bringle, Games, Ludlum,*

*Osgood, & Osborne, 1999; Goodwin, Stevens, Goodwin, & Hagood, 2000; Kendall, Duley, Little, Permaul, & Rubin, 1990; Kolb, 1984; Sandmann, Foster-Fishman, Lloyd, Rarren, & Rosaen, 2000).*

## **The Faculty for the Engaged Campus Initiative**

The Faculty for the Engaged Campus initiative (FEC) of the Community-Campus Partnerships for Health organization, funded by the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education, was intended, in part, to address the need for faculty development on the topic of community engagement. The FEC initiative aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of community-engaged scholarship products, and supporting faculty in the promotion and tenure process. Members of the University of Minnesota applied for participation in the FEC because they felt the university was a leader in the institutionalization of community engagement. The University of Minnesota has revised its promotion and tenure guidelines to recognize community engagement; made progress within various academic departments in recognizing and rewarding community engagement in ways that are aligned with a variety of disciplinary cultures; and established an Office for Public Engagement at the associate vice president level. Notwithstanding these significant investments and statements of commitment to community engagement, the University of Minnesota had no established professional development pathway for faculty, professional-academic staff, postdoctoral appointments, or graduate students who wished to conduct their teaching or research using community-engaged approaches.

As a sub-grantee of the Faculty for the Engaged Campus initiative, the authors developed a one-year, competency-based, multidisciplinary faculty development pilot program grounded in a conceptual framework. The goals of the program were to (1) increase competencies in community engagement and community-engaged scholarship, and (2) encourage the participants to serve as ambassadors for community-engaged scholarship. The authors intended that participants, in their role as ambassadors, would diffuse community-engaged scholarship by raising awareness among peers; expressing enthusiasm for community-engaged scholarship within their departments and on campus; and, eventually, articulating the benefits of community-engaged scholarship to audiences within their disciplines or professions.

The purposes of this article are to (1) describe the faculty development pilot program; (2) document the impact of the program on

community-engaged scholarship competencies and on participant readiness to be an ambassador; and (3) explore lessons learned and ideas for improvement and sustainability.

## **The University of Minnesota's Pilot Community-Engaged Scholarship Faculty Development Program**

In 2008, the University of Minnesota appointed three individuals to develop a proposal to CCPH to participate in the Community-Engaged Scholarship Faculty Development Charrette. The proposal was accepted. The University of Minnesota team joined 19 other campus teams for the 3-day charrette to learn about community-engaged scholarship competencies, faculty development strategies, and the challenges of promotion and tenure for community-engaged scholars. Each campus team also developed an action plan for a competency-based, campus-wide, community-engaged scholarship faculty development pilot program to implement on its campus.

Work at the charrette and subsequent design team meetings resulted in a proposal to establish a faculty development pilot program grounded in the diffusion of innovations theory. The proposal was funded with \$15,000 from the CCPH-FIPSE grant funds, and \$10,000 in matching funds from the University of Minnesota.

### **Conceptual Framework for the Pilot Program: Diffusion of Innovation Theory**

The conceptual framework for the faculty development pilot program was the diffusion of innovation theory (Rogers, 1962), which seeks to explain how ideas are spread in a population. According to this theory, any given population can be sorted into five categories based on propensity to adopt novel ideas or behaviors. The five categories are innovator, early adopter, early majority adopter, late adopter, and laggard (Glantz, Rimmer, & Viswanath, 2008). Members of the innovator category are often the first to adopt new ideas, followed by members of the early adopter category. Innovators are typically visionary, imaginative, and willing to take risks. Early adopters are willing to try out new ideas, but in a careful way. They also tend to look to innovators for information, guidance, and validation (Rogers, 1962). Applying this theory to the establishment of a community-engaged scholarship faculty development program, five innovators and five early adopters were identified to participate. Innovators were faculty and staff members experienced in community-engaged

---

*“It was hoped that over time the early adopter participants would spread knowledge of and enthusiasm for community-engaged scholarship to late adopter and laggard faculty members, ultimately transforming the university’s culture.”*

---

scholarship and identified through nomination. Early adopters were faculty interested but less experienced in community-engaged scholarship who were identified through nomination and through campus-wide email solicitations. It was hoped that over time the early adopter participants would spread knowledge of and enthusiasm for community-engaged scholarship to late adopter and laggard faculty members, ultimately transforming the university’s culture.

## **Guiding Principles for the Pilot Program**

Four principles grounded in community-engaged work were put forward in CCPH’s Request for Proposals. These principles formed the foundation for the design and implementation of the faculty development pilot program.

1. The program should be competency-based.
2. The program should be participatory.
3. The program should involve community members.
4. The program should focus on both institutional and individual change.

### **The program should be competency-based.**

Today, training in most disciplines typically gives little attention to cultivating skills and attitudes needed to apply disciplinary knowledge to scholarly work with communities (Blanchard et al., 2009). Most universities do not offer formal opportunities for faculty to learn about community engagement and the production of community-engaged scholarship. Such activities require a body of knowledge and specific skills. Blanchard et al.’s “competencies required for successful practice of community-engaged scholarship” (p. 52) include understanding concepts of history and the literature about community-engaged scholarship; having familiarity with community challenges; working with diverse communities; negotiating academic-community relationships;

developing community capacity through community-engaged scholarship; fostering social change through community-engaged scholarship; translating the process and findings of community-engaged scholarship into policy; balancing research, teaching, and service while engaging in community-engaged scholarship; understanding the relationship of scholarly components of community-engaged scholarship and review, promotion, and tenure; grant writing and developing productive relationships with funders related to community-engaged scholarship; and mentoring students and faculty in community-engaged scholarship. The order of these competencies reflects a novice-to-advanced continuum of mastery.

### **The program should be participatory.**

Sharing responsibility for decision-making is the cornerstone of community engagement (*Community-Campus Partnerships for Health, 1998*). Providing faculty development program participants the opportunity to co-design their program serves as an important model of quality community engagement (*Bringle et al., 1999; Kolb, 1984*). Effective faculty development programs offer many opportunities for participants to make decisions about the direction of the program. For example, although organizers may provide an outline or skeleton for the program, participants can add the details that tailor the program to their identified needs. Pedagogical techniques used in faculty development trainings can be intentionally participatory to provide a model for appropriate group facilitation of community meetings or engaged teaching approaches.

### **The program should involve community members.**

The active participation of community members in all phases of an endeavor is also a fundamental principle of community engagement (*Community-Campus Partnerships for Health, 1998*) and an important one to model in a community-engaged scholarship faculty development program. Community member participation in academic endeavors is valued because community members bring expertise and skills complementary to, but not duplicative of, those of the faculty, as well as an outsider-looking-in perspective.

### **The program should focus on both institutional and individual change.**

The impact of a program can be multiplied when individual participants increase their own capacity as well as become motivated to, or acquire the skills to, champion the work or pass their

own skills on to others. This is the basis for successful models such as train-the-trainer approaches, which have been applied to faculty development programs (Skeff *et al.*, 1992). Institutional change also necessitates shifts across campus departments rather than within an isolated unit that might become marginalized. This requires participation of faculty from diverse disciplines. Participation of successive cohorts eventually builds generations of faculty that create a critical mass to begin to shift institutional culture.

### **Pilot Program Selection of Participants**

Selection of the innovator participants. In 2009, the pilot program design team established criteria for the selection of innovator community-engaged scholar participants. These criteria related to depth of experience in community-engaged research and teaching and a reputation within their department, college, or the campus as a community-engaged faculty member. Diversity of disciplines and colleges represented was also sought. Requests for nominations were sent to all college deans, and the design team also brainstormed potential candidates based on their knowledge. The design team interviewed several candidates and ultimately selected three innovator faculty members from Law, Liberal Arts/Design, and Medicine to join two members of the design team (one from Medicine/Extension and one from Education) as innovator participants. The five innovator participants included individuals from various faculty ranks and rank-levels (i.e., teaching specialist, assistant professor, associate professor, and two full professors).

Selection of the early adopter participants. The innovator participants helped create a program “scaffold” to guide the implementation of the pilot community-engaged scholarship program for early adopter faculty members. Early adopter participants were recruited through a call for applications distributed to all University of Minnesota faculty members. Applicants were asked to submit a curriculum vita and a written narrative describing the nature of their community-engaged scholarship, ways they wished to deepen and further advance their community-engaged scholarship, their relationship with community partners, their development needs concerning community-engaged scholarship, and how they envisioned themselves serving as ambassadors for community-engaged scholarship within their departments and on campus.

Five participants were selected from a pool of 25 applicants. Innovators based this decision on (1) applicants’ having some, but not significant, experience with community-engaged teaching or research, (2) alignment between the applicants’ learning objectives

and the goals of the program, (3) the potential for the applicant to become an ambassador for community-engaged scholarship, and (4) diversity and multidisciplinary among the cohort. The characteristics of the five early adopter participants are described below.

- Four were female; one was male.
- Four were European American; one was Southeast Asian.
- Two were assistant professors and three were associate professors.
- The departments represented were Epidemiology, Theater, Art, Architecture, and Landscape Architecture.
- The colleges represented were the School of Public Health, the College of Liberal Arts, and the College of Design.

Although there was a range in levels of experience and seniority in both groups, when compared to the early adopter participants, the innovator participants tended to have more years of experience and more community partners. They also had developed conceptual frameworks for their engaged work and had experience teaching community-engaged scholarship concepts and skills to others.

## **Participant Self-Assessment Activity to Identify Competency Needs**

The early adopter participants completed a competency self-assessment at the beginning of the program (Appendix 1). The self-assessment expanded on Blanchard et al.'s (2009) novice-to-advanced continuum by presenting a knowledge continuum for all domains alongside a skills assessment continuum for more practice-based domains. This modification was made to recognize that, even within areas related to, for example, conceptual understandings of community-engaged scholarship, some scholars may have only basic knowledge while others may have advanced knowledge. It also allowed early adopter participants to make distinctions between acquisition of knowledge and the ability to apply that knowledge. Twelve of 21 items focused on knowledge; the remaining items focused on community-engaged scholarship skills. Items related to knowledge of community-engaged scholarship were scaled from 1 to 6, with a 1 representing "I have no knowledge", and 6 representing "I have transformed work in the community-engaged scholarship arena or within my discipline

as it related to community-engaged scholarship”. Items related to community-engaged scholarship skills were rated on a scale of 1 to 6, with 1 representing “I have no skill”, and 6 representing “I can create broad practice innovations and disseminate them”. The questionnaire included items to assess participant knowledge and skills in a variety of areas, including working with diverse communities, negotiating academic and community partnerships, fostering social change, translating community-engaged scholarship findings into policy, preparing a best case for tenure as a community-engaged scholar, and mentoring others. The self-assessment also asked early adopter participants to set goals for each domain.

Each early adopter participant used self-identified gaps in understanding or skill, and determination of goals to create an Individual Development Plan (Appendix 2). For each competency identified as an area in which the early adopter sought to improve, the early adopter specified short-term and long-term goals, strategies for developing the competency, resources available to him or her, and indicators of successful goal accomplishment. Through the self-assessment process, four of the five early adopter participants identified a need to learn about the conceptual and theoretical bases for community-engaged scholarship, and to become familiar with the literature. Group meetings addressed this need. Individual participants had needs specific to their disciplines, current projects, or career stages. These topics were addressed in one-on-one mentor-mentee meetings.

### **The Nine-Month Pilot Program: Activities**

The pilot program was launched in December 2009 after approximately one year of planning by the innovators and recruitment of the early adopter participants. Over 9 months, the innovator participants met three times and corresponded via e-mail to plan nine sessions with innovator and early adopter participants. The group’s meetings were intentionally participatory to model appropriate group facilitation of community meetings and engaged teaching approaches. Innovator mentors were assigned to early adopter participants through a “speed dating” exercise in which early adopter participants conducted brief interviews of each innovator in succession to determine which would best meet their needs for individual mentoring. To keep the early adopter participants actively engaged between group meetings, homework and readings were assigned. After each individual meeting, mentor-mentee pairs completed reflection sheets. The major activities of the program are described in Table 1.

**Table 1. Program Timeline and Activities**

Month	Meeting Focus	Early Adopter homework, projects, and mentoring
December 2009	Orientation of early adopters by innovators	Reflected on strengths, challenges, goals as a community-engaged scholar
January 2010	Innovators reviewed early adopter homework; dialogued about needs and goals	Competency self-assessment; created Individual Development Plan
February 2010	Innovators planned next joint meeting; developed mentoring component  Based on self-assessment, Individual Development Plan, and speed-dating exercise, innovators assisted early adopters in identifying priority goals and preferred mentors	
March 2010		Mentor meetings/reflection sheets
April 2010	Innovators presented to early adopters on community-engaged scholarship history, definitions, and theory  Innovators planned for next joint meeting	Mentor meetings/reflection sheets; reflected on disciplinary models of community engagement
May 2010	Innovators gave follow-up to presentation on theoretical models and homework, and presented on methods of participatory processes  innovators planned next meetings and meeting with community partners; developed capstone project assignment	Mentor meetings/reflection sheets; reflected on personal models of community engagement and development of identity as community-engaged scholar; online pedagogical practices survey
June 2010	Innovators reviewed early adopter homework and presented on pedagogical models to engage students in community	Mentor meetings/reflection sheets
July 2010	Innovators gave follow-up presentation on pedagogical approaches and presented on career advancement as a community-engaged scholar	Mentor meetings/reflection sheets; capstone project
August 2010		Capstone project; invited community partner to final meeting
September 2010	Innovators and early adopters reviewed capstone homework; early adopters completed retrospective pre-post survey of community-engaged scholarship competencies  Innovators, early adopters, and community partners dialogued about role of community partners in developing faculty competencies in community-engaged scholarship	Continued dialogue with community partner about ways the community partner can contribute to development of competencies

## **The Pilot Program's Capstone Project**

In the final 3 months of the program, early adopter participants were asked to write a reflection answering the following questions. The assignment was broken into two parts, with Questions 1 through 4 completed in Part 1, and Questions 5 through 8 completed in Part 2.

1. What disciplines or fields do you draw upon as an intellectual base for your community-engaged scholarship?
2. Who are the key advocates of a community-engaged scholarship approach in your field?
3. What are the seminal pieces/key works regarding community-engaged scholarship in your field?
4. Who are you personally connected with regarding community-engaged scholarship in your field?
5. Thinking back to your search for the key advocates and seminal works, what are the key themes within this body of community-engaged scholarship related work?
6. What are the unanswered questions that interest you?
7. What other fields might you draw upon to answer these questions?
8. Prepare a biographical profile that highlights your engagement history and identity as a community-engaged scholar

## **Program Activities to Affect Institutional and Individual Change**

A major goal of the pilot program was to begin to diffuse understanding and the practice of community-engaged scholarship throughout the institution. To do this, the program leaders worked to (1) increase visibility of community-engaged scholarship across the university by promoting the program in, and recruiting the participants from, all colleges on campus, through contacts with departmental leaders, and through all-faculty e-mails; (2) build the competencies of the pilot program participants so they could perform more and higher quality engaged work; and (3) instill the skills and desire within the pilot program participants to promote community-engaged scholarship within their departments and across campus.

## **Community Member Participation in the Pilot Program**

Community partners played three important roles in the pilot program. First, members of the local community served on the program's recruitment advisory group, which provided consultation on recruitment strategies and criteria for the selection of the innovator participants. Second, the community partners of the early adopter participants attended a dinner meeting of the whole group to discuss their partnerships and best practices in community-university engagement, generally. Finally, early adopter participants and their community partners were encouraged to reflect on their partnerships, and ways that they could contribute to each other's growth, after the program ended.

## **Evaluation of the University of Minnesota's Pilot Community-Engaged Scholarship Faculty Development Program**

A faculty member from the School of Public Health served as the program evaluator. In the early stages of the project, the evaluator and the innovator participants developed an evaluation plan to assess how well the pilot program achieved its goals. The university's Research Subjects Protection Program staff determined that the evaluation plan was not subject to Institutional Review Board approval. In this section, the authors describe the evaluation process. The evaluation questions were

1. Did the faculty development pilot program create a cadre of faculty with the capacity for community-engaged scholarship?
  - a. In what ways was enthusiasm for community-engaged scholarship increased among innovator participants and early adopter participants?
  - b. In what ways were community-engaged scholarship competencies enhanced (knowledge, behavior, skills) among early adopter participants?
  - c. In what ways did early adopter participants apply community-engaged scholarship competencies to their work/scholarship?

- d. What plans did early adopter participants and innovator participants develop for being ambassadors for community-engaged scholarship within their departments and across campus?
2. What components of the program were most valuable for innovator participants and early adopter participants and why? Which components were less helpful?
3. What lessons were learned that might inform future faculty development pilot programs?

## **Data Collection and Methods**

Three data collection methods were used to answer the evaluation questions: individual interviews by the evaluator of early adopter and innovator participants, program documentation (e.g., minutes from meetings, Individual Development Plans, mentoring meeting reflection sheets from both innovator and early adopter participants), and a survey of early adopter participants.

### **Individual interviews.**

An 18-item structured questionnaire was used by the program evaluator to conduct 30-minute audio-recorded interviews. The questionnaire included open-ended questions on topics related to the faculty development pilot program and community-engaged scholarship. Audio recordings were transcribed verbatim.

### **Documentation.**

Written documents were coded in the same manner as individual interviews to identify themes.

### **Survey.**

At the end of the 9-month pilot program, the early adopter participants completed a competency retrospective pre-post assessment (Appendix 1). Early adopters were asked to recall their level of knowledge and skills in community-engaged scholarship before they began the program, and to estimate their end-of-program levels using the same questionnaire. The retrospective pre-post method avoided potential reliability problems that occur when the participants do not have enough insight at the beginning of a program to know what they do and do not know (*Drennan & Hyde, 2008*).

## Data analysis.

Data analysis involved a three-step process: (1) identifying segments of text (transcripts and documents) that were related to the evaluation's objectives and organizing them into categories, (2) coding text in an iterative process that transformed the data from concrete dialogue to conceptual themes and sub-themes within identified categories related to the evaluation's research questions (Thomas, 2006), and (3) summing and comparing the average responses on the community-engaged scholarship retrospective pre-post survey.

## Findings from the Interview Data

### Capacity for Community-Engaged Scholarship

Early adopter participants indicated that they had been involved in community-engaged scholarship for some time. They had not, however, previously referred to their work as "community-engaged scholarship." Being part of the pilot program helped them define their work within a community-engaged scholarship framework, which gave their work greater meaning and validity. One participant's comment illustrates this.

---

*"Being part of the pilot program helped them define their work within a community-engaged scholarship framework, which gave their work greater meaning and validity."*

---

My scholarship has always been, in my mind, community-engaged from the moment that I settled on a dissertation topic with a community-based theater company, and my research was really about being in interaction with people and trying to pay attention to how community gets animated through the processes of theater. So I didn't go into that saying "I am going to be a community-engaged scholar." It's just that's the work that I was doing and have been doing as a scholar for 15 or 16 years. So it's more about putting a name to it.

At the end of their program participation, the early adopter participants were enthusiastic about their work and felt more equipped to integrate community-engaged scholarship concepts

and theory into their teaching and research. Three of the five early adopter participants mentioned that they planned to share their community-engaged scholarship work at meetings and symposiums, and with other faculty members. They did not, however, feel ready to be “ambassadors” for community-engaged scholarship. One participant noted, “You know again, it just feels a little too early for me to do it because really the community engagement part is just beginning.”

For a couple of early adopter participants, the program’s focus on competencies was challenging because words like “competencies” were not part of their discipline’s vocabulary. To illustrate, one participant said,

So I think what’s always been hard for me is the language of competency and skills, because of the kind of learner I am. It makes it hard to conceptualize, like going to map out “this [is] where I want to be,” and “this is how I want this competency or this skill,” because I am an immersive and relational learner to begin with.

The innovator participants indicated they had a long history of community-engaged scholarship. For three of the five innovator participants, community-engaged scholarship defined their work and identity as scholars. One innovator commented, “Well, I mean it defines what I am doing in the research component of my life.” Another remarked, “I’ve always seen community engagement as critical to the work that I do, both in an integration of teaching, [and] research. I wouldn’t say service, but doing public good at public universities.”

Like the early adopter participants, two innovator participants expressed some ambiguity about serving as ambassadors for community-engaged scholarship. They saw their roles more as co-learners or mentors than “ambassadors.” One participant said, for example, “I’d say this is my key challenge. I don’t know that I am in a position to be exactly an ambassador at this stage.”

## **Promotion and Tenure**

One training session was devoted to the discussion of strategies for making one’s best case for promotion or tenure as a community-engaged scholar. The authors were interested in whether early adopters felt reassured, skeptical, or concerned about their promotion or tenure prospects after this discussion. Two early adopters expressed uncertainty about how community-engaged scholarship

would help participant goals related to tenure. For example, one early adopter remarked, “Well, again, I mean this is only one component of my research, probably stuff I won’t get to publishing any time soon.” Others did not comment specifically on this issue.

## **What Worked Well in the Pilot Program**

### **For the early adopter participants.**

Early adopter participants, for the most part, felt privileged to participate in the program. They felt the program provided them an opportunity to reflect on their work with others who share an interest in community-engaged scholarship as well as access to a network of resources. The early adopter participants noted two primary benefits of the faculty development pilot program. First, they indicated that the program created a space for exchanging ideas with individuals who shared similar visions for working with communities. Second, they valued both the group and individual mentor meetings. For example, one participant noted, “Most helpful was getting together . . . I think we were all excited to meet and I think that’s another dynamic of the group, the excitement.” Another commented,

Well, I really enjoyed the group meetings and again, I think because of that interdisciplinary nature of them and hearing from people who are really outside of my areas talking about how they approach this or that issue . . . And then I also loved the one-on-one mentorship, which you have heard before, because it just seems rare that I get to my particular age and stage of life to have someone mentoring me, you know it’s like this is so fabulous, I love this.

### **For the innovator participants.**

The innovator participants enjoyed interacting with each other as advanced community-engaged scholars from different disciplines. Like early adopter participants, innovator participants felt the program provided a rich and stimulating experience and an opportunity to share their passion for community-engaged scholarship. They also felt group meetings with the early adopter participants provided them a better understanding of the principles underlying community-engaged scholarship. One participant reported,

For me personally, the most satisfying part was sitting with the senior peers from different disciplines and comparing notes because there's a quality of interaction that I haven't previously benefited from . . . that integration of teaching and learning is a beautiful thing.

They also believed the pilot program helped the early adopter participants gain confidence in their community-engaged scholarship work. One participant reflected,

I think we have people now who are further off the launching pad with more confidence in their community-engaged scholarship, more motivation to continue in this track, and more understanding of how it can fit into their career goals.

### **Areas Identified for Program Improvement**

The early adopter participants expressed a need for more frequent meetings to discuss topics in more depth. Both early adopter and innovator participants believed there was not sufficient time to fully implement the program. The innovator participants noted that participation in one-on-one mentoring activities was uneven. One participant's comments illustrate.

The other thing I think we need to work on is how to make the mentoring piece happen as effectively as it can. My sense is that you know everybody met with somebody once or twice, some people met more extensively with a particular person or sought out, you know, a couple of different people, and there are other people who I think really did minimal one-on-one stuff, and I am not sure yet how we can make that a more structured piece.

The innovator participants expressed concern about how community-engaged scholarship competencies were presented to the early adopter participants, because a competency-based approach to community-engaged scholarship was not consistent with the language or practices of some participants' disciplines. Innovators also indicated concern that community partners had not been integrated into the program at earlier stages.

## **Findings from the Program Documentation Data**

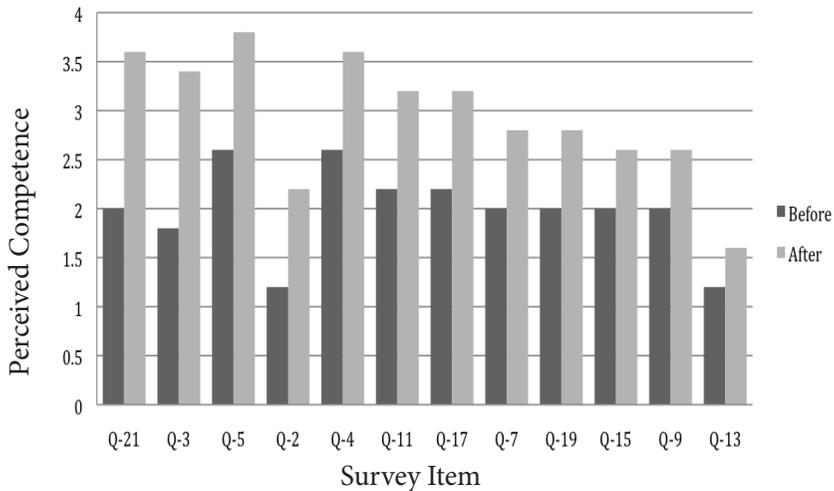
Review of Individual Development Plans and reflection sheets confirmed several themes noted in the interview data. The five early adopters were primarily interested in increasing their knowledge of community engagement trends within their disciplines, enhancing their capacity to produce scholarship as a result of their community-engaged work, and, particularly for those at the assistant professor level, learning how to make their best case for promotion and tenure as a community-engaged scholar. Review of meeting minutes suggested that the content of the group meetings was well aligned with the expressed goals of all of the early adopters. Review of reflection sheets confirmed that there was inconsistency across all five early adopters in terms of the extent to which they made use of available one-on-one meetings with innovators serving as mentors.

## **Findings from the Survey Response Data**

### **Early Adopter Findings**

The five early adopter participants completed the survey. Figures 1 and 2 outline the changes in their perceptions of their community-engaged scholarship knowledge and skills before and after participation in the faculty development pilot program (see Appendix 1 for survey item content). Figure 1 shows an increase in knowledge for all 12 items measuring community-engaged scholarship knowledge, but some more than others.

- Knowledge related to community-engaged scholarship concepts, working with diverse communities, and mentoring others in community-engaged scholarship increased the most among participants.
- Knowledge about how to translate findings of community-engaged scholarship into policy; develop community capacity for community-engaged scholarship; and balance research, teaching, and service while engaging in community-engaged scholarship increased the least among the participants.

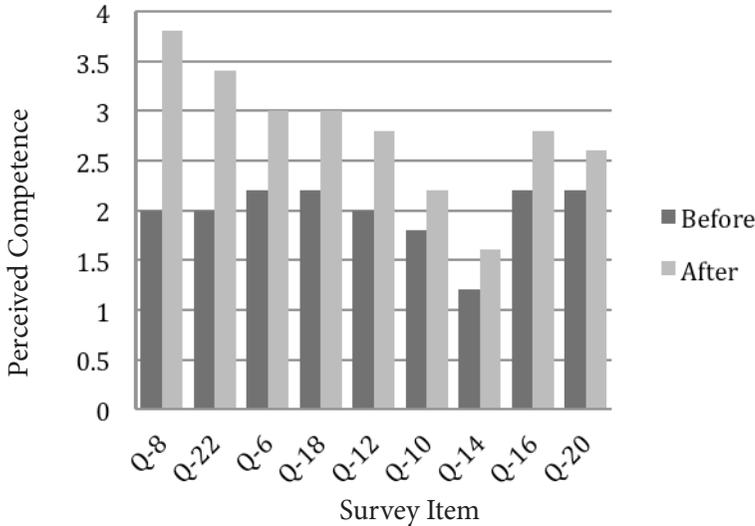


Note: Items are listed in terms of the greatest difference in average scores between pre- and post-assessment among the program's early adopter participants. Questions 21 (mentoring), 3 (concepts of community-engaged scholarship), and 5 (working with diverse communities) showed the greatest increases. Question content is available in Appendix 1.

**Figure 1. Perceptions of Community-Engaged Scholarship Knowledge before and after the Faculty Development Pilot Program**

Figure 2 indicates that skills in community-engaged scholarship increased for all nine items assessed, but for two in particular.

- Skills related to effectively negotiating academic community relationships and mentoring others in community-engaged scholarship increased the most.
- Skills related to effectively fostering translating findings into policy; balancing research, teaching, and service while practicing community-engaged scholarship; and grant writing related to community-engaged scholarship increased the least among participants.



Note: Items are listed in terms of the greatest difference in average scores between pre- and post-assessment among the program's early adopter participants. Questions 8 (negotiating community-academic partnership) and 22 (mentoring) showed the greatest increases. Question content is available in Appendix 1.

**Figure 2. Perceptions of Community-Engaged Scholarship Skills before and after the Faculty Development Pilot Program**

Survey responses reflected smaller increases in skills than in knowledge over the course of the program.

## Summary of Findings

The early adopter participants gained knowledge of *community-engaged scholarship*. They acquired a name for something they had believed in and practiced, but had not labeled community-engaged scholarship. Organizing this aspect of their academic identity under an umbrella term gave them a systematic, multi-disciplinary academic practice that transcended what in some cases felt like more idiosyncratic or discipline-specific practice. It changed how these faculty members thought of themselves. They moved from “I am a faculty member who is committed to engaging communities” to “I am a community-engaged scholar.”

While the early adopter participants grew in their knowledge of community-engaged scholarship and became more confident and enthusiastic in their ways of speaking and writing about community-engaged scholarship in their fields, their community-engaged scholarship skills did not appreciably increase. The authors conclude that the program was not long enough or intense enough to

translate knowledge gains into new forms of practice with communities and students. The survey demonstrated an increase in knowledge or skills in select areas, and not others. The early adopter participants tended to make gains in the areas addressed in the program, and not in the areas that were not addressed in the program. Although the authors had envisioned the innovator participants spending time interacting with the early adopter participants and their community partners, community partners were not invited into the process until the end of the program.

Given the limited opportunity to integrate new knowledge with practice skills, it is not surprising that the early adopter participants did not fully become ambassadors to their faculty colleagues during this project's time frame. The original goal was for the early adopter participants to develop ways to share their new-found enthusiasm and competency with other faculty members in their departments and across campus, and eventually more broadly within their areas of academic and professional interest. However, most of the early adopter participants were too new in their development as community-engaged scholars to formulate plans for spreading community-engaged scholarship among colleagues.

### **Implications for Future Community-Engaged Scholarship Faculty Development Programs**

The authors learned four lessons from this pilot program. First, despite one caveat explained later, there is value in using the

---

*“Selecting interdisciplinary innovator faculty members to disseminate their expertise created an energy and cross-fertilization across the university’s disciplines and proved valuable for the pilot program described in this article.”*

---

diffusion of innovation theory as a conceptual framework for a faculty development program. Selecting interdisciplinary innovator faculty members to disseminate their expertise created an energy and cross-fertilization across the university’s disciplines and proved valuable for the pilot program described in this article. There was an expectation that the innovator participants would serve as models and inspire the early adopter participants. The diffusion of innovation theory was also applied to selection of the early adopter participants. They could not be so advanced

as to be community-engaged scholarship peers of the innovator participants nor so novice that they needed encouragement to even try community-engaged scholarship.

For the pilot program in this article, the diffusion of innovation theory did not apply as well to the notion of creating “ambassadors” of community-engaged scholarship. The program developers envisioned an increase in the capacity of early adopter participants to serve as ambassadors. Findings from the program assessment indicate that some participants experienced an increase in self-doubt rather than empowerment about their ability to spread community-engaged scholarship. For future iterations of the program, the terms “enthusiast” or “supporter” will be used rather than “ambassador.”

The second lesson learned was that the value of a competency-based approach is evident for faculty members in some disciplines, but not all. For at least one early adopter participant, a competency-based approach was a foreign concept. Future community-engaged scholarship faculty development programs would benefit from participants’ discussing the language used by various disciplines to communicate quality community engagement and scholarship.

The third lesson learned was the importance of using community-engaged scholarship principles of collaboration with communities in implementing the program. The program designers consciously developed just enough scaffolding for the pilot program to give it coherence and structure. They included the early adopter participants in making decisions about specific topics and learning practices included in the program. The early adopter participants’ enthusiasm for the program stemmed, in part, from the sense that they were co-creating the program, which reflects a fundamental community-engaged scholarship principle in community-building. Though numerous principles of community engagement were modeled in this training, the meaningful involvement of community partners in this program was delayed until the end of the program. Beyond issues of time, the delay resulted from three additional factors: First, a well-defined role for community partners was not determined until well into the program. Second, the nature of the material we addressed in the program in order to be responsive to this cohort’s identified need—the conceptual and theoretical bases of community-engaged scholarship – did not provide an obvious connection to community members. However, this situation likely arose due to the third, and more important, factor- given that the group that designed the program did not include community partners, it is not surprising that the

community partner role was marginalized. Even though the innovators had previously witnessed the consequences of failing to engage community members themselves in campus activities related to community engagement, the innovators were not sufficiently vigilant and allowed history to repeat itself.

The fourth lesson learned was the importance of setting realistic goals, given the time and resources available for the program. The authors learned that the grant funds could not be used to provide participants a stipend or course release time. They also learned that the time needed to plan the program and select participants greatly diminished the time available to implement the program within the constraints of the grant's time frame.

The authors suggest that community-engaged scholarship faculty development programs should involve 2 years of direct work with faculty participants (plus start-up and evaluation time). Year 1 should be focused on community-engaged scholarship knowledge and identity development, with active involvement of community partners as sources of expertise. Year 2 should focus on practice skills involving fieldwork and the application of community-engaged scholarship knowledge, along with more extensive consultation with innovator mentors and community partners. Year 2 should also emphasize the diffusion goal of the project: how faculty who now have more integrated knowledge and practice in community-engaged scholarship can be advocates for this work in their university and beyond. The authors also suggest that all participants should receive course releases or salary support.

## **Conclusion**

The University of Minnesota's Pilot Community-Engaged Scholarship Faculty Development Program suggests a number of prospects and challenges for such programs at other universities. The authors found that a competency-based approach can be effective for increasing knowledge of motivated faculty members who have experience engaging with communities. The participants appreciated the group meetings. They liked having the program grounded in the history, theory, and concepts of community-engaged scholarship; they also appreciated having a mix of activities to enhance their knowledge and skills for integrating community-engaged scholarship into faculty teaching and research.

Future programs should continue to experiment with strategies to improve faculty skills in community-engaged scholarship,

provide more time to digest and implement the program concepts, frame community-engaged scholarship competencies in ways that transcend disciplines, and create substantive roles for community members in the process.

## Epilogue

Although this faculty development program has not been sustained beyond the pilot phase due to funding constraints, a number of positive developments have occurred in the interim. The university's community-campus health liaison began convening the organizers of several faculty development efforts that touch on community engagement, such as service-learning trainings and a community-based participatory research course. These meetings provided faculty development coordinators with the opportunity to learn about each other's work and to begin mapping faculty development offerings across the institution. The Office for Public Engagement then commissioned the community-campus health liaison to conduct an analysis of all faculty development efforts that address community engagement to highlight the potential gaps in topics offered and audiences reached.

The Office for Public Engagement also charged a committee, the Task Force on Faculty Scholarship, Development and Reward, to recommend, among other things, mechanisms to create faculty development pathways in community-engaged scholarship.

The Office for Public Engagement hopes to act on the recommendations of this task force and the findings of the analysis of faculty development opportunities to enhance the coordination of faculty development efforts, increase the regularity of course offerings, and fill gaps by creating courses for novice and advanced community-engaged scholars from diverse disciplines.

## Acknowledgments

This project was supported, in part, by the Faculty for the Engaged Campus project, a national initiative of the Community-Campus Partnerships for Health in partnership with the University of Minnesota, and the University of North Carolina–Chapel Hill, which aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty members through the promotion and tenure process. Faculty for the Engaged Campus project was funded by a comprehensive program grant from the U.S. Department of Education's Fund for

the Improvement of Postsecondary Education. We wish to thank the University of Minnesota's Associate Vice President for Public Engagement Andy Furco for matching funds. In addition, he and Vice Provost for Faculty and Academic Affairs Arlene Carney contributed to the conceptualization of this project. It was an honor to work with five early adopters who brought refreshing enthusiasm and energy to this work—Christine Baeumler, Greg Donofrio, Sonja Kufinec, Kristine Miller, and Ruby Nyugen. Together with the early adopters, we wish to thank the early adopters' community partners who will continue to play a critical role in the development of these and other community-engaged faculty.

## References

- Battistoni, R. M., Gelmon, S. B., Saltmarsh, J., Wergin, J., & Zlotkowski, E. (2003). *Campus Compact: The engaged department toolkit*. Providence, RI: Campus Compact.
- 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.
- Bringle, R. G., Games, R., Ludlum, C., Osgood, R., & Osborne, R. (1999). Faculty Fellows program: Enhancing integrated professional development through community service. *American Behavioral Scientist*, 42, 882–894.
- Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle, WA: Community-Campus Partnerships for Health.
- Community-Campus Partnerships for Health. (1998). Principles of good community-campus partnerships. Retrieved from <http://depts.washington.edu/ccph/principles.html>
- Drennan, J., & Hyde, A. (2008). Controlling response shift bias: The use of the retrospective pre-test design in the evaluation of a master's programme. *Assessment and Evaluation in Higher Education*, 33(6), 699–709. doi:10.1080/02602930701773026
- Glantz, K., Rimmer, B., & Viswanath, K. (Eds.). (2008). *Health behavior and health education: Theory, research, and practice* (4<sup>th</sup> ed.). San Francisco, CA: Jossey Bass.
- Goodwin, L. D., Stevens, E. A., Goodwin, W. L., & Hagood, E. A. (2000). The meaning of faculty mentoring. *Journal of Staff, Program, & Organization Development*, 17(1), 17–30.
- Kendall, J., Duley, J., Little, T., Permaul, J., & Rubin, S. (1990). Increasing faculty involvement. In J. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. 2, pp. 137–160). Raleigh, NC: National Society for Internships and Experiential Education.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

- Reid, A., Stritter, F. T., & Arndt, J. E. (1997). Assessment of faculty development pilot program outcomes. *Family Medicine*, 29(4), 242–247.
- Rogers, E. M. (1962). *Diffusion of innovations*. Glencoe, IL: Free Press.
- Sandmann, L., Foster-Fishman, P. G., Lloyd, J., Rarren, W., & Rosaen, C. (2000). Managing critical tensions: How to strengthen the scholarship component of outreach. *The Magazine of Higher Learning*, 32(1), 44–52. doi:10.1080/00091380009602708
- Skeff, K. M., Stratos, G. A., Bergen, M. R., Albright, C. L., Berman, J., Farquhar, J. W., & Sox, H. C. (1992). The Stanford faculty development program: A dissemination approach to faculty development for medical teachers. *Teaching and Learning in Medicine: An International Journal*, 4(3), 180–187.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27, 237–246. doi:10.1177/1098214005283748

## About the Authors

**Catherine Jordan** directs the University of Minnesota Extension's Children, Youth and Family Consortium, a community-engaged center supporting the translation of research to practice and policymaking through community-academic partnerships. She serves as the founding editor of CES4Health.info and works on efforts to create academic institutional changes that support community-engaged scholarship. Jordan earned her bachelor's degree from Oberlin College, and her master's degree and Ph.D. from Wayne State University.

**William J. Doherty** directs the Citizen Professional Center and focuses on community interventions co-planned and carried out with community resources. He trains professionals in the craft of citizen professional work. Doherty earned his bachelor's degree and master's degree from St. Paul's College, a master's degree from the University of Connecticut, and his Ph.D. from the University of Oklahoma.

**Rhonda Jones-Webb** is an associate professor at the University of Minnesota, School of Public Health. Her research focuses on alcohol epidemiology and policy with a special emphasis on race and social class issues. She is also the co-chair of the School of Public Health's Health Disparities Research Work Group. Jones-Webb earned her bachelor's degree and master's degrees from the University of California, Los Angeles, and her DrPH from the University of California, Berkeley.

**Nancy Cook** is on the faculty at the University of Minnesota Law School. She has been actively involved in community-based activism for 20 years and frequently writes and presents on the practice and pedagogy of community-engaged lawyering. Cook earned her bachelor's degree from Ohio State University, her master's degree from American University, and her JD from Georgetown University.

**Gail Dubrow** is a professor of architecture, landscape architecture, public affairs, and planning and history at the University of Minnesota. Her research focuses on making the history of women, ethnic communities of color, and other underrepresented groups publicly visible at historic sites and buildings. Related to her leadership experience in higher education, she has also worked to restructure institutional policy and practice to foster interdisciplinary teaching and research. Dubrow earned her bachelor's degree from the University of Oregon and her Ph.D. from the University of California, Los Angeles.

**Tai J. Mendenhall** is an assistant professor at the University of Minnesota Medical School. His primary research interests are in advancing university-community partnerships to eliminate health disparities. Much of this work has focused on smoking cessation, obesity, and diabetes. Mendenhall earned his bachelor's degree and Ph.D from the University of Minnesota, and his master's degree Kansas State University.

## Appendix I

### Competency Self-Assessment

The questionnaire assesses your perceived level of competence in a variety of areas relevant to community-engaged scholarship. Please provide a rating for your level of competency at the beginning of the program and now, at the end of the program.

Each domain represents an important area of competence for effective community-engaged scholarship (CES). Some domains relate to one's knowledge base. Others are more about skills. However, since knowledge is integral to effective practice, skills-based questions in this self-assessment also inquire about the robustness of one's knowledge within the domain. Please choose only one statement per question (one for the *beginning* and one for the *end* column).

You will rate questions according to the following Likert scales, depending on the question:

Knowledge continuum (In response to "What do you know" questions):

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

Skill (applied knowledge) continuum (in response to "How effective are you" questions):

- 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

	Time 1	Time 2
1. (background question)		
2. What do you know about the history of and the literature about CES?		
3. What do you know about concepts of community engagement and CES?		
4. What do you know about contributors to community challenges including economic, social, behavioral, political and environmental factors?		
5. What do you know about working with diverse communities?		
6. How effective are you at working with diverse communities?		
7. What do you know about negotiating academic-community relationships?		

8. How effective are you at negotiating academic-community relationships?		
9. What do you know about developing community capacity through CES?		
10. How effective are you at developing community capacity through CES?		
11. What do you know about fostering social change through CES?		
12. How effective are you at fostering social change through CES?		
13. What do you know about translating the process and findings of CES into policy?		
14. How effective are you at translating the process and findings of CES into policy?		
15. What do you know about balancing research, teaching and service while engaging in CES?		
16. How effective are you at balancing research, teaching and service while engaging in CES?		
17. What do you know about the relationship of scholarly components of CES and review, promotion and/or tenure?		
18. How effective are you in preparing to present your best case for promotion or tenure as a community-engaged scholar?		
19. What do you know about grant writing and developing productive relationships with funders related to CES?		
20. How effective are you at grant writing and developing productive relationships with funders related to CES?		
21. What do you know about mentoring students and faculty in CES, thereby increasing the capacity of the University to engage with communities?		
22. How effective are you at mentoring students and faculty in CES, thereby increasing the capacity of the University to engage with communities?		

## Appendix 2

### Individual Development Plan Template

- 1.
- 2.
- 3.

---

**Areas to Develop**

(What do you need to develop?)

---

**Goals: Long-term**

(What will you do to improve in the areas identified?)

---

**Goals: Short-Term**

(What could you do this year?)

---

**Overall Strategies for Reaching Goals**

**Steps and Timeline for Completion** (What steps will you take to accomplish your goals and by when?)

---

**Resources Available**

(Human, funding, electronic, events, training, literature, etc.)

---

**Outcomes**

(What will you have accomplished to indicate that you have reached your goals?)

---

## Appendix 3

### *“Speed Dating” Approach to Mentor Assignment*

Approach: A method was needed to provide all mentees with an opportunity to learn about all potential mentors and then to discern which mentor(s) would best meet their needs. A “speed dating” approach was modified to serve these purposes.

Procedures: Potential mentors each gave a 5-10 minute presentation about their domains of expertise and the areas that they enjoy mentoring students and junior faculty in. Mentees and mentors were then seated in pairs.

At the end of the speed dating session, mentees were asked to complete the following sheet:

NAME: \_\_\_\_\_

Based on your conversations today, list three competencies you want to work on and who you want to work on them with. Asterisk any that are urgent needs.

1. Competency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

a. Who do you want to work with on this? \_\_\_\_\_

2. Competency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

a. Who do you want to work with on this? \_\_\_\_\_

3. Competency:

\_\_\_\_\_  
\_\_\_\_\_

a. Who do you want to work with on this? \_\_\_\_\_

Is there anything else you want Innovators to know?

## Appendix 4

### *Key Informant Interview Questions*

Guiding questions that informed key informant interview questions are listed below. Relevant sources of information in parentheses (I = Innovator; EA = Early Adopter)

- 1) Did the faculty development program create a cadre of faculty with the capacity for CES?
  - a. In what ways was enthusiasm for CES established? Increased (I/EA)?
  - b. In what ways were CES competencies enhanced (knowledge, behavior, skills) (EA)?
  - c. In what ways did EA's apply CES competencies into their work/scholarship?
  - d. What plans did EA's/I's develop for being ambassadors for CES?
- 2) What components of the program were most valuable and why (I/EA)? Which components were less helpful and why?
- 3) What lessons were learned about developing faculty development programs related to CES (I/EA)?

### Key Informant Interview Questions

#### 1a. Related to enthusiasm

- What was the importance of CES in your academic career before the program? How has that changed?
- Has the program had an effect on your identity as a community engaged scholar? If so, what effect has it had? If not, explain why not.
- What role will CES play in your career in the future? How would you have answered that question a year ago?

#### 1b. Related to competencies

- What competencies or skills did you come in wanting to develop?
- What competencies or skills did you work on in the program?
- What progress have you made on those competencies or skills?
- What competencies or skills do you want to work on in the future?

#### 1c. Related to application of competencies

- How have you been able to apply what you've learned in this program to your work?
- What challenges have you faced in doing so?

#### 1d. Related to ambassador plans

- Do you feel competent in your ability to serve as an ambassador for CES on campus or in your discipline?
- How do you plan to serve as an ambassador for CES on campus or in your discipline?

#### 2. Related to feedback on the value of the program

- What components of the program did you find helpful?
- What components did you find unhelpful? (Could probe with specific references to components like: application process and selection, identification of competencies and development of the individual development plan, large group meetings, mentoring, etc.)

#### 3. Related to lessons learned (focused mostly on Innovator interviews, but can also be gleaned from EA interviews, meeting notes, site visit feedback)

- What lessons did you learn about designing a faculty development program?
- What lessons did you learn about competencies necessary for CES and how those competencies are best developed in faculty?
- What worked well about the faculty development program?
- What did not work about the faculty development program?
- What would you suggest/do differently if you were to do it again?



## **Engaged Scholarship at the University of North Carolina at Chapel Hill: Campus Integration and Faculty Development**

Lynn W. Blanchard, Ronald P. Strauss, and Lucille Webb

### **Abstract**

The University of North Carolina at Chapel Hill undertook faculty development activities to increase awareness of community-engaged scholarship through campus dialogue and by assisting faculty members in acquiring skills for community-engaged scholarship. This article presents a case report describing activities and their impact. The activities informed campus-wide initiatives on promotion and tenure as well as the development of the university's new academic plan. Two lessons learned from the university's community-engaged scholarship faculty development activities include (1) incorporating these activities into existing campus programs helps institutionalize them, and (2) implementing these activities within broader institution-wide initiatives helps those initiatives and provides a wider forum for promoting community-engaged scholarship.

### **Introduction**

The University of North Carolina at Chapel Hill (UNC) has a long tradition of service to the state of North Carolina. The University of North Carolina's public service mission was articulated almost 100 years ago under the leadership of President Edward Kidder Graham. In 1914, he declared that university public service is "the radiating power of a new passion," which goes far beyond "thinly stretching out its resources" to the state. North Carolina was recovering from the Civil War, and the university embraced "the state and all its practical problems" as a legitimate field of study and service (*Graham, 1919, pp. 14-15*). For many years, the University of North Carolina's slogan was "Write to the University When You Need Help" (*Wilson, 1976, p. 136*), and the university "thought of itself as a telephone central which connected those interested in being served with those who could provide the service" (*Wilson, 1957, p. 210*). This passion for service influenced the work of leaders Frank Porter Graham, Bill Friday, and Howard Odum as well as generations of faculty members who applied their considerable talents to solving public problems. The University of North Carolina's commitment to improving North Carolina has become a defining characteristic, and it has created a special bond with the people in the state.

The tradition of service for the common good in this non-land-grant flagship university has evolved into a commitment to deeper engagement that involves mutually beneficial partnerships between the university and communities in North Carolina and beyond. Partnerships between the University of North Carolina and communities have fueled impressive scholarship, economic development and entrepreneurship.

This article is a case study of how the University of North Carolina at Chapel Hill deliberately undertook activities to promote engaged scholarship through faculty development and other campus-wide efforts.

### **Setting the Context**

Over the last decade, the University of North Carolina at Chapel Hill has moved to strengthen its commitment to addressing practical problems facing society. The influential report of the Kellogg Commission, *Returning to Our Roots—The Engaged Institution*, encouraged universities to “become even more sympathetically and productively involved with their communities, however community may be defined” (1999, p. 9). Former Chancellor James Moeser (2000–2008), who helped create the Kellogg report while chancellor at the University of Nebraska–Lincoln, led the University of North Carolina to become an “engaged” university in keeping with the Kellogg report to “envision partnerships [as] two-way streets defined by mutual respect among the partners for what each brings to the table” (1999, p.13). In an address at the 10th anniversary celebration of the William and Ida Friday Center for Continuing Education, Chancellor Moeser (2001) echoed earlier generations of campus leaders, stating, “Service and engagement must be an integral part of a university’s life, not something we practice if we have extra time or if the mood strikes us or if our schedule permits or if it happens to be convenient. We must consider it an obligation and a responsibility, something that we owe society.”

Established in 1999 from one of the recommendations of the Chancellor’s Intellectual Climate Task Force, the Carolina Center for Public Service (CCPS) is a pan-university center administratively located in the Office of the Provost. The Center’s mission is to

engage and support the faculty, students and staff of the University of North Carolina at Chapel Hill in meeting the needs of North Carolina and beyond. The Center strengthens the University’s public service commitment by promoting scholarship and service that are

responsive to the concerns of the state and contribute to the common good. (*Carolina Center for Public Service website, 2011*)

The center is home to several campus programs promoting engaged scholarship and service—connecting the university’s tripartite mission of teaching, research and service. These programs include the Assisting People in Planning Learning Experience in Service (APPLES) Service-Learning Program, a student-initiated, student-led and student-funded organization established in 1990. APPLES, working with faculty members from across campus, now supports more than 100 service-learning courses annually, and its activities include an annual Course Development Institute for Service-Learning for faculty members and graduate instructors.

In 2003, the university adopted its first 5-year academic plan, with six academic priorities, including several directly related to engagement (specifically, priorities B and E):

B. Further integrate interdisciplinary research, education and public service.

E. Enhance public engagement. (*University of North Carolina at Chapel Hill, 2003*)

In 2004, five faculty members and administrators from the UNC School of Dentistry and the Office of the Provost represented the university in the Community-Engaged Scholarship for Health Collaborative of Community-Campus Partnerships for Health (CCPH). This 3-year initiative was focused on increasing rewards and incentives for faculty pursuing community-engaged scholarship (*Seifer, Wong, Gelmon, & Lederer, 2009*). During the time UNC participated, members of the School of Dentistry revised the school’s guidelines for promotion and tenure to encompass community-engaged scholarship, and team members helped author an article regarding competencies for community-engaged scholarship for faculty development (*Blanchard et al., 2009*).

The commitment of academic leaders, supportive organizational structures and inclusive promotion and tenure policies have been identified as key to institutionalizing support, recognition and reward for community-engaged scholarship (*Bringle, Hatcher, & Holland, 2007; Holland, 1997; Sandmann, Saltmarsh, & O’Meara, 2008*).

## **The University of North Carolina at Chapel Hill: Activities to Support Community-Engaged Scholarship**

Concurrent with participation in the Community-Campus Partnerships for Health (CCPH) Community-Engaged Scholarship for Health Collaborative from 2004 through 2007, the Carolina Center for Public Service was developing programmatic activities to support and further community-engaged scholarship across the campus. The first Campus Dialogue on Engagement was held in 2007 to gather faculty input for a new community-engaged scholarship faculty development program. That input was incorporated into the Faculty Engaged Scholars Program, which identified the first class of scholars through a competitive process in fall 2007 to begin the program in January 2008.

As a result of involvement in the Community-Engaged Scholarship for Health Collaborative, UNC was asked to partner with Community-Campus Partnerships for Health and the University of Minnesota in the development of the Faculty for the Engaged Campus initiative, which is described in more detail elsewhere in this issue of the *Journal of Higher Education Outreach and Engagement* (Seifer, Blanchard, Jordan, Gelmon & McGinley 2012). Both the timing of the initiative and the focus on community-engaged scholarship faculty development were ideal for helping inform and further UNC's campus efforts.

The University of North Carolina at Chapel Hill hosted and participated in the Community-Engaged Scholarship Faculty Development Charrette for the Faculty for the Engaged Campus initiative in May 2008, described elsewhere in this issue (Gelmon, Blanchard, Ryan, & Seifer, 2012). UNC also submitted a proposal for a 2-year Faculty for the Engaged Campus grant to implement the team's action plan developed at the charrette.

A timeline of the campus activities and programs discussed in this article is presented in Table 1.

**Table 1. Community-Engaged Scholarship at University of North Carolina at Chapel Hill: Chronology of Events and Programs**

Date	Event/Program
1999	Carolina Center for Public Service established
2003	First campus academic plan
2004-2007	CCPH Community-Engaged Scholarship for Health Collaborative
2007-2010	Faculty for the Engaged Campus Initiative
2007	Annual Campus Dialogue on Engagement: Planning for Faculty Engaged Scholars Program (January) Selection of inaugural class of Faculty Engaged Scholars (October)
2008	Faculty Engaged Scholars Class I begins program (January) Annual Campus Dialogue on Engagement: "UNC Tomorrow" (January) Faculty for the Engaged Campus Community-Engaged Scholarship Faculty Development Charrette (May)
2009-2010	Faculty for the Engaged Campus action planning grant
2009	Annual Campus Dialogue on Engagement: "Rewards and Incentives for Engaged Scholarship" (January) Faculty Engaged Scholars Class II begins program (January) UNC Task Force on Future Promotion and Tenure Policies report issued (April)
2010	Annual Campus Dialogue on Engagement: "The Academic Plan" (January) Faculty Engaged Scholars Class III begins program (August)
2011	Annual Campus Dialogue on Engagement: "Responding to Hard Times" (January) Academic Plan 2011: Reach Carolina presented to Board of Trustees (March)

In 2008, concurrent with the Faculty for the Engaged Campus initiative, UNC established the Center for Faculty Excellence, which built on and expanded the work of the former Center for Teaching and Learning. The mission of the Center for Faculty Excellence is "to provide holistic support to faculty across the entire spectrum of professional development: instruction, research, and leadership skills" (*UNC Center for Faculty Excellence, 2011*).

The timing of the Community-Engaged Scholarship Faculty Development Charrette provided an opportunity to collaborate on faculty development efforts in new and important ways. The UNC team that participated in the charrette included:

- the faculty director for the Center for Faculty Excellence;

- the director of the University of North Carolina Center for Health Promotion and Disease Prevention (also a senior faculty member at the Gillings School of Global Public Health, who is now co-chair of the Academic Plan Steering Committee);
- the department chair/professor from the University of North Carolina School of Dentistry (who also serves as faculty director of the Faculty Engaged Scholars Program, and who is now Executive Associate Provost); and
- an associate professor from the Department of Communication Studies in the College of Arts and Sciences (who was also a participant in the Faculty Engaged Scholars Program).

The director of the Carolina Center for Public Service and a community partner with extensive experience in community-based participatory research, who also serves as the community course director of the Faculty Engaged Scholars Program, served as facilitators for the charrette.

Like the other 19 campus teams attending, the UNC team created an action plan at the charrette. Team members identified overall goals to advance community-engaged scholarship at the university. Each goal included a faculty development objective.

Goal 1: Enhance the appreciation and value the institution places on engaged scholarship.

*Faculty development objective:* Increase faculty awareness of engaged scholarship through campus dialogue focused on engaged scholarship.

Goal 2: Promote and tenure faculty at the University of North Carolina by including engaged scholarship as part of the criteria.

*Faculty development objective:* Assist faculty in acquiring skills to achieve promotion and tenure within current tenure system as well as advocate for systemic change.

Goal 3: Ensure that communities benefit in enduring ways from engaged scholarship and research originating at the University of North Carolina.

*Faculty development objective:* Incorporate community representation and perspective in all faculty development efforts around engaged scholarship.

To implement the action plan, the campus team built on existing partnerships and programs. They hoped that this approach would increase the likelihood of institutionalization and would be a more efficient use of campus resources.

Consistent with its mission to support faculty, students and staff in addressing the needs of the state and beyond through engaged scholarship and service, the Carolina Center for Public Service oversaw the implementation of the team's action plan. Specifically, the three objectives were addressed through two existing endeavors: (1) an annual Campus Dialogue on Engagement, and (2) the Faculty Engaged Scholars Program.

---

*“[T]he . . . campus team built on existing partnerships and programs. They hoped that this approach would increase the likelihood of institutionalization and would be a more efficient use of campus resources.”*

---

## **The University of North Carolina's Campus Dialogues on Engagement**

The Carolina Center for Public Service held two half-day Campus Dialogues on Engagement during the Faculty for the Engaged Campus grant period. In 2009 the dialogue topic was “Rewards and Incentives for Engaged Scholarship,” and in 2010, it was “The Academic Plan.” A campus-wide announcement went out for each dialogue. The dialogues included structured breakout discussions addressing questions relevant to the respective topics, which were introduced by senior campus administrators and faculty member presentations. The questions addressed in each of the dialogues are presented in Table 2.

A written summary of the discussions was completed for each dialogue event. The 2009 Dialogue summary was given to the campus Task Force on Future Promotion and Tenure Policies and Practices. The 2010 Dialogue summary was shared with Academic Plan Steering Committee members.

The Campus Dialogues on Engagement were planned to help inform campus efforts for which engagement and engaged scholarship were particularly relevant. The university's administration was appreciative of the dialogues, as they provided a mechanism for faculty members, staff, students and community representatives to provide input and share perspectives.

**Table 2. Discussion Questions from the University of North Carolina at Chapel Hill Annual Campus Dialogues on Engagement**

2009: Incentives for Engaged Scholarship	2010: The Academic Plan
<ol style="list-style-type: none"> <li>1. What motivates you to do the work of engaged scholarship?</li> <li>2. What kinds of things should be rewarded that are not now? Please give some specific examples.</li> <li>3. What kinds of things can we do at the University of North Carolina to facilitate engaged scholarship? Are there best practices, examples, or experiences we can learn from others?</li> <li>4. What issues should the Promotion and Tenure Task Force consider?</li> <li>5. What kinds of things can you do to help promote engaged scholarship?</li> <li>6. From your discussions (particularly of items 3 and 5), choose two critical actions to share in the closing session.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is academic about engagement?</li> <li>2. What are some exemplars of engagement and engaged scholarship from across campus?</li> <li>3. What are some commonalities across the examples shared?</li> <li>4. What components should be included in our academic plan that can help define the University of North Carolina's engagement?</li> <li>5. Pick two (and only two) key points from your discussion to share with the larger group.</li> </ol>

## The University of North Carolina's Faculty Engaged Scholars Program

In 2007, the Carolina Center for Public Service established the Faculty Engaged Scholars Program, a two-year, competency-based program with the following goals:

- Recognize and reward faculty members involved in community-engaged scholarship.
- Create and sustain a community of engaged scholars from diverse perspectives.
- Promote the scholarship of engagement at Carolina across disciplines.
- Continue to build Carolina as an institution committed to and demonstrating strong university-community relationships. (*Carolina Center for Public Service website, 2011*)

The program, in its third year at the time of this article, is led by a senior faculty member and a community partner member with more than 15 years' experience in working with faculty on community-engaged scholarship endeavors.

## Selection of program participants.

Faculty participants are selected through a competitive process. Applicants complete statements of interest that include how their scholarship is (has been or has the potential to be) responsive to community need, what they hope to gain from participating in the program, and how they might use the monetary stipend (\$5,000–\$7,500/year). Each application must include a support letter from the faculty member's department chair or dean. A committee of faculty and community representatives reviews the applications and selects each class of scholars.

## Pre-program self-assessment activity.

Before beginning participation in the program, each scholar completes a self-assessment based on the 14 competencies for community-engaged scholarship from Blanchard et al. (2009). The competencies were conceptualized along a developmental path of novice to intermediate to advanced. Table 3 contains examples of the competencies by level, and Table 6 lists all 14 competencies for community-engaged scholarship.

**Table 3. Examples of Level of Community-Engaged Scholarship Competencies**

Level	Competency
Novice	Understanding of the concepts of community engagement and community-engaged scholarship, and familiarity with basic literature and history of community-engaged scholarship (i.e., Boyer, 1990, and Glassick, Huber, & Maeroff, 1997)
Novice to Intermediate	Knowledge of and skills in applying the principles of community-engaged scholarship in theory and practice, including: <ul style="list-style-type: none"> <li>• Principles</li> <li>• Theoretical frameworks</li> <li>• Models and methods of planning</li> <li>• Implementation and evaluation</li> </ul>
Intermediate	Ability to work effectively in and with diverse communities.
Intermediate to Advanced	Knowledge and successful application of definition of community-engaged scholarship, community-engaged scholarship benchmarks, scholarly products, outcomes, and measures of quality
Advanced	Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion, and/or tenure

The scholars rated themselves for each competency on a six-point scale: (1) none to minimal, (2) basic, (3) intermediate, (4) proficient, (5) advanced, and (6) complete mastery. In addition,

they articulated the things they hoped to learn in the program by ranking the top three competencies they would like to see addressed in the program's sessions. The participants were asked to complete the self-assessments at the end of each of their two years of program participation. In addition, they rated their accomplishments on the eight items shown in Table 4, and responded to open-ended questions regarding their participation in the program.

**Table 4. Scholar Self-Assessments of Progress During Program Participation**

Which of the following have you accomplished since entering the program?	Fully	In part	Not at all
1. My scholarship is more seamlessly integrated into my work with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have secured new funding to support my engaged scholarship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My professional career has advanced and/or been enriched.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have established a strong working partnership with at least one UNC faculty member with whom I did not previously interact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have enriched and deepened my community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have contributed to UNC's capacity to address the state's priority problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have catalyzed other faculty to become more engaged through their scholarship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have contributed to the standing and appreciation of engaged scholarship within the academy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Before completing any of the assessments, scholars consented to participating in the assessments as required by the University of North Carolina at Chapel Hill's Institutional Review Board.

### **Program activities in Year 1 of a cohort.**

In Year 1 of the program, participants attend a two-day orientation, four half-day sessions, and a symposium. The curriculum covers background and current developments in the work of engaged scholarship at the global, national, state and local levels. The curriculum is interactive and experiential, involving field visits, exposure to a number of ongoing projects, and discussions with community members and faculty partners. Sessions address such topics as funding and dissemination of engaged scholarship, navigating disciplinary expectations while addressing community

needs and partnering with local communities in North Carolina and beyond.

During the first year, the participants apply what they are learning in a series of experiential sessions to their own work in partnership with the community. (Note: *Community* can be defined broadly to include grassroots, nonprofit and business organizations; educational and governmental agencies; and neighborhoods or individuals with a common interest or identity.)

---

*“The curriculum is interactive and experiential, involving field visits, exposure to a number of ongoing projects, and discussions with community members and faculty partners.”*

---

### **Program activities in Year 2 of a cohort.**

In the second year, the curriculum focuses on the work of the participants who form a learning community, with each producing a scholarly project, or a product of disciplined inquiry (this can be a new project or an expansion of ongoing engaged scholarship).

### **Insights Regarding the University of North Carolina’s Community-Engaged Scholarship Faculty Development Activities**

In this section, the authors describe the impact that the Campus Dialogues on Engagement and the Faculty Engaged Scholars Program have had on the university community.

### **Campus Dialogues on Engagement: Impact**

The 2009 Campus Dialogue on Engagement, “Rewards and Incentives for Engaged Scholarship,” provided a number of insights that were shared with the campus Task Force on Future Promotion and Tenure Policies and Practices. In response to the question regarding motivation, although a few dialogue participants reported that they did engaged work because it was their job or the research they were involved with necessitated this approach, most described other sources of motivation. Some felt a moral obligation to do it; others said that it gave them personal satisfaction, or that the work enriched their teaching and their perspective on things. Others suggested that engaged work restored balance in their professional lives or offered new challenges. Still others reported they do this work simply “because it is fun!”

Faculty participants in the 2009 dialogue had ideas about what should be rewarded in the promotion and tenure process. Their suggestions included broadening the definition of a *publication* to include other types of scholarly work, which have the potential to reach a broader audience (e.g., legislative testimonies; op-ed articles; critical reviews of state task force, commission, or fiscal research; textbooks; curricula). The translation of research that makes it more accessible to the public was considered important.

Dialogue participants proposed ideas to facilitate engaged scholarship, including enhancing interaction among departments, expanding communication between the campus and the community, and increasing the number of training opportunities for faculty, staff and students. They cited several existing campus programs as important in this regard, including the Faculty Engaged Scholars Program and the APPLES Service-Learning Program. Participants suggested that the university could expand support for community-engaged scholarship efforts through campus centers and institutes, grant programs, networking and support from external funding sources.

Participants identified a variety of issues and made suggestions for the Task Force on Future Promotion and Tenure Policies and

---

*“Dialogue participants . . . encouraged the task force to consider how to use disciplinary lenses to think about the ways engaged scholarship can be manifested in each discipline.”*

---

Practices to consider, especially regarding the importance of clarity of definitions of engagement, engaged scholarship and service. They noted the need to expand what is offered while recognizing existing exemplary efforts, and that progress was needed not only at the overall institutional level, but within specific departments and disciplines as well. They expressed an understanding that there are many challenges to revising

promotion and tenure policies, including deep skepticism about whether engaged scholarship is in fact “scholarly,” and that as promotion and tenure are rooted in disciplines, one-size guidelines do not fit all disciplines. As a result, they encouraged the task force to consider how to use disciplinary lenses to think about the ways engaged scholarship can be manifested in each discipline.

The 2010 Campus Dialogue on Engagement, “The Academic Plan,” was structured to provide information to the steering

committee that was being convened to develop the new Academic Plan. The co-chairs of that effort helped plan the dialogue and attended the event. The dialogue summary provided six key points to be considered for the Academic Plan.

1. The University of North Carolina should reaffirm the centrality of engagement to the university's mission.
2. The university needs to involve community members in discussions, planning, evaluation and all aspects of the engagement process.
3. There is a need for inclusion of students (specifically graduate students) and community connections.
4. Engagement and engaged scholarship should be recognized through the promotion and tenure process.
5. The campus should define how to support faculty, students and staff who want to do engagement work.
6. The university needs to share what it is doing in engagement across disciplines—perhaps using a web-based portal, journal or database that faculty, staff and students could all post to.

The 2011 Campus Dialogue on Engagement, “Responding to Hard Times,” was held after the end of the Faculty for the Engaged Campus grant. A full draft of the Academic Plan served as the basis for the dialogue. Several members of the Academic Plan Steering Committee were among the 81 participants, including the chair of the Engagement Subcommittee. Ten schools and 13 departments from the College of Arts and Sciences were represented. Breakout discussions focused on three areas in regard to the engagement section of the plan:

1. In *general*, do you see the engagement section of the Academic Plan as strengthening and advancing engagement and engaged scholarship at the University of North Carolina? What are one or two of the key recommendations or areas that are particularly important?
2. Will you support endorsement of this section of the draft plan (in general concept) by the participants in the 2011 Campus Dialogue on Engagement?
3. The draft Academic Plan proposes an “Idea Fair,” in which the campus would focus on some common

themes over an extended period. This is an idea that has been suggested at prior Dialogues, and could happen whether or not it is included in the final Academic Plan.

In the full discussion that followed the breakouts, the following were the key points shared by the breakout groups (and shared, along with a fuller summary, with the Academic Plan Steering Committee):

1. Focus engagement on communities in need versus aspiring communities.
2. What will the university do to operationalize engaged scholarship, particularly with respect to promotion and tenure? Include the plan in the overall Academic Plan.
3. No more helicopter research projects with community as labs.
4. Emphasize the integration of research, teaching and service rather than as a separate add-on.
5. Students need to learn the ethics of engagement.
6. Convene people across campus more frequently to share research and talk about pressing issues.
7. The Idea Fair needs to be ongoing, like the Summer Reading Program does after the summer. Tailor ongoing work to feed into an overall theme. Engage the community in this process.
8. Identify the big themes collaboratively. Focus multiple efforts going on across campus.
9. Need a better way to publicize or disseminate what is going on. Expand the Dialogue!

## **The Faculty Engaged Scholars Program**

To date, three classes of eight scholars each have participated in the Faculty Engaged Scholars Program. The 24 participants were competitively selected from among 47 applicants from 10 of 13 schools, and more than 20 departments. The selected scholars represent eight schools and 12 departments (see Table 5). In this section the authors provide insights from the pre- and post-program assessment activities.

**Table 5. Participants in the Faculty Engaged Scholars Program: Schools, Departments, and Faculty Rank by Cohort**

	Cohort 1: Class I N = 8 2008-2009 (Calendar Years)	Cohort 2: Class II N = 8 2009-2010 (Calendar Years)	Cohort 3: Class III N = 8 2011-2012 (Academic Years)
Schools	College of Arts & Sciences (4) Journalism Medicine & Public Health Social Work (2)	College of Arts & Sciences (2) Education Government Medicine (2) Nursing Social Work	College of Arts & Sciences (5) Education Medicine (2)
Departments	Anthropology City & Regional Planning Communication Studies Computer Science Social Medicine	Anthropology Allied Health Political Science Social Medicine	Allied Health Biomedical Engineering Communication Studies Dramatic Art History Psychology Religious Studies
Faculty Rank	Professor (2) Associate Professor (4) Assistant Professor (1) Lecturer (1)	Professor (2) Clinical Professor (1) Associate Professor (2) Assistant Professor (2) Research Assistant Professor (1)	Professor (3) Associate Professor (1) Assistant Professor (2) Research Associate Professor (1) Research Assistant Professor (1)

When the competency self-assessments were combined for all participants selected to date ( $N = 24$ ), patterns emerged regarding how the participating faculty members felt about their competencies for practicing community-engaged scholarship. None of the participants felt that they had completely mastered any of the competencies. Fourteen felt proficient or advanced in their “ability to work effectively in and with diverse communities,” with one rating none to minimal proficiency and three stating they had basic proficiency. Eleven rated themselves proficient or advanced in their “ability to negotiate across community-academic groups,” while one rated minimal and seven as basic. Ten rated themselves proficient or advanced in their “understanding of the various contributors to community issues” with three stating they had no to minimal proficiency and seven had basic.

The faculty participants most consistently rated themselves as having no or minimal mastery for the competencies for community-engaged scholarship listed below.

- “Understanding of policy implications . . .” ( $N = 13$ )
- “Knowledge of review, promotion, and tenure process . . .” ( $N = 13$ )
- Ability to write grants expressing community-engaged scholarship principles and approaches” ( $N = 12$ )
- “Knowledge and successful application of definition . . ., benchmarks . . ., and measures of quality” ( $N = 12$ )

A full list of the competencies and summary of faculty rankings are contained in Table 6.

**Table 6. Faculty Engaged Scholars: Summary of Initial Community-Based Scholarship Competency Rankings**

Competency	Ranking				
	None to minimal	Basic	Intermediate	Proficient	Advanced
1. Understanding the concepts of community engaged scholarship, and familiarity with basic literature and history of community-engaged scholarship	7	11	2	2	1
2. Understanding of the various contributors to community issues (economic, social, behavioral, political, environmental); developing skills commitment for fostering community and social change	3	4	6	7	3
3. Knowledge of and skills in applying the principles of community-engaged-scholarship in theory and practice, including; Principles, Theoretical frameworks, Models and methods of planning, and implementation and evaluation	7	8	6	0	0
4. Ability to work effectively in and with diverse communities	1	2	6	5	9
5. Ability to negotiate across community-academic group	1	7	5	6	5
6. Ability to write grants expressing community-engaged scholarship principles and approaches	12	3	6	1	1
7. Ability to write articles based on community-engaged scholarship processes and outcomes for peer-reviewed publications	10	2	8	1	2
8. Ability to transfer skills to the community, thereby enhancing community capacity, and ability to share skills with other faculty	2	11	3	3	4
9. Knowledge and successful application of definition of community-engaged scholarship, community-engaged scholarship benchmarks, scholarly products, outcomes, and measures of quality	12	9	2	0	0
10. Understanding of the policy implications of CES and ability to work with communities in translating the process and findings of CES into policies	13	5	4	0	1
11. Ability to balance tasks in academia (e.g., research, teaching, service) posing special challenges to those engaged in community engaged scholarship in order to thrive in an academic environment	1	8	6	7	1
12. Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion, and/or tenure	3	6	10	3	1
13. Knowledge of review, promotion, and tenure process and its relationship with community engaged scholarship, ability to serve on review, promotion, and tenure committee	13	4	5	1	0
14. Ability to mentor student and junior faculty in establishing and building community-engaged scholarship-based portfolio	6	6	9	1	1

## **Results specific to Cohort I.**

At this writing, only one cohort has completed the two-year program. In that first cohort, six participants reported increased competency in most, but not all, of the items. In the first cohort's qualitative responses they reported having acquired ideas about how to better structure campus-community partnerships and an increase their interdisciplinary relationships. They also noted the benefits of having a community member as a co-program director, including the consistent community voice present at all their sessions.

### ***Grant proposals submitted.***

At least six grant proposals were submitted by participants in Cohort 1. Several noted that their participation had suggested how to expand grant proposals to include components of community-engaged scholarship. One respondent's comment illustrates.

I now have ideas about expanding academic grants (and, in fact, have submitted one) to include engaged scholarship components that will ultimately improve my academic research as well as "give back" to the community hosting the research.

Two of Cohort 1's participants collaborated on a grant proposal for a partnership among UNC graduate students in City and Regional Planning, undergraduates in the School of Journalism and Mass Communication and students at North Carolina Central University. The funded project is focused on urban youth in an underserved area who are now producing a print and online newspaper for their neighborhood. One of the collaborators elaborates on the impact of the program and the funded project:

If it weren't for FESP [Faculty Engaged Scholars Program], I never would have gotten the inspiration to launch the Northeast Central Durham Community Newspaper Project, which, as of this writing, has pretty much taken over my life—in a good way. . . . The project has completely altered for the better the nature of my Community Journalism class, where we now are knee-deep in making connections happen. . . .

## **Suggestions for program enhancements.**

Participants in Cohort 1 suggested two ways to enhance the program: (1) provide scheduled time to interact informally with other participants to learn about each other's work, and (2) include more didactic sessions with discussion of the recommended readings.

## **The Evolution of Institutional Support for Community-Engaged Scholarship at the University of North Carolina at Chapel Hill**

The community-engaged scholarship faculty development activities described in this article occurred during a dynamic time for the university. Since 2008, when the programs were initiated, the chancellor and the provost positions have new occupants, and severe budgetary cuts have been felt throughout the campus. Still, the university's commitment remains strong, as evidenced by *Academic Plan 2011: Reach Carolina*:

Because the University exists to serve not only its students but also the state, nation, and the world, Reach Carolina embraces enthusiastically a comprehensive approach to engagement that will recognize, stimulate, and reward excellence in teaching and research on the part of all members of the campus community. (*University of North Carolina at Chapel Hill, 2011, p. 4*)

## **Promotion and Tenure Policies**

In May 2009, the University of North Carolina Task Force on Future Promotion and Tenure Policies and Practices released their report, in which engagement and community-engaged scholarship were prominently featured. It appears that the summaries from the 2009 and 2010 Campus Dialogues on Engagement and the campus impact of the Faculty Engaged Scholars Program may have had some influence on the task force's report in that it adopts several definitions for use on the campus (see Table 7).

**Table 7. Definitions Included in the University of North Carolina Task Force on Future Promotion and Tenure Policies Report**

**The meaning of faculty engagement:**

- scholarly, creative, or pedagogical activities for public good
- directed toward persons/groups outside the university
- research, teaching, and/or service as collaborative interactions that respond to short- and long-term societal needs
- serves people through a continuum of academically informed activities
- varies among disciplines
- is planned and carried out by university and community partners, and includes:

**Engaged scholarship:** *Scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences.*

**Engaged activities:** *Artistic, critical, scientific, and humanistic work that influences, enriches, and improves the lives of people in the community. (University of North Carolina at Chapel Hill, 2009)*

## **The University of North Carolina's Academic Plan**

*Academic Plan 2011: Reach Carolina* was presented to the Board of Trustees in March 2011. The six themes listed below indicate that engagement and engaged scholarship will continue to be critical to addressing the stated priorities.

1. Work as an integrated university to attract, challenge, and inspire students through transformative academic experiences
2. Faculty prominence, composition, recruitment, development, retention and scholarship
3. Interdisciplinarity in teaching, research, and public engagement
4. Equity and inclusion at Carolina
5. Engaged scholars and scholarship
6. Extend Carolina's global presence in teaching, research, and public service

*(University of North Carolina at Chapel Hill, 2011 pp. 2-3)*

## **Future of the Faculty Engaged Scholars Program**

The Faculty Engaged Scholars Program continues to evolve under the administration and funding from the Carolina Center for Public Service. Continuing budget cuts resulting in loss of positions at the center, as well as the need to raise private money to

support these positions, present growing challenges, but there is strong commitment to do all that is possible to ensure that the program continues. Necessary changes include reducing the amount of faculty stipend and selecting classes every two years rather than annually. The latter decision makes for easier administration of the program, as it is a two-year program and running one class at a time is more realistic for those involved as course directors and administrators.

The competencies for community-engaged scholarship provide a flexible structure for the program. Each cohort identifies the competencies on which they would most like to focus. An important note, however, is that the responses from the survey show that the developmental levels of the competencies for community-engaged scholarship did not hold up in terms of where faculty participants assessed themselves. Thus, while the idea of an orderly progression of competency development is appealing, and may be helpful in initial conceptualization and planning of programs, it is less useful in relation to where faculty members may identify areas of most need in relation to their own development. In short, the attainment of the competencies for community-engaged scholarship is not a linear progression as the authors had first thought. As a result, the authors have removed the labels (novice, intermediate, and advanced) from the competency materials. Also, in response to participant suggestions, a list of readings and resources organized around the competencies for community-engaged scholarship has been developed (see Appendix A).

## **Conclusion**

Two lessons learned from the University of North Carolina at Chapel Hill's participation in the Faculty for the Engaged Campus initiative may be helpful to the reader. First, the decision to enhance existing community-engaged scholarship faculty development efforts, rather than create new ones, has proven to be a wise one for the university. Identifying resources to continue community-engaged scholarship faculty development activities is an ongoing challenge in today's budget climate. Because some of the programs were already established, however, there is more institutional commitment to support them than if they were less institutionalized.

Second, it has proven significant to implement the community-engaged scholarship faculty development activities within broader institution-wide initiatives. Supporting and informing more comprehensive campus efforts has been effective, and has provided a

wider forum for promoting community-engaged scholarship. As a result of the activities and other interest across campus, there are two campus-wide monthly seminars under way that provide networking and professional development for faculty, staff, students and community partners. Each series is planned through the collaboration of multiple units on campus. The Carolina Center for Public Service has convened a group of committed campus units informally called the Campus Consortium on Engaged Scholarship to work toward more coordinated and collaborative efforts.

This work supports the overall mission of the University of North Carolina at Chapel Hill, which is underscored in *Academic Plan 2011: Reach Carolina*, and is eloquently stated in the last line of the University of North Carolina's mission statement:

With lux, libertas—light and liberty—as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems. (University of North Carolina at Chapel Hill, 2011, p. 5)

## Acknowledgments

This article was supported, in part, by the Faculty for the Engaged Campus (FEC), a national initiative of Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill, which aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. Faculty for the Engaged Campus was funded by a comprehensive program grant from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

The authors also thank the participants in the university's Faculty Engaged Scholars Program, and those who attended the Campus Dialogues on Engagement, all of whom contributed to furthering the work of community-engaged scholarship at the university. Special thanks go to the university's community partner members who have been teachers and co-learners in these efforts.

## References

- Blanchard, L. W., Hanssmann, C., Strauss, R. P., Belliard, J., Krichbaum, C., Waters, E., & Seifer, S. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities*, 20(2), 47–65.

- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Bringle, R. G., Hatcher, J. A., & Holland, B. (2007). Conceptualizing civic engagement: Orchestrating change at a metropolitan university. *Metropolitan Universities*, 18(3), 57–74.
- Gelmon, S., Blanchard, L., Ryan, K., & Seifer, S.D. (2012). Building Capacity for Community-Engaged Scholarship: Evaluation of Faculty Development Programs in the Faculty for the Engaged Campus Initiative. *Journal of Higher Education Outreach and Engagement*, 16(1), 21-46.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco, CA: Jossey-Bass.
- Graham, E. K. (1919). *Education and citizenship and other papers*. New York, NY: G. P. Putnam's Sons.
- Holland, B. (1997). Analyzing institutional commitment to service: A model of key institutional factors. *Michigan Journal of Community Service-Learning* 4(1), 30–41.
- Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *Returning to our roots: The engaged institution*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Mooser, James. (2001, March 27). *Public service or lip service? Outreach at a major research university*. Address at 10th Anniversary of the Friday Center, Chapel Hill, NC.
- Sandmann, L., Saltmarsh, J., & O'Meara, K. (2008). Creating academic homes: An integrated model for advancing the scholarship of engagement. *Journal of Higher Education Outreach and Engagement*, 12(1), 47–63.
- Seifer, S.D., Blanchard, L.W., Jordan, C., Gelmon, S., and McGinley, P. Faculty for the Engaged Campus: Advancing Community-Engaged Careers in the Academy. *Journal of Higher Education Outreach and Engagement*. 16(1), 5-20.
- Seifer, S. D., Wong, K., Gelmon, S. B., & Lederer, L. (2009). The Community-Engaged Scholarship for Health Collaborative: A national change initiative focused on faculty roles and rewards. *Metropolitan Universities*, 20(2), 5–21.
- Task Force on Future Promotion and Tenure Policies and Practices. (2009). *Report of the UNC Task Force on Future Promotion and Tenure Policies and Practices*. Retrieved December 6, 2010, from <http://provost.unc.edu/policies/>
- University of North Carolina at Chapel Hill. (2003). *Academic plan*. Retrieved December 6, 2010, from <http://provost.unc.edu/academicplan/academicplan>
- University of North Carolina at Chapel Hill. (2011). *Academic Plan 2011: Reach Carolina*. Retrieved April 18, 2011, from <http://provost.unc.edu/academicplan/draft-academic-plan-2011>
- University of North Carolina at Chapel Hill (2011) Carolina Center for Public Service mission. Retrieved from <http://www.unc.edu/ccps/index.php>
- University of North Carolina at Chapel Hill (2011) Carolina Center for Public Service Faculty Engaged Scholars program. Retrieved from <http://www.unc.edu/ccps/faculty-engaged-scholars-index.php>

University of North Carolina at Chapel Hill Center for Faculty Excellence. (2011). The CFE's mission. Retrieved from <http://cfe.unc.edu/about/index.html>

Wilson, Louis R. (1957). *The University of North Carolina, 1900–1930—the making of a modern university*. Chapel Hill, NC: The University of North Carolina Press.

Wilson, Louis R. (1976). *Louis Round Wilson's historical sketches*. Durham, NC: Moore Publishing Company.

## About the Authors

**Lynn W. Blanchard** is the director of the Carolina Center for Public Service and a clinical associate professor at the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. Her research interests include focus on the role of higher education in meeting community need, including evaluation of student and faculty programs emphasizing engaged scholarship. Blanchard earned her bachelor's degree in Education from East Carolina University, and her master's degree and Ph.D. in Health Behavior and Health Education from the Gillings School of Global Public Health.

**Ronald P. Strauss** is the executive associate provost and chief international officer at the University of North Carolina at Chapel Hill. He uses research to actively help investigators communicate research results to the community and improve the enrollment and retention of minority participants and women. Specific interests include relevant community and clinical studies involving persons with HIV/AIDS and members of racial and ethnic minorities as research participants and community advisors. Strauss earned his bachelor's degree in Biology, and his master's degree and Ph.D. in Sociology, all from the University of Pennsylvania

**Lucille Webb** is the founder and former president of Strengthening the Black Family, Inc. She has extensive experience and interest in community-based participatory research in regard to health, with an emphasis on underserved communities. Webb earned her bachelor's degree in Education from North Carolina A&T State University and her master's degree in Education from the University of New York at Oneonta.

## Appendix

Competency	Bibliography/Resources
<p>1. Understanding of the concepts of community engagement and community-engaged scholarship (CES), and familiarity with basic literature and history of CES (Boyer, Glassick, etc.).</p>	<p>Articles or Chapters:</p> <p>Boyer, E. (1996). The scholarship of engagement. <i>Journal of Public Service and Outreach</i>, 1(1), 1–20. (Available in the “Resources Organized by Competency” folder and at <a href="http://www.compact.org/wp-content/uploads/2009/05/boyer-1996.pdf">http://www.compact.org/wp-content/uploads/2009/05/boyer-1996.pdf</a>)</p> <p>Sandmann, L. (2008). Conceptualization of the scholarship of engagement in higher education: A strategic review, 1996–2006. <i>Journal of Higher Education Outreach and Engagement</i>, 12(1), 91–104.</p> <p>Books:</p> <p>Boyer, E. (1990). <i>Scholarship reconsidered: Priorities of the professoriate</i>. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.</p> <p>Glassick, C. E., Huber, M.T., &amp; Matieroff, G. I. (1997). <i>Scholarship assessed: Evaluation of the professoriate</i>. San Francisco, CA: Jossey-Bass.</p> <p>Other Resources:</p> <p>Stanton, T., &amp; Howard, J. (2009). <i>Research university engaged scholarship toolkit</i>. Boston, MA: Campus Compact. (Available at: <a href="http://www.compact.org/initiatives/civic-engagement-at-research-universities/truceen-overview/">http://www.compact.org/initiatives/civic-engagement-at-research-universities/truceen-overview/</a>)</p> <ul style="list-style-type: none"> <li>▪ Section A: About engaged scholarship—<a href="http://www.compact.org/initiatives/civic-engagement-at-research-universities/truceen-section-a/">http://www.compact.org/initiatives/civic-engagement-at-research-universities/truceen-section-a/</a></li> </ul> <p>Community-Campus Partnerships for Health. Introduction to Community Engaged Scholarship. (Available online at <a href="http://depts.washington.edu/ccph/scholarship.html">http://depts.washington.edu/ccph/scholarship.html</a>)</p> <p>Commission on Community-Engaged Scholarship in the Health Professions. (2005). Linking scholarship and communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions. Seattle, WA: Community-Campus Partnerships for Health (Available at <a href="http://www.cceph.info/">http://www.cceph.info/</a>)</p> <p>Howard, J. (2007). PowerPoint slide of a Venn diagram that reflects the three essential components of engaged scholarship: Involves the community, benefits the community, and advances the faculty member’s scholarship. University of Michigan. (Available at <a href="http://www.compact.org/wp-content/uploads/2009/04/engaged-scholarship-venn-diagram.pdf">http://www.compact.org/wp-content/uploads/2009/04/engaged-scholarship-venn-diagram.pdf</a>)</p> <p>Howard, J. (2007). PowerPoint slide: Distinguishing engaged scholarship from faculty volunteering and professional service. University of Michigan. (Available at <a href="http://www.compact.org/wp-content/uploads/2009/04/distinguishing-engaged-scholarship-from-other-forms-of-faculty-involvement-in-the-community.pdf">http://www.compact.org/wp-content/uploads/2009/04/distinguishing-engaged-scholarship-from-other-forms-of-faculty-involvement-in-the-community.pdf</a>)</p> <p>Howard, J. (2007) PowerPoint slide: Is it engaged scholarship? An exploratory assessment heuristic to assist campuses in determining whether or not a community-engaged project qualifies as engaged scholarship. University of Michigan. (Available in the “Resources Organized by Competency” folder and at <a href="http://www.compact.org/wp-content/uploads/2009/04/is-it-engaged-">http://www.compact.org/wp-content/uploads/2009/04/is-it-engaged-</a></p>

	<a href="#">scholarship-3-ps-assessment1.pdf</a>
<p>2. Understanding of the various contributors to community issues (economic, social, behavioral, political, environmental); developing skills and commitment for fostering community and social change.</p>	<p><b>Articles or Chapters:</b></p> <p>Ayala, G. X., Maty, S. C., Cravey, A. J., &amp; Webb, L. H. (2005). Mapping social and environmental influences on health: A community perspective. In B. Israel, E. Eng, A. Schulz, &amp; E. Parker, <i>Methods in community-based participatory research for health</i>. San Francisco, CA: Jossey-Bass.</p> <p>Gonzalez, C. F. (2008). Personal and ecological contexts for understanding the health of immigrants. <i>American Journal of Public Health</i>, 98(11): 1933.</p> <p>Marmot, M. (2005). Social determinants of health inequalities. <i>Lancet</i>, 365, 1099-1104.</p> <p>Wilensky, G., &amp; Satcher, D. (2009). Don't forget about the social determinants of health. <i>Health Affairs</i>, 28, w194-w198.</p> <p><b>Other Resources:</b></p> <p><a href="http://www.unhcr.org">www.unhcr.org</a></p>
<p>3. Knowledge of and skills in applying the principles of CES in theory and practice, including:</p> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Theoretical frameworks</li> <li>• Models and methods of planning</li> <li>• Implementation and evaluation</li> </ul> <p>(For example: community governance, equitable participation at all levels, local relevance of public health problems, dissemination of findings, trust building, benefits to community involved, community partnerships, service &amp; learning objectives, fostering critical reflection, meaningful</p>	<p><b>Articles or Chapters:</b></p> <p>Holland, D., Eng, G., Powell, D., &amp; Drew, G. (2008). Models of engaged scholarship: An interdisciplinary group's examination of choices, actions, methods, and strategies for engaged scholarship at the University of North Carolina at Chapel Hill.</p> <p>Horowitz, C. R., Robinson, M., &amp; Seifer, S. (2009). Community-based participatory research, from the margin to the mainstream: Are researchers prepared? <i>Circulation</i>, 119, 2633-2642.</p> <p>Israel, B., Schulz, A., Parker, E., &amp; Becker, A. (1998). Review of community-based research: Assessing partnership approaches to improve public health. <i>Annual Review of Public Health</i>, 19, 173-202 (9 principles).</p> <p>O'Meara, K., &amp; Niehaus, E. (2009). Service learning is . . . How faculty explain their practice. <i>Michigan Service Learning Journal</i>.</p> <p>O'Meara, K. (2009, in press). Faculty civic engagement: New training, assumptions, and markets needed for the engaged American scholar. In John Saltmarsh and Matt Hartley (Eds.), <i>To serve a larger purpose: Engagement for democracy and the transformation of higher education</i>. Philadelphia, PA: Temple University Press.</p> <p>Viswanathan, M., Ammerman, A., Eng, E., et al. (2004). <i>Community-based participatory research: Assessing the evidence</i> (Evidence Report/Technology Assessment No. 99, AHRQ Publication 04-E022-2). Rockville, MD: Agency for Healthcare Research and Quality.</p> <p><b>Books:</b></p> <p>Israel, B., Eng, E., Schulz, A., &amp; Parker, E. (2005). <i>Methods in community based participatory research for health</i>. San Francisco,</p>

<p>community service activities in response to community-identified concerns)</p>	<p>CA.: Jossey-Bass.</p> <p>Van de Ven, A. (2007). <i>Engaged scholarship: A guide for organizational and social research</i>. Oxford, England: Oxford University Press.</p> <p><u>Other Resources:</u></p> <p>Blanchard, L. (2010). PowerPoint presentation: <i>Community engaged scholarship—it's not rocket science</i>. Community-Campus Partnerships for Health. Principles of good community-campus partnerships. (Available at <a href="http://depts.washington.edu/ceph/principles.html#principles">http://depts.washington.edu/ceph/principles.html#principles</a>)</p> <p>Centers for Disease Control and Prevention (CDC). Public Health Practice Program Office. (1997). <i>Principles of community engagement</i>. Atlanta, GA: Author. (Available at <a href="http://www.cdc.gov/phppo/hce/part2.htm">http://www.cdc.gov/phppo/hce/part2.htm</a>)</p> <p>NIH Director's Council of Public Representatives. Community engagement framework and definitions. (Available at <a href="http://copr.nih.gov/reports.asp">http://copr.nih.gov/reports.asp</a>)</p> <p>Sandmann, L. (2008). PowerPoint presentation: <i>Engaged scholarship in context: Approaches and issues</i>.</p> <p>Stanton, T., &amp; Howard, J. (2009). <i>Research university engaged scholarship toolkit</i>. Boston, MA: Campus Compact. (Available at <a href="http://www.compact.org/initiatives/civic-engagement-at-research-universities/museen-overview/">http://www.compact.org/initiatives/civic-engagement-at-research-universities/museen-overview/</a>)</p> <p>The Examining Community-Institutional Partnerships for Prevention Research Group. (2006). <i>Developing and sustaining community-based participatory research partnerships: A skill-building curriculum</i>. (Available at <a href="http://www.ebprecurriculum.info">http://www.ebprecurriculum.info</a>)</p> <p>UNC-Greensboro. (2010). <i>Terms, definitions, and resources for community engaged scholarship in business and finance</i>. <u>Service Learning Resources:</u></p> <p>Campus Compact. Service learning resource list. (Available at <a href="http://www.compact.org/resources-for-faculty/">http://www.compact.org/resources-for-faculty/</a>)</p> <p>North Carolina Campus Compact. <i>Partnerships—A Journal of Service Learning and Civic Engagement</i>. (Available at: <a href="http://www.partnershipsjournal.org/index.php/part">http://www.partnershipsjournal.org/index.php/part</a>)</p> <p>Seifer, S. (2005). <i>The evidence base for service-learning in higher education</i>. Santa Cruz, CA: National Service-Learning Clearinghouse. (Available at: <a href="http://www.servicelearning.org/instant_info/fact_sheets/he_facts/evidence/">http://www.servicelearning.org/instant_info/fact_sheets/he_facts/evidence/</a>)</p> <p>Seifer, S. D., &amp; Connors, K. Eds. (2007). Community Campus Partnerships for Health. Faculty toolkit for service-learning in higher education. Scotts Valley, CA: National Service-Learning Clearinghouse. (Available at <a href="http://depts.washington.edu/ccph/pdf_files/Faculty%20Toolkit%20for%20Service%20Learning.pdf">http://depts.washington.edu/ccph/pdf_files/Faculty%20Toolkit%20for%20Service%20Learning.pdf</a>)</p> <p>Special Issue: Future Directions for Service Learning in Higher Education. <i>International Journal of Teaching and Learning in Higher Education</i>, 18(1). (Available at <a href="http://www.ijtel.org/ijthe/past2.cfm?v=18&amp;f=1">http://www.ijtel.org/ijthe/past2.cfm?v=18&amp;f=1</a>)</p>
---	--

	<p>Variety of other service learning toolkits:  <a href="http://www.servicelearning.org/instant_info/tool_kits">http://www.servicelearning.org/instant_info/tool_kits</a></p> <p>Articles or Chapters:</p> <p>Bringle, R., Clayton, P., &amp; Price, M. (2009). Partnerships in service learning and civic engagement. <i>Partnerships: A Journal of Service Learning and Civic Engagement</i>, 1(1).</p> <p>Christopher, S., Watts, V., McCormick, A., &amp; Young, S. (2008). Building and maintaining trust in a community-based participatory research partnership. <i>American Journal of Public Health</i>, 98(8), 1398–1406.</p> <p>Wallerstein, M., Duran, B., Minkler, M., &amp; Foley, K. (2005). Developing and maintaining partnerships with communities. Chapter 2 in B. A. Israel, E. Eng, A. J. Schultz, &amp; E. A. Parker (Eds.), <i>Methods in community-based participatory research for health</i> (pp. 31–51). San Francisco, CA: Jossey-Bass.</p> <p>Books:</p> <p>Minkler, M. (Ed.). (2005). <i>Community organizing and community building for health</i>. Rutgers University Press.</p> <p>Other Resources:</p> <p>Alameda County Health Department. Resources on undoing racism. (Available at <a href="http://www.acphd.org/healthequity/training/documents/UndoingRacismResources.pdf">http://www.acphd.org/healthequity/training/documents/UndoingRacismResources.pdf</a>)</p> <p>Community-Campus Partnerships for Health. (2007). <i>Achieving the promise of authentic community-higher education partnerships: Community partners speak out</i>. Seattle, WA: Community-Campus Partnerships for Health. (Available at <a href="http://depts.washington.edu/ccph/pdf_files/CPSReport_final_11.08.pdf">http://depts.washington.edu/ccph/pdf_files/CPSReport_final_11.08.pdf</a>)</p> <p>The Clinical and Translational Science Award (CTSA) Consortium's Community Engagement Key Function Committee and the CTSA Community Engagement Workshop Planning Committee. (2007). <i>Researchers and their communities: The challenges of meaningful engagement</i>.</p> <p>The Examining Community-Institutional Partnerships for Prevention Research Group. (2006). <i>Developing and sustaining community-based participatory research partnerships: A skill-building curriculum</i>. (Available at <a href="http://www.chpi.columbia.edu">www.chpi.columbia.edu</a>)</p>
4. Ability to work effectively in and with diverse communities.	
5. Ability to negotiate across community-academic groups.	<p>Articles or Chapters:</p> <p>Bringle, R., &amp; Hatcher, J. (2002). Campus-community partnerships: The terms of engagement. <i>Journal of Social Issues</i>, 58(3).</p> <p>Brown, D. (2001). Pulling it all together: A method for developing service-learning and community partnerships based in critical pedagogy. (Available at <a href="http://national.serviceresources.org/files/legacy/filemanager/download/720/brown.pdf">http://national.serviceresources.org/files/legacy/filemanager/download/720/brown.pdf</a>) and in the "Resources Organized by Competency" folder)</p> <p>Community-Campus Partnerships for Health. Principles of Good Campus Community Partnerships (Available at <a href="http://depts.washington.edu/ccph/principles.html">http://depts.washington.edu/ccph/principles.html</a>)</p>

	<p>Gust, S., &amp; Jordan, C. (2006). The community impact statement: A pre-nuptial agreement for community-campus partnerships. <i>Journal of Higher Education Outreach and Engagement</i>, 17(2), 155-169. (Available at <a href="http://www.campact.org/wp-content/uploads/2009/04/gust-jordan.pdf">http://www.campact.org/wp-content/uploads/2009/04/gust-jordan.pdf</a>)</p> <p>Ferman, B., &amp; Hill, T. (2002). The challenges of agenda conflict in higher-education-community research partnerships: Views from the community side. <i>Journal of Urban Affairs</i>, 24(2).</p> <p><u>Other Resources:</u></p> <p>New York Academy of Medicine. <i>The partnership self-assessment tool</i>. (Available at: <a href="http://www.partnershiptool.net/">http://www.partnershiptool.net/</a>)</p> <p>Sandman, L. PowerPoint presentation: <i>Outreach scholarship partnerships and projects</i> (a presentation for UNH Outreach Scholars Academy Presentation).</p>
6. Ability to write grants expressing CES principles and approaches.	<p><u>Resources:</u></p> <p>Seifor, S. (2005). <i>Tips and strategies for developing strong community-based participatory research proposals</i>. Community-Campus Partnerships for Health. (Available at <a href="http://depts.washington.edu/ceph/pdf_files/cbpr-review1.pdf">http://depts.washington.edu/ceph/pdf_files/cbpr-review1.pdf</a>)</p> <p>National Institutes of Health. Community engagement framework for peer review guidance. (Available at <a href="http://copr.nih.gov/reports/Peer_Review_Framework_508c.pdf">http://copr.nih.gov/reports/Peer_Review_Framework_508c.pdf</a>)</p>
7. Ability to write articles based on CES processes and outcomes for peer-reviewed publications.	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>▪ <a href="http://ces4health.info">CES4Health.info</a> (a mechanism for the rigorous peer review of and broad online dissemination of nontraditional products of CES)</li> </ul> <p>Lists of journals that publish CES</p> <ul style="list-style-type: none"> <li>▪ <a href="http://studentaffairs.unsg.edu/cehr/journals-that-publish-community-engaged-scholarship/">http://studentaffairs.unsg.edu/cehr/journals-that-publish-community-engaged-scholarship/</a></li> <li>▪ <a href="http://depts.washington.edu/ceph/links.htm#Journals">http://depts.washington.edu/ceph/links.htm#Journals</a></li> </ul> <p><u>Articles or Chapters:</u></p>
8. Ability to transfer skills to the community, thereby enhancing community capacity, and ability to share skills with other faculty. Recognition by the community.	<p>Chaskin, R. (2001). Building community capacity: A definitional framework and case studies from a comprehensive community initiative. <i>Urban Affairs Review</i>, 36 (3).</p> <p><u>Books:</u></p> <p>Kretzmann, J., &amp; McKnight, J. (1997). <i>Building communities from the inside out: A path toward finding and mobilizing a community's assets</i>. ACTA Publications.</p> <p><u>Other Resources:</u></p> <p>Public Health Agency of Canada. <i>Community capacity building tool: A tool for planning, building and reflecting on community capacity in community based health projects</i>. (Available at <a href="http://www.pbacc-aspc.gc.ca/canadatregions/ab-nwl-info/documents/CGBT_English_web_000.pdf">http://www.pbacc-aspc.gc.ca/canadatregions/ab-nwl-info/documents/CGBT_English_web_000.pdf</a>)</p>

<p>9. Knowledge and successful application of definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality.</p>	<p>Articles or Chapters: Ahmed, S., and Palermo, A. (2010). Community engagement in research: Frameworks for education and peer review. <i>American Journal of Public Health, 100</i>, 1380-1387.</p> <p>Books or Journals: The Community-Engaged Scholarship Collaborative. (2009). <i>Metropolitan Universities, 20(2)</i>.</p> <p>Other Resources: Jordan, C. (Ed.) (2007). <i>Community-engaged scholarship review, promotion &amp; tenure package</i>. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. (Available at <a href="http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf">http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf</a>)</p> <p>Articles or Chapters: Izumi, B., Schulz, A., Israel, B., Reyes, A., et al. (2010). The one-pager: A practical policy advocacy tool for translating community-based participatory research into action. <i>Progress in Community Health Partnerships: Research, Education, and Action, 4(2)</i>, Summer 2010, pp. 141-147. The Johns Hopkins University Press.</p> <p>Minkler, M. (2010). Linking science and policy through community-based participatory research to study and address health disparities. <i>American Journal of Public Health</i>.</p> <p>Petersen, D., Minkler, M., Vasquez-Breckwich, V., Baden, A. (2006). Community-based participatory research as a tool for policy change: A case study of the Southern California Environmental Justice Collaborative. <i>Review of Policy Research, 23(2)</i>, 339.</p> <p>Vásquez-Brechwich, V., Minkler, M., &amp; Shepard, P. (2006). Promoting environmental health policy through community based participatory research: A case study from Harlem, New York. <i>Journal of Urban Health</i>.</p> <p>Books: Lasker, R., &amp; Guitry, J. (2009). <i>Engaging the community in decision making: Case studies tracking participation, voice and influence</i>. McFarland &amp; Company, Inc.</p> <p>Other Resources: Minkler, M., Vásquez, B., Chang, C., &amp; Miller, J. (2008). <i>Promoting healthy public policy through community-based participatory research: 10 case studies</i>. Oakland, CA: Policy Link (Available at <a href="http://depts.washington.edu/ccph/pdf_files/CBPR_final.pdf">http://depts.washington.edu/ccph/pdf_files/CBPR_final.pdf</a>)</p> <p>Guthrie, K., Louie, J., &amp; Foster, C. (2006). The challenge of assessing policy and advocacy activities: Part II—moving from theory to practice. Los Angeles, CA: The California Endowment. (Available at <a href="http://www.calendow.org/uploadedFiles/challenge_assessing_policy_advocacy2.pdf">http://www.calendow.org/uploadedFiles/challenge_assessing_policy_advocacy2.pdf</a>)</p> <p>Ritas, C. (2003). <i>Speaking truth, creating power: A guide to policy work for community-based participatory research practitioners</i>. Hunter College Center on AIDS, Drugs, and Community Health For Community-Campus Partnerships for Health (CCPH). (Available at: <a href="http://depts.washington.edu/ccph/pdf_files/ritas.pdf">http://depts.washington.edu/ccph/pdf_files/ritas.pdf</a>)</p>
<p>10. Understanding of the policy implications of CES and ability to work with communities in translating the process and findings of CES into policy.</p>	

<p>11. Ability to balance tasks in academia (e.g., research, teaching, service) posing special challenges to those engaged in CES in order to thrive in an academic environment.</p>	<p><b>Articles or Chapters:</b>                  Morahan, P., &amp; Fleetwood, J. (2008). The double helix of activity and scholarship: Building a medical education career with limited resources. <i>Medical Education, 42</i>, 34-44.                  Sandman, L. Placing scholarly engagement “on the desk” (Available in the TRUCEN Toolkit)  <b>Other Resources:</b>                  Salmirash, M. (2010). PowerPoint presentation: <i>Community engaged scholarship, teaching and learning</i>.  <b>Articles or Chapters:</b>                  Calleson, D. C., Jordan, C., &amp; Seifer, S. D. (2005). The scholarship of community engagement: Is faculty work in communities a true academic enterprise? <i>Academic Medicine, 80</i>(4), 317-321.                  Driscoll, A., &amp; Lynton, E. (1999). <i>Making outreach visible: A guide to documenting professional service and outreach</i>. American Association for Higher Education.                  Jordan, C. Practical tools for overcoming the challenges of advancing your career as a community-engaged scholar. (TRUCEN toolkit)  <b>Books:</b>                  O’Meara, K., &amp; Edgerton, R. (Eds.). (2005). <i>Faculty priorities reconsidered: Rewarding multiple forms of scholarship</i>. San Francisco, CA: Jossey-Bass Publishers.                  Glassick, C., Huber, M., &amp; Macroff, G. (1997). <i>Scholarship assessed: Evaluation of the professoriate</i>. San Francisco, CA: Jossey-Bass.  <b>Other Resources:</b>                  Jordan, C. (Ed.). Community-engaged scholarship review, promotion &amp; tenure package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. (Available at <a href="http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf">http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf</a>)                  Calleson, D., Kauper-Brown, J., &amp; Seifer, S. (2005). <i>Community-engaged scholarship toolkit</i>. Seattle, WA: Community-Campus Partnerships for Health. (Available at <a href="http://www.communityengagedscholarship.info">http://www.communityengagedscholarship.info</a>)                  Ellison, J., &amp; Eatman, T. (2008). <i>Scholarship in public: Knowledge creation and tenure policy in the engaged university: A resource on promotion and tenure in the arts, humanities, and design</i>. (Available at <a href="http://www.imagineamerica.org/TI/TI1_Final.pdf">http://www.imagineamerica.org/TI/TI1_Final.pdf</a>)                  Sandmann, L. (2008). PowerPoint: <i>Scholarship of engagement: Making the case for promotion</i>.</p>
<p>12. Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion, and/or tenure.</p>	<p><b>Articles or Chapters:</b>                  Calleson, D. C., Jordan, C., &amp; Seifer, S. D. (2005). The scholarship of community engagement: Is faculty work in communities a true academic enterprise? <i>Academic Medicine, 80</i>(4), 317-321.                  Driscoll, A., &amp; Lynton, E. (1999). <i>Making outreach visible: A guide to documenting professional service and outreach</i>. American Association for Higher Education.                  Jordan, C. Practical tools for overcoming the challenges of advancing your career as a community-engaged scholar. (TRUCEN toolkit)  <b>Books:</b>                  O’Meara, K., &amp; Edgerton, R. (Eds.). (2005). <i>Faculty priorities reconsidered: Rewarding multiple forms of scholarship</i>. San Francisco, CA: Jossey-Bass Publishers.                  Glassick, C., Huber, M., &amp; Macroff, G. (1997). <i>Scholarship assessed: Evaluation of the professoriate</i>. San Francisco, CA: Jossey-Bass.  <b>Other Resources:</b>                  Jordan, C. (Ed.). Community-engaged scholarship review, promotion &amp; tenure package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. (Available at <a href="http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf">http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf</a>)                  Calleson, D., Kauper-Brown, J., &amp; Seifer, S. (2005). <i>Community-engaged scholarship toolkit</i>. Seattle, WA: Community-Campus Partnerships for Health. (Available at <a href="http://www.communityengagedscholarship.info">http://www.communityengagedscholarship.info</a>)                  Ellison, J., &amp; Eatman, T. (2008). <i>Scholarship in public: Knowledge creation and tenure policy in the engaged university: A resource on promotion and tenure in the arts, humanities, and design</i>. (Available at <a href="http://www.imagineamerica.org/TI/TI1_Final.pdf">http://www.imagineamerica.org/TI/TI1_Final.pdf</a>)                  Sandmann, L. (2008). PowerPoint: <i>Scholarship of engagement: Making the case for promotion</i>.</p>

	<p>Stanton, T., &amp; Howard, J. (2009). <i>Research university engaged scholarship toolkit</i>. Boston, MA: Campus Compact. (<a href="http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucon-overview/">http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucon-overview/</a>)</p> <ul style="list-style-type: none"> <li>▪ Section B: Engaged scholarship and review, promotion and tenure—145</li> <li>▪ <a href="http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucon-section-b/">http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucon-section-b/</a></li> </ul> <p>Engaged Scholarship in Promotion and Tenure Guidelines (web links and references). The Office of Leadership and Service Learning, UNC Greensboro. (Available at <a href="http://studentaffairs.uncg.edu/cbr/promotionandtenure/">http://studentaffairs.uncg.edu/cbr/promotionandtenure/</a>)</p> <p><u>Links relevant to UNC Chapel Hill:</u></p> <p>Report of the UNC Task Force on Future Promotion and Tenure Policies and Practices. (2009). (Available at <a href="http://www.unc.edu/faculty/faccount/reports/index.shtml">http://www.unc.edu/faculty/faccount/reports/index.shtml</a>)</p> <p><i>See Competency #12</i></p>
<p>13. Knowledge of RPT process and its relationship with CES; ability to serve on RPT committee.</p>	
<p>14. Ability to mentor student and junior faculty in establishing and building CES-based portfolio.</p>	<p>Thomas, R. Exemplary junior faculty mentoring programs. (Available at <a href="http://www.yale.edu/wff/pdf/ExemplaryJunior%20Faculty%20MentoringPrograms.pdf">http://www.yale.edu/wff/pdf/ExemplaryJunior%20Faculty%20MentoringPrograms.pdf</a>)</p>

## **Reflections on Community-Engaged Scholarship Faculty Development and Institutional Identity at Ohio University**

Jane M. Hamel-Lambert, Judith L. Millesen, Karen Slovak,  
and Lynn M. Harter

### **Abstract**

Ohio University was one of six campuses funded in 2009–2010 as part of the Faculty for the Engaged Campus initiative. Following a self-assessment, a faculty development program to increase faculty competency in community-based participatory research (CBPR) was designed and implemented. The program included three major components designed to advance individual competencies for engaged scholarship: (1) a Faculty Fellowship in Engaged Scholarship, (2) the Community-Based Participatory Research Learning Community, and (3) the co-editing of a book, *Participatory Partnerships for Social Action and Research*. An additional goal, centralizing community-based participatory research efforts within the Appalachian Rural Health Institute, was partially achieved and is the focus of ongoing efforts. Two lessons were learned from this grant-funded endeavor: (1) there is a reciprocal relationship between institutional and faculty values and action; and (2) sustained dialogue with institutional leadership is critical for creating institutional structures and sustaining resources for community-engaged scholarship.

### **Setting the Context**

**F**ounded in 1804 as the first university in the Northwest Territory, Ohio University is nestled in the foothills of the Appalachian corridor. The Appalachian region of the southeastern corner of Ohio is a rural area challenged by persistent poverty, high unemployment, low educational attainment, and growing health disparities. Ohio University is a large public university proud of its long tradition of serving the communities in its region. For decades, Ohio University has implemented effective outreach and engagement activities through nine colleges, numerous centers and institutes, and five regional campuses. In 2006, Ohio University renewed its commitment to community-engaged scholarship as reflected in its strategic plan by explicitly recognizing campus-community partnerships in its vision statement, and allocating resources accordingly.

Ohio University's commitment to community-engaged scholarship is evidenced in the activities of a number of administrative units as well as by faculty-developed partnerships, including

- two projects in the School of Communications Studies (a documentary titled *The Art of the Possible* and a process guide that describes a collaborative model of art that promotes partnerships between artists with and without developmental disabilities);
- the Department of Psychology's Youth Experiencing Success in Schools Program (Y.E.S.S.);
- the College of Engineering's Designing to Make a Difference capstone experience;
- the Heritage College of Osteopathic Medicine's Integrating Professionals for Appalachian Children (IPAC);
- the College of Education's Edward Stevens Center for the Study and Development of Literacy and Language (Stevens Literacy Center); and
- numerous projects students have worked on with professional staff and faculty members through the Voinovich School of Leadership and Public Affairs.

Ohio University applied to participate in the Faculty for the Engaged Campus initiative with the explicit goal of establishing a community-based participatory research (CBPR) center housed within the university's Appalachian Rural Health Institute (ARHI). ARHI is committed to equitable principles of health service delivery, to engagement of interdisciplinary research teams, and to the use of community-based participatory research approaches to improve the health status and related quality of life of rural Appalachian populations. It was felt that establishing a CBPR center would strengthen Ohio University's identity as an engaged campus, better positioning the university to apply for the Carnegie Foundation's elective classification for community engagement, and providing a front door for community agencies to engage in partnerships for social action and research.

The Faculty for the Engaged Campus initiative provided an opportunity for Ohio University to strengthen its institutional commitment to faculty development for engaged scholarship, underscoring its investment in engagement and expanding opportunities for community-engaged scholarship. Faculty for

the Engaged Campus was a national initiative of Community-Campus Partnerships for Health, University of Minnesota, and the University of North Carolina at Chapel Hill aimed at strengthening community-engaged career paths in the academy by developing faculty development models. Faculty for the Engaged Campus invested in six diverse institutions, each of which contributed matching resources, to implement innovative, campus-wide, competency-based faculty development programs. A fundamental assumption of this investment was that engaged faculty members are a prerequisite for engaged campuses. Moreover, an institution's identity as an engaged campus is strengthened by increasing the skills and capacity of faculty for engaged scholarship through faculty development.

### Theoretical Framework

The notion of community engagement advanced by Kania and Kramer (2011) embraces elements of Boyer's (1996) visionary framework as well as the recommendations offered by the Kellogg Commission (1999) and Carnegie (2010) in that there must be proper alignment of institutional efforts and resources to address and solve challenges facing communities through collaboration with these communities. This kind of work, although potentially rewarding for all involved in the process, is not easy. The literature on engaged scholarship is replete with discussion of barriers to such partnerships, particularly those related to proper alignment of timelines, goals, expectations, and so forth (Bringle, Hatcher, Jones, & Platter, 2006; O'Meara & Jaeger, 2006; Thornton & Jaeger, 2008; Wade & Demb, 2009). Perhaps because the obstacles to engaged scholarship are well-documented, faculty development efforts are often targeted at aligning ideology, structure, and action (see O'Meara & Jaeger, 2006 for an excellent overview of what is needed to prepare faculty for community-engaged scholarship). The faculty development model created at Ohio University as part of the Faculty for the Engaged Campus initiative directly tackled some of the challenges associated with community engagement, essentially advocating for a shift in culture, one that would emerge from and promote increased alignment.

Although not specifically geared toward faculty development and institutional identity, the basic premise of an argument advanced by Kania and Kramer (2011) advocating an approach to large-scale social change was particularly useful in informing an understanding of what is needed to build and sustain a collective approach toward creating an engaged campus. Simply stated,

Kania and Kramer assert that many of today's seemingly intractable social problems can be tackled more effectively through cross-sector coalitions of organizations working together toward shared objectives. They further explain that because many of the players involved in social change initiatives (e.g., funders, governments, nonprofit organizations) are focused on self-promotion or *isolated impact*, the potential for *collective impact*, which is described as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem" (2011, p. 36), is often overlooked.

Most helpful in interpreting the value of Ohio University's community-engaged scholarship faculty development activities were Kania and Kramer's (2011) findings related to funders, which the authors saw as parallel to universities. Specifically, Kania and Kramer argue that in order to create large-scale change, funders needed to follow four practices: (1) take responsibility for assembling the elements of a solution, (2) create a movement for change, (3) include solutions from outside, and (4) use actionable knowledge to influence behavior and improve performance (p. 41). They are essentially advocating for a shift in culture, one that supplants a dysfunctional funding environment that has historically underwritten the costs of independent proposals intended to address interdependent problems with one that invests significant resources in building an infrastructure capable of supporting the facilitation, coordination, and measurement of collective efforts.

Indeed, the link between collective impact and faculty development is tenuous at best, yet the four practices embodied in collective impact initiatives advanced by funders are quite useful when thinking about the conditions under which universities might provide the support necessary to design a model of faculty development that makes explicit the disparate cultures of administration and faculty. The authors believe that faculty development programs that incorporate these four practices can help to create a positive campus climate for community-engaged scholarship that engages faculty members from across campus, meets the individual goals of participating faculty members, and advances the institution's civic mission.

Thornton and Jaeger (2008) examined the relationship between institutional culture and civic responsibility at two major research universities. In their examination, they noted that "culture is treated as the lynchpin that joins ideology and action together" (p. 163). Thornton and Jaeger drew on Swidler's (1986) framework that linked ideology or expressive belief systems with culture (defined

as “symbolic vehicles of meaning”), and with action or long-term strategies to explain how culture shapes an institution’s approach to civic responsibility. The authors found Thornton and Jaeger’s ideas useful for understanding the relationship between institutional culture and sustained faculty development for community-engaged scholarship.

### **Ohio University’s Faculty Development Action Plan**

The Ohio University community-engaged scholarship faculty development plan resulted from the institution’s participation in the Faculty for the Engaged Campus Charrette in spring 2008. The overarching goal of this charrette was for participating teams to leave with an action plan for their campus that detailed a faculty development approach to strengthening engaged scholarship. Ohio University’s participating team comprised representatives from the university’s College of Osteopathic Medicine, College of Communication, School of Leadership and Public Affairs, College of Arts and Sciences, and one of the five regional campuses. The team self-selected across three planning meetings that began with a broad stakeholder session attended by representatives from all colleges and two of the regional campuses to discuss the opportunity to apply to participate in the charrette.

---

*“The overarching goal of this charrette was for participating teams to leave with an action plan for their campus that detailed a faculty development approach to strengthening engaged scholarship.”*

---

The Faculty for the Engaged Campus initiative required Ohio University to engage in a self-assessment through which the team grappled with the varying levels of resources to support community-engaged scholarship across the university’s units, and with the complexities of institutional barriers to community-engaged scholarship that challenged the university’s faculty members interested in doing community-engaged scholarship. The self-assessment process generated a profile of Ohio University characterized by considerable variability across units with regard to internal institutional structures to support community-engaged scholarship. For example, the self-assessment process revealed that the

university did not have a universally accepted definition of community engagement.

The self-assessment also showed that although institutional incentives for community-engaged scholarship existed (e.g., internal grants, funds to attend conferences), degrees of faculty support varied. Similarly, the value assigned to the construct varied across colleges and departments, even though “engagement” is referenced in the university’s mission. Moreover, the degree of recognition extended to community-engaged scholarship during review, promotion, and tenure processes varied across the university’s departments, schools, colleges, and extended campuses. In addition, community-based learning was often incorporated into the institution’s educational activities, but community-based research occurred less frequently.

Exiting the charrette, Ohio University’s goal was to strengthen the infrastructure that supported engaged scholarship at Ohio University by establishing a community-based participatory research center with the Appalachian Rural Health Institute. Creation of the proposed center promised to provide a central location and a robust community for faculty who were engaged in community-based participatory research as well as to establish a corridor between the university and the community that would support ongoing partnerships for social action and research. To accomplish this goal, the team recognized the need to secure a commitment from Ohio University’s leadership, secure the involvement of the regional campuses, and build capacity among the faculty to conduct community-based participatory research.

The plan that was developed during the weekend charrette was informed by feedback received from colleagues, through an exercise labeled Critical Friends. This exercise prompted reflection on the distinction between community-based participatory research and community-engaged scholarship, a theme that continued to weave throughout conversations and implementation efforts. These colleagues also highlighted the importance of keeping faculty development and institutional reform of policies, procedures, and promotion and tenure guidelines central to the efforts to ensure sustainable institutional change.

### **Implementation of the Faculty Development Action Plan**

Ohio University’s funded proposal kept central the desire to create a community-based participatory research center within

the Appalachian Rural Health Institute through building capacity for interprofessional engaged scholarship anchored by community-based participatory research philosophies and methods, and through connecting existing service-learning pedagogies with engaged research efforts. Structurally, these goals would be accomplished through a faculty development plan organized around three programs: (1) Faculty Fellowship in Engaged Scholarship, (2) the CBPR Learning Community for university and community partners, and (3) editing a book featuring a collection of case studies illustrating the complexities of participatory partnerships, as experienced by nationally recognized experts and their community partners. Collectively, these faculty development activities were designed to introduce early career faculty members to the principles of community-engaged scholarship for research and the dimensions of partnership development; to advance faculty members whose scholarship involves equitable partnerships with the community in the areas of dissemination and grant writing; and to lead all faculty toward recognizing the role of policy and advocacy when translating knowledge into action, within both the academy (e.g., for promotion and tenure) and the community.

### **Faculty Fellowship in Engaged Scholarship**

The creation of the Faculty Fellowship in Engaged Scholarship was an investment in a cross-campus structure that would coordinate opportunities and fund faculty development to advance engaged scholarship. In addition to supporting the individual scholarship of two fellows, resources of the fellowship also enabled the mentoring of other faculty members, community partners, and staff through the Community-Based Participatory Research Learning Community programs organized by the fellows. The fellows did extensive outreach serving as resources and mentors to faculty from the regional campuses, the Colleges of Osteopathic Medicine, Communication, Arts and Sciences, and Health and Human Services as well as a number of community agencies to advance competencies for community-engaged scholarship.

#### **Organizational structure.**

Ohio University named its first Faculty Fellow in Engaged Scholarship in fall 2008 and housed the fellow in the Office of Campus-Community Engagement. The funding from the grant enabled the expansion of the fellowship program by allowing the naming of a regional campus Faculty Fellow in Engaged Scholarship.

Financial support from the provost's office both enabled the establishment and augmented the expansion of the Faculty Fellowship program. In 2010, the Office of Campus-Community Engagement was closed during a restructuring of Ohio University. In retrospect, the establishment of the fellowship, and its expansion, may have foreshadowed the office's closure as Ohio University sought to improve efficiencies and to redistribute the resources associated with engaged scholarship. Moreover, the proposed vision of developing a center for Community-Based Participatory Research within the Appalachian Rural Health Institute may have meshed beautifully with the larger, yet unannounced, institutional agenda to push the responsibilities originally invested in the office deeper into the university's core organization structure to strengthen engagement.

The closure of the Office of Campus-Community Engagement prompted much conversation about finding a home for the Faculty Fellowship in Engaged Scholarship program. Guided by the provost's desire to consolidate and leverage efficiencies, the Appalachian Rural Health Institute emerged as the best structure to house this program. In September 2010, with the grant ending, the Faculty Fellowship in Engaged Scholarship program was again eclipsed by continued organizational restructuring. With ARHI's institutional development work suspended while awaiting the emergence a new integrated health sciences center, plans for sustaining the Faculty Fellowship in Engaged Scholarship program were on hold. Consequently, the program did not fund a fellow during the 2010–11 academic year, but the institute's directors are anticipating naming a fellow for the 2011–12 academic year, pending approval of its executive leadership committee.

## **The Learning Community**

Learning community participants were recruited through e-mail announcements and word of mouth. The learning community was led by the two fellows from the Faculty Fellowship in Engaged Scholarship program, one from the regional campus and the other from the Athens campus. The specific objectives for the learning community included (1) maintaining broad constituency participation, including community members, tenured and junior faculty members, and university staff; (2) supporting new university–community partnerships for engaged scholarship; (3) facilitating development of requested training curriculums for faculty and community partners; and (4) offering peer review of co-authored articles for publication and external funding applications.

## Logistics.

The learning community met 26 times over an 18-month period between January 2009 and September 2010. These meetings typically lasted for 90 minutes and made use of a videoconference system. Videoconferencing allowed for unified programming between the main and regional campuses. It also provided an opportunity to invite presentations from national speakers to contextualize local interests within the national community-engaged scholarship context.

## Curriculum.

The bi-monthly sessions focused on community-engaged scholarship competencies (Blanchard et al., 2009), peer-sharing of participant work, and structured presentations on topics like partnership development, evaluation, funding opportunities, getting published, research methodology, and institutional review. Table 1 depicts how community-engaged scholarship competencies were matched to learning community activities.

**Table 1. Community Learning Activities and Community-Engaged Competencies**

Competencies	Activities	Competency Level
Understanding community-engaged scholarship; literature of engagement; principles of community-based participatory research; understanding determinants of social issues	Readings from Minkler & Wallerstein (2003) and Israel et al. (2005) and the journal <i>Progress in Community Health Partnerships: Research, Education, and Action</i>	Novice
Sustainable equitable partnerships; ability to work with diverse constituents; understanding worlds of nonprofits and academy; finding and developing partnerships; defining roles and benefits	Evaluating Participatory Dimensions of Partnerships; Sharing Power and Governance Structure,	Intermediate
Research methods—qualitative and quantitative; institutional review board (IRB); building community capacity; fidelity challenges in translating research	IRB presentation; Focus Groups and Moderator Guides; Survey Development; Building Community Capacity for Research;	Intermediate-advanced
Funding research and programmatic innovations; grant writing; identifying research/foundation support; budgeting and proposal development	Logic Models; Exploration of Learn and Serve Grant and National Institutes of Health Community Infrastructure Grant; Understanding Funders	Intermediate-advanced
Art of writing; panel presentation of editors publishing Community Engaged Scholarship; translating/disseminating knowledge; pursuing joint authorship; using Promotion & Tenure toolkit to re-envision portfolios; policy implications	Writing with your Community Partners; Editorial Point of View; Peer review of articles	Intermediate-advanced

The learning community curriculum blended reading the literature, topical presentations by national experts, and case presentations by participants seeking peer consultations. Didactic presentations were augmented by shared readings of *Community-Based Participatory Research for Health* (Minkler & Wallerstein, 2003), *Methods in Community Based Participatory Research for Health* (Israel, Eng, Schultz, & Parker, 2005), and various articles from the journal *Progress in Community Health Partnerships: Research, Education, and Action*. These three resources were purchased for the participants. The learning community read additional materials; selected readings are listed in Appendix 1.

---

*“The learning community curriculum blended reading the literature, topical presentations by national experts, and case presentations by participants seeking peer consultations.”*

---

These three resources were purchased for the participants. The learning community read additional materials; selected readings are listed in Appendix 1.

### **Participation.**

The learning community sessions were primarily held during the academic months between January 2010 and September 2011. At the beginning of each quarter, participants refined a proposal agenda tailoring the sessions and readings to meet the needs of the participants. The learning community averaged 11 members across eight disciplines (psychology, social work, communication, public affairs, public health, nursing, counseling, and early childhood education). A total of 57 individuals attended; of those, 16 persons represented community agencies (e.g., school, health department, Red Cross, community mental health, social services, developmental disabilities, state department of health, medicine), 11 were students, 17 were faculty members, and 13 were university staff members.

### **An Edited Book Project**

Three of the four authors of this article were the co-editors of *Participatory Partnerships for Social Action and Research* (Harter, Hamel-Lambert, & Milleden, 2011). Although not a common mode for faculty development, contributing to a book provided both the authors and the editorial team an opportunity to develop new skills and build stronger relationships.

## **Author recruitment.**

The editorial team recruited contributing authors through the network formed at the Faculty for the Engaged Campus initiative's Community-Engaged Scholarship Faculty Development Charrette in 2008. Several nationally recognized community-based participatory research individuals were also invited to co-author chapters with their community partners. In the end, 21 people (together with their academic and community partners) wrote chapters for the book.

## **The book's focus.**

The book's focus shifted over time. Originally it was to be a collection of community-based participatory research case studies. As the process unfolded, however, it was clear that the chapters would also include examples of collaborative work between community and university members. Thus, the book's final title was *Participatory Partnerships for Social Action and Research* (Harter et al., 2011).

Most of the book's chapters were co-authored by campus and community partners. For many participants, this was their first opportunity to co-author reflections about the process of collaborative community-engaged scholarship partnerships. By writing together, participants were able to reflect on their partnerships' histories, successes, and missteps.

## **Observations**

This section describes the findings and outcomes associated with the strategies advanced for faculty development. Although the findings reflect the recommendations offered by Kania and Kramer (2011), it was difficult to categorize efforts as one or another of the recommended practices—take responsibility for assembling the elements of a solution; create a movement for change; include solutions from outside; and use actionable knowledge to influence behavior and improve performance (p. 41)—as the lines between categories seemed to blur when what was learned was reflected upon. The authors feel a certain confidence, however, in asserting that in response to an institutional assessment showing considerable variability with regard to university support for engaged scholarship, faculty development efforts were explicitly aimed at assembling elements of a solution designed to shift institutional culture in ways that effectively aligned ideology and action.

## **Observations Regarding the Learning Community Activities**

Observations regarding the impact of the learning community activities are based on a survey of the participants, a site visit by the Faculty for the Engaged Campus initiative leaders, the examination of faculty research project dissemination, the submission of grant applications, and program leaders' own observations.

### **Sustaining participation in the learning community.**

Over time, participation from community participants waned, and faculty members and students became more selective about sessions they attended, participating in those most likely to add value to their work. As a result, the average number of participants was reduced from 15 (spring 2009) to 11 (fall 2010). Those actively involved in partnerships and community-engaged scholarship participated most consistently. The authors found that although the program achieved campus-wide participation, it was a challenge to move beyond single participants from individual departments toward cultivating a philosophy within departments, between departments within a college, across the Athens campus, or between the Athens and regional campuses.

### **Positive outcomes.**

The online survey of participants was conducted in 2009, with the university's IRB approval, to assess the impact of participating in the learning community on knowledge, attitudes, and behaviors related to community-based participatory research. The survey was e-mailed to 15 participants who were actively attending the programs during the quarter the survey was distributed, the majority of whom attended regularly across the year. Twelve responses were returned (seven from university participants and five from community participants). Those 12 survey-responding participants felt that their participation had "increased their overall knowledge of community-based participatory research philosophy," "improved their knowledge for scholarly dissemination," helped them "gain competencies," and "positively impacted their value of qualitative research." In addition, it prompted more than six of the responding participants to "approach a community member to discuss a project," "approach a faculty person to do a project," "submit a community-based participatory research focused grant," or "invite others to join the community-based participatory research learning community."

The authors observed that one benefit of the learning community was that it provided a forum for both community members and university researchers to talk about the difficulties each experienced in their partnerships. Although there was considerable variability within the learning community's membership in terms of community-engaged scholarship skills and experiences, that diversity offered opportunities for mentorship, and for discussion about what it means to be an engaged scholar. The learning community sessions embraced recommendations offered by Qualters (2009), who asserts that "bringing faculty together to talk in a structured, reflective environment creates a community of learners who are willing to support each other" (p. 12).

### **Participant productivity.**

During the 18-month project period, learning community participants authored 11 chapters in the book project, *Participatory Partnerships for Social Action and Research* (six involving community partners as co-authors), published 11 articles, and presented 12 papers and two posters (seven involving community partners) at annual conferences. Ten grants were submitted, three of which were funded, yielding over \$4 million.

### **Challenges identified.**

In addition to the positive features of the learning community reported by the 12 survey respondents, a number of challenges were also noted in response to an open-ended question that asked how the sessions could be improved, whether participant expectations regarding benefits were met, whether the respondent planned to continue to attend sessions, and what content was desired. The respondents reported concerns regarding the limited time to develop and nurture community partnerships, particularly on the regional campuses where higher teaching loads tend to compete for faculty time that could otherwise be devoted to community-partnered research. Minkler and Wallerstein (2003) emphasize that in the academic setting, faculty members do not always have the luxury of devoting time to building relationships with community members.

The authors also observed that a challenge for expanding community-engaged scholarship at Ohio University is the limited number of examples of promotion and tenure guidelines that reward engaged scholarship. Overall at Ohio University, value apparently is assigned to quantity of scholarly publications rather

than the process of translating research into useful applications for community partners. Minkler and Wallerstein (2003) question whether interest in community-based participatory research methodologies may be lacking in promotion and tenure guidelines due to the nature of promotion and tenure policies. Even on a campus with high teaching loads (like the regional campuses at Ohio University), faculty members are expected to publish in peer-reviewed academic journals to secure promotion and tenure.

### **Observations Regarding the Book Project**

The authors believe that writing can be conceptualized as a faculty development tool for everyone involved in the publication process, including the book's editors. The purpose of the book project was to help authors grow in their ability to represent engaged scholarship in written form. The editors challenged authors to write in ways that recognized and capitalized on both the theoretical expertise of academic partners, and the local knowledge of community partners. The editors saw the creation of *Participatory Partnerships for Social Action and Research* (2011) as an opportunity for authors to rethink writing formats—to reach beyond theory development to writing about actionable interventions and/or policy development. For many contributing academic partners, this was their first opportunity to write with community partners.

### **Sustaining Ohio University's Community-Engaged Scholarship Faculty Development Action Plan**

Although the Office of Campus Community Engagement was closed as part of the university's restructuring in response to budget cuts, opportunities continue to emerge to support engaged scholarship that are championed by the authors. The Voinovich School of Leadership and Public Affairs continues to maintain its long tradition of project-based work in service to the region and has dedicated resources to supporting faculty's documentation of efforts in practitioner and academic journals. Moreover, the current leadership of the Appalachian Rural Health Institute has prioritized community-engaged scholarship in its strategic plan. This strategic priority emphasizes both engagement and interprofessional partnerships across colleges and with the community, and it is aligned with the emergent Health Sciences Center. The Health Sciences Center fosters cooperative education and research among health

science professionals by encouraging university-community partnerships, interprofessional initiatives that make salient the power of collective impact promoted by Kania and Kramer (2011). Through the collective efforts of Ohio University's community-engaged faculty members, and with the support of university leadership present at the site visit by the leaders of the Faculty for the Engaged Campus initiative, the authors continue to champion the vision of a nationally recognized rural health institute known for community-based participatory research. Not surprisingly, the timeline to reach this goal exceeds the 18-month project period, yet the Faculty for the Engaged Campus funding was critical in elevating this agenda such that it could be, and is, carried on today.

## Conclusion

Their work over the last 6 years in general, and their experience with the Faculty for the Engaged Campus initiative in particular, has led the authors to believe that faculty members attracted to doing community-engaged scholarship likely hold specific attitudes toward community and scholarship as well as valuing the core operating principles that reflect those attitudes (e.g., collaboration, reciprocity, sharing knowledge and decision-making, equitable community inclusion; Blanchard et al., 2009). Furthermore, the authors posit that institutions that invest in building their identity as community-engaged campuses embrace these same operating principles.

On a community-engaged campus, it is explicit that engagement with the community is critical to institutional mission and the advancement of knowledge and practice. The authors believe that creating environments that both support faculty development for community-engaged scholarship, and build institutional identity as a community-engaged campus, requires an alignment between faculty professional identity and institutional identity.

---

*“[C]reating environments that both support faculty development for community-engaged scholarship, and build institutional identity as a community-engaged campus, requires an alignment between faculty professional identity and institutional identity.”*

---

The authors' experience with the community-engaged scholarship faculty development programs they implemented at Ohio University as part of the Faculty for the Engaged Campus initiative led them to propose two lessons learned regarding the importance of acknowledging the interplay between faculty development and institutional identity.

## **Lesson One**

The authors believe that there is a *reciprocal relationship between institutional and faculty values and action*. Guskey (2002) identified "organization support and change" as the missing fifth element of effective faculty development (the first four elements being participant reactions to the faculty development experience, participant learning, application of new knowledge and skills, and the subsequent impact of faculty development on productivity). Guskey highlights the importance of reviewing resources, policies, and procedures that facilitate the application of knowledge gained, a message the authors find similar to that advanced by Kania and Kramer (2011), who advocated for new funding practices to achieve collective impact. Bringle et al. (2006) highlighted the importance of convergence between individual and institutional agendas when discussing the relationship between faculty roles, rewards, and recognition and faculty development. At Ohio University there was an inherent tension between what faculty could be interested in doing, and what faculty were assigned to do. This constrained the degree to which the community-engaged faculty development programs could influence knowledge application and community-engaged scholarly productivity. In short, the authors posit that an institution's investment in creating environments that support community-engaged scholarship ought to be evaluated, not only by the ability of the investment to increase faculty scholarship, but also by the ability of the investment to strengthen institutional identity.

Moreover, when aligning institutional supports to foster community-engaged scholarship, one source of critical input is the faculty members themselves. An engaged campus cannot exist without an engaged faculty.

## **Lesson Two**

The authors believe that sustained dialogue with institutional leadership is critical to creating institutional structures and sustaining resources for community-engaged scholarship. During the 18-month period from January 2009 to September 2010 of the

Faculty for the Engaged Campus initiative implementation grant at Ohio University, the authors engaged the university's leadership (e.g., provost, vice president for academic affairs, deans, associate deans) in conversations, which consolidated an understanding of the institution's interests and constraints, and led to a shared vision. At times, the grant's site visitors participated in conversations about how to conceptualize community-engaged scholarship on the campus, especially in promotion and tenure guidelines. The conversations caused deliberation on the risks and rewards of supporting community-engaged scholarship. Should the university's leadership give substantial resources in the absence of proof that community-engaged scholarly productivity would result from such an investment? Should resources be used to create environments that facilitate desired community-engaged scholarly activity (and institutional high cost), or should they reward productivity of high-achieving faculty (and individual high cost)? In the end, creating working environments that foster the expansion and reallocation of duties to recognize and reward community-engaged scholarship will require risk, innovation, and investment by the institution.

## Acknowledgments

This article was supported, in part, by the Faculty for the Engaged Campus (FEC), a national initiative of Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill, which aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. Faculty for the Engaged Campus was funded by a comprehensive program grant from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

## References

- Blanchard, L., Hanssmann, C., Strauss, R. P., Belliard, J. C., Krichbaum, K., Waters, E., & Seifer, S. D. (2009). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities, Universities, 20*(2), 47–65.
- Boyer, E. (1996). The scholarship of engagement. *The Journal of Public Service and Outreach, 1*, 11–20.
- Bringle, R. G., Hatcher, J. A., Jones, S., & Platter, W. (2006). Sustaining civic engagement: Faculty development, roles and rewards. *Metropolitan Universities, 17*, 62–74.

- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59, 45–51.
- Harter, L. M., Hamel-Lambert, J., & Millesen, J. L. (2011). *Participatory partnerships for social action and research*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (Eds.). (2005). *Methods in community based participatory research for health*. San Francisco, CA: Jossey-Bass.
- Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36–41.
- Kellogg Commission on the Future of State and Land-Grant Universities. (1999). *The engaged institution*. Washington, DC: National Association of State Universities and Land-Grant Colleges.
- Kellogg Commission. (1999). *Returning to our roots: The engaged university*. Washington, D.C.: Kellogg Commission on the Future of State and Land Grant Universities, National Association of State Universities and Land Grant Colleges. Retrieved June 9, 2008 from: [http://www.cpn.org/topics/youth/highered/pdfs/Land\\_Grant\\_Engaged\\_Institution.pdf](http://www.cpn.org/topics/youth/highered/pdfs/Land_Grant_Engaged_Institution.pdf)
- Minkler, M., & Wallerstein, N. (2003). *Community-Based participatory research for health*. San Francisco, CA: Jossey-Bass.
- O'Meara, K. A., & Jaeger, A. J. (2006). Neither honor nor compensation. *Educational Policy*, 20, 245–266.
- Qualters, D. M. (2009). Creating a pathway for teacher change. *Journal of Faculty Development*, 20, 5–12.
- Swidler, A. (1986). Culture in action: Symbols and strategies. *American Sociological Review*, 51, 273–286.
- Thornton, C., & Jaeger, A. (2008). The role of culture in institutional and individual approaches to civic responsibility at research universities. *The Journal of Higher Education*, 79, 160–182.
- Wade, A., & Demb, A. (2009). A conceptual model to explore faculty community engagement. *Michigan Journal of Community Service Learning*, 15(2), 5–16.

## About the Authors

**Jane M. Hamel-Lambert** is an associate professor of Family Medicine in the Heritage College of Osteopathic Medicine at Ohio University and president of Integrating Professionals for Appalachian Children (IPAC). Her research interests focus on rural health, participatory methods, pediatric health outcomes, and interprofessional partnerships. Hamel-Lambert earned her bachelor's degree from the University of Maine, Orono, her Ph.D. from Ohio University and her MBA from Case Western Reserve University.

**Judith L. Millesen** is an associate professor and director of the MPA Programs at the Voinovich School of Leadership and Public Affairs at Ohio University. Her research focuses on nonprofit administration and capacity building in the sector with a special interest in board governance. Millesen earned her bachelor's degree from Richard Stockton College, her master's degree from the University of Hartford, and her Ph.D. from the University of Albany.

**Karen Slovak** is an associate professor of social work at Ohio University - Zanesville. Her research interests are suicide, cyber-bullying, school social work, and rural issues. Slovak earned her bachelor's degree from Bowling Green State University, and her master's degree and Ph.D. from Case Western Reserve University.

**Lynn M. Harter** is the Steven and Barbara Schoonover professor of health communication at Ohio University. Her research interests focus on the construction of possibility and resiliency amidst inescapable vulnerability, illness, suffering, and trauma. Harter earned her bachelor's degree and her master's degree from Missouri State University, and her Ph.D. from the University of Nebraska.

## Appendix I. Learning Community Selected Readings

- Bordeaux, B. C., Wiley, C., Tandon, S. D., Horowitz, C. R., Brown, P. B., & Bass, E. B. (2007). Guidelines for writing manuscripts about community-based participatory research for peer-reviewed journals. *Progress in Community Health Partnerships: Research, Education, and Action*, 1(3), 281–288.
- Brugge, D., & Kole, A. (2003). A case study of community-based participatory research ethics: The healthy public housing initiative. *Science and Engineering Ethics*, 9, 485–501.
- Frazier, S. L., Formose, D., Birman, D., & Atkins, M. S. (2008). Closing the research to practice gap: Redefining feasibility. *Clinical Psychology: Science and Practice*, 15(2), 125–129.
- Gee, G. E. (2010). Opportunity and purpose: Outreach's changing mission. *Journal of Higher Education Outreach and Engagement*, 14(3), 5–12.
- Grignon, J., Wong, K. A., & Seifer, S. D. (2008). Ensuring community-level research protections. In *Proceedings for the 2007 Educational Conference Call Series on Institutional Review Boards and Ethical Issues in Research*. Seattle, WA: Community Campus Partnerships for Health.
- Green, L. (n.d.). *Guidelines for participatory research project in health*. Retrieved from <http://lgreen.net/guidelines.html#Guidelines> for Participatory Research in Health.
- Greenhalgh, T., Robert, G., MacFarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovation in service organizations: Systemic review and recommendations. *The Milbank Quarterly*, 8(4), 581–629.
- Israel, B. A., Krieger, J., Vlahov, D., Ciske, S., Foley, M., Fortin, P., Gusman, J. R., Lichtenstein, R., McGranaghan, R., Palermo, A., & Tang, R. (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: Lessons learned from the Detroit, New York City, and Seattle urban research centers. *Journal of Urban Health*, 83(6), 1022–1040.
- Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173–202.
- Minkler, M., Vasquez, V. B., Warner, J. R., Stussey, H., & Facente, S. (2006). Sowing the seeds for sustainable change: A community-based participatory research partnership for health promotion in Indiana, USA and its aftermath. *Health Promotion International*, 21(4), 293–300.

- O'Fallon, L. R., Tyson, R. L., & Dearry, A. (Eds.). (2000). *Successful models of community-based participatory research: Final Report*. Research Triangle Park, NC: National Institute of Environmental Health Sciences.
- Seifer, S. D., & Sgambelluri, A. R. (Eds.). (2007). *Partnership Perspectives, 4(1)*. Seattle, WA: Community-Campus Partnerships for Health.
- Stoecker, R. (2008). Challenging institutional barriers to community-based research. *Action Research, 6*, 49–67.
- Tandon, S. D., Phillips, K., Bordeaux, B., Bone, L., Brown, P. B., Cagney, K., Gary, T., Kim, M., Levine, D. M., Price, E., Sydnor, K. D., Stone, K., & Bass, E. B. (2007). A vision for progress in community health partnerships. *Progress in Community Health Partnerships: Research, Education, and Action, 1*, 11–29.
- Viswanathan, M., Ammerman, A., Eng, E., Gartlehner, G., Lohr, K. N., Griffith, D., Rhodes, S., Samuel-Hodge, C., Maty, S., Lux, L., Webb, L., Sutton, S. F., Swinson, T., Jackman, A., & Whitener, L. (2004). *Community-based participatory research: Assessing the evidence* (Evidence Report/Technology Assessment No. 99; AHRQ Publication 04-E022-2). Rockville, MD: Agency for Healthcare Research and Quality.

## ***Institutionalization of Community-Engaged Scholarship at Institutions that are Both Land-Grant and Research Universities***

Audrey J. Jaeger, Jessica Katz Jameson, and Patti Clayton

### **Abstract**

This case study examines North Carolina State University's community-engaged scholarship faculty development program established in 2009–2010. Reflections by the program coordinators and participants reveal that the university's paradoxical identity as both a land-grant and a research institution has produced tensions in three areas: funding support; reappointment, promotion, and tenure policies; and faculty commitment. During the 2-year process of designing and implementing the program, the authors concluded that simultaneously holding an institutional identity as a land-grant university and as a research university creates a paradox that challenges the institutionalization of community-engaged scholarship on a campus.

### **Setting the Context**

*I*n an article about organizational communication, Stohl and Cheney (2001) describe the concept of “paradox” in organizations. They explain that although paradox is inherently neither good nor bad, its existence places limits on the behavior of the organization's members. The authors of this article believe that a paradox exists between community engagement efforts and various messages received by faculty members at universities that are both land-grant and research universities. During a 2-year process of designing and implementing a community-engaged scholarship faculty development program at North Carolina State University (NC State), they concluded that simultaneously holding an institutional identity as a land-grant university and as a research university creates a paradox that challenges the institutionalization of community-engaged scholarship on their campus. Institutionalizing community-engaged scholarship at NC State would include such elements as continued financial support for faculty engaged with the community; employing administrative personnel whose responsibilities focus on community-engaged teaching and learning; the continuance of current faculty development efforts that address community-engaged scholarship; recognition in the form of promotion and tenure for community-engaged scholarship; and integration of the various offices,

programs, and other efforts that support community-engaged scholarship at NC State, but are not formally connected.

## **Literature That Grounded the Development of NC State's Community-Engaged Scholarship Faculty Development Program**

The literature that formed the basis for the design of NC State's community-engaged scholarship faculty development program falls into three main categories: campus-community partnerships (Barker, 2005; Breu & Hemingway, 2005; Latham, 2008; Letcher & Perlow, 2009; Peters, 2008; Saltmarsh, Hartley, & Clayton, 2009; Shuman, 2005); institutional transformation and organizational change in higher education (Kezar, Chambers, Burkhardt, & Associates, 2005; Rogers, 2003; Sandmann, Saltmarsh, & O'Meara, 2008); and faculty culture and faculty development (Finkelstein, 2008; O'Meara, 2010; O'Meara & Jaeger, 2006; O'Meara & Rice, 2005; Saltmarsh, Giles, Ward, & Buglione, 2009; Sandmann, 2008; Sandmann, Thornton, & Jaeger, 2009; Weerts & Sandmann, 2008).

## **Campus-Community Partnerships**

Two conceptual frameworks form the basis of NC State's community-engaged scholarship faculty development program design: Enos and Morton's (2003) distinction between transactional and transformative partnerships, and Saltmarsh, Hartley, et al.'s (2009) contrast of technocratic and democratic norms. Using transformational language to describe campus-community partnerships underscores the desire for reciprocity that has become the hallmark for defining community-engaged scholarship. The language on the Community-Campus Partnerships for Health (CCPH) website illustrates this principle.

Creating healthier communities and overcoming complex societal problems requires collaborative solutions which bring communities and institutions together as equal partners and build upon the assets, strengths, and capacities of each. (<http://www.ccph.info/>)

Enos and Morton (2003) point out that although transactional partnerships aim for a mutually beneficial exchange of goods and/or services, they work within established systems and do not produce deep change. Transformational partnerships, on the other hand, involve deeper commitments and expectations of shifts in identities and values, challenge norms and systems, and focus on

outcomes that extend beyond mutual benefit to mutual growth and change.

A feature of university partnerships that may be a necessary (but not sufficient) condition of transformative partnerships is the faculty partner's democratic rather than technocratic identity in relation to student and community partners (see Jameson, Clayton, & Jaeger, 2011; Saltmarsh, Hartley, et al., 2009). This distinction suggests that traditional (technocratic) norms in the academy privilege academic expertise and, thus, limit possibilities for truly collaborative engagement. A democratic approach, on the other hand, integrates the knowledge and expertise of university faculty members with that of community members and students and ensures that all partners have a voice in the identification of questions or problems, the design of interventions or research processes, and the development and assessment of innovative solutions. In the words of Saltmarsh, Hartley, et al. (2009):

The norms of democratic culture are determined by the values of inclusiveness, participation, task sharing, lay participation, reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone contributes to education and community building. (p. 6)

These theoretical and practical considerations suggest that a faculty development program should focus on building capacity for transformative, democratic partnerships that include faculty members, students, and community members as co-educators, co-learners, and co-generators of knowledge.

## **Institutional Transformation and Organizational Change in Higher Education**

Sandmann, Saltmarsh, and O'Meara (2008) offer an integrated model for institutional change in support of community-engaged scholarship. They point out that enhancing faculty capacity for community-engaged scholarship and ensuring its sustainability requires a shift in the core values of the university. This shift is consistent with the move from a technocratic to a democratic orientation, which requires recognizing the knowledge that comes from experience as legitimate, and considering faculty and student ability to learn from community members. The model they posit is based on transformational change, defined by Eckel, Hill, and Green (1998) as (1) altering the underlying assumptions,

behaviors, and processes of the culture; (2) having a deep and pervasive effect on the whole institution; (3) intentional; and (4) incremental, change that occurs over time. The model of institutional change is based on two axes: depth and pervasiveness. Change that is low on both depth and pervasiveness is called adjustment. An isolated change is one that has depth but is not pervasive. Far-reaching change is highly pervasive but lacks depth. Eckel et al. suggest that transformational change is both deep and pervasive.

Eckel et al.'s (1998) model indicates that transformational change that occurs in pockets will not have an institutional impact. Change will be sustainable only if it is pervasive throughout the institution's colleges and departments. Holland (2005) suggests that organization members must assess an innovation, in this case community engagement, in terms of its potential to generate positive impacts for themselves or their institution. At the same time, community engagement must align with members' personal vision as well as the mission, goals, and culture of the organization. If individuals recognize a disconnect between their own and the institution's perspectives about community engagement, support for community-engaged scholarship may not be institutionalized.

Another theory of change that has implications for institutionalization of community-engaged scholarship is Rogers' (2003) diffusion of innovations theory. Part of this theory describes "opinion leaders" as organization members who have status and are important links among different subgroups within the target population. Opinion leaders communicate important information about new ideas, practices, or technologies. Their adoption of new practices encourages others to follow them. Combined with Eckel et al.'s (1998) model for institutional change, diffusion of innovations theory suggests that a key element of a faculty development effort is the inclusion of opinion leaders from diverse areas of the institution who can assist in the innovation diffusion and adoption process.

## **Faculty Culture and Development**

Jaeger and Thornton (2006) suggest a movement toward a more dichotomous faculty at some land-grant institutions—faculty members who engage with community, and faculty members who do not. Finkelstein (2008) suggests that faculty development becomes more important than ever in this climate.

Faculty attrition is most likely to occur at developmental turning points in the faculty career: movement from doctoral

student to first academic position, at the point of the tenure decision, or just before or after promotion to full professor (Finkelstein, 2008). This suggests that effective faculty development programs should attend to the career-stage needs of an institution's faculty members. Gappa, Austin, and Trice (2007) note that "professional growth opportunities that enable faculty members to broaden and deepen their knowledge, abilities, and skills; to address challenges, concerns, and needs; and to find deeper satisfaction in their work are more important than ever with the changing and expanding responsibilities faculty must handle" (p. 280). O'Meara (*in press*) presents a model for community-engaged scholarship professional growth programs that includes having participants learn the language and history of community-engaged scholarship; giving participants the tools to be agentic (having a sense of power over one's work); helping participants connect to a larger network of community-engaged scholars through professional relationships; and helping faculty develop a commitment to other faculty members engaged in this work, and to community-engaged scholarship.

### **North Carolina State University: Background**

North Carolina State University (NC State) is a land-grant university that was designated as a community-engaged institution by the Carnegie Foundation for the Advancement of Teaching in 2006. During the 2000s, NC State initiated several institutional change endeavors related to the scholarship of engagement. These included the establishment of a task force on the scholarship of engagement led by the Vice Chancellor's Office of Extension, Engagement, and Economic Development; the creation of a Center for Excellence in Curricular Engagement and Institute for Nonprofit Research, Education and Engagement; activities by the Center for Leadership, Ethics, and Public Service; and efforts by individual faculty members. Many of these activities were distributed rather than integrated, with one consequence being contradictory messages communicated to faculty about their appropriate roles and responsibilities. During this period the authors designed and implemented a community-engaged scholarship faculty development program called Education and Discovery Grounded in Engaged Scholarship (EDGES) to capitalize on, advance, and integrate the various scholarship of engagement institutional change endeavors.

## **NC State's Community-Engaged Scholarship Faculty Development Program**

This article's description of NC State's community-engaged scholarship faculty development program is based on a case study (Creswell, 2001) that included analysis of documents, interviews, and reflections over an 18-month period. The authors coordinated the faculty development program. IRB approval was obtained prior to program initiation.

NC State participated in the Faculty for the Engaged Campus (FEC) initiative's charrette meeting held at the University of North Carolina in 2008 as discussed in this issue in the Gelmon and Blanchard chapter (2012). NC State's FEC team consisted of three faculty members (including the authors) and one administrator. The Faculty for the Engaged Campus initiative's charrette meeting provided a space for campus teams to develop their own community-engaged scholarship faculty development action plans, and to get feedback on those action plans from the other campus team participants. Subsequent to the charrette, NC State was awarded 2-year implementation funding from the FEC initiative to develop a community-engaged scholarship faculty development program.

### **Program Design**

Per the guidelines of the Faculty for the Engaged Campus initiative charrette process, the authors collected data about NC State. This included a SWOT analysis (strengths, weaknesses, opportunities, and threats); assessment of the current level of campus engagement; and conversations with faculty members, students, and administrators, especially those connected with NC State's Center for Excellence in Curricular Engagement. Documents analyzed included a report from the Provost's Task Force on Faculty Development, the NC State Carnegie community engagement application, the NC State strategic plan, and the UNC Tomorrow report, a special report on strategic priorities and goals inclusive of all 18 higher education institutions in the University of North Carolina system.

The authors identified four criteria for an effective competency-based model for a community-engaged scholarship faculty development program at NC State. They felt that the program should

1. use a developmental approach with multiple entry points for faculty participants as well as opportunities for ongoing growth (as opposed to a "one shot" workshop approach);

2. be experiential;
3. be multifaceted, with a variety of levels of intensity, objectives, and levels of faculty investment; and
4. be focused on “integration” as the fundamental lever of change in individual practice and institutional culture.

They also designed the program in response to a needs assessment they conducted which indicated that NC State’s faculty members

1. lacked a shared understanding of community-engaged scholarship,
2. viewed their relationship with the community as one of applying expertise,
3. had limited understanding of their community partner, and
4. felt uncertain about how community-engaged scholarship would be understood and valued by their peers and department heads.

As a result of the Faculty for the Engaged Campus Initiative’s charrette process, the authors determined four goals for an NC State community-engaged scholarship faculty development program. The goals were to

1. create a shared discourse that incorporated both teaching and research into a common understanding of community-engaged scholarship;
2. increase the participants’ understanding of community-engaged scholarship and their related capacities and needs at different stages of faculty careers;
3. create a cross-disciplinary and intergenerational mentoring community of scholars with different levels of experience in community-engaged scholarship; and
4. support the development, implementation, evaluation, and dissemination of new community-engaged courses and research projects that involve undergraduate students as partners.

The vision was to create an intergenerational mentoring community of faculty whose community-engaged scholarship activities were explicitly designed for curricular connections

---

*“The vision was to create an intergenerational mentoring community of faculty whose community-engaged scholarship activities were explicitly designed for curricular connections and/or research projects in collaboration with students and community partners.”*

---

and/or research projects in collaboration with students and community partners. The program would be a developmentally structured, competency-based approach to supporting faculty in the design and implementation of community-engaged scholarship projects during key transition points (or edges) in their career paths—projects that, in turn, would involve undergraduate students.

### **Implementation**

NC State’s community-engaged scholarship faculty development program was launched with 21 participants, representing 10 NC State colleges. The participants included

six doctoral students, seven new faculty members, four associate professors, and four late-career faculty members. Participants were assigned readings that addressed community engagement in both teaching and research contexts. They completed three sets of reflection questions to help them examine readings and discussions in the context of their own roles, departments, and professional development goals. In addition to informal gatherings, EDGES members participated in 10 key sessions over the course of the program.

**Table 1. EDGES Sessions**

Title	Hours	Activity
Orientation	2	Session outlining goals for the program
Community Engaged Scholarship: A Shared Developmental Journey	2	Work session with partners at Wake Nature Preserve Partnership
Framing Your Community Engaged Scholarship Project	2	Work session with EDGES facilitators to work on project proposal drafts
Democratic Civic Engagement and Community Engaged Scholarship	7	Seminar led by John Saltmarsh
Project Protocol Development	2	Meeting with panel of experts to comment on progress of project protocol projects
Documenting Our Community Engaged Work	2	Seminar led by Cathy Jordan
Sustaining Community Engaged Partnerships	2	Work session with EDGES facilitators to discuss barriers of effective partnerships
Celebration of the Engaged University	3	Program where participants present final projects and awards are given
Community Engagement and Service Learning: Where Are the Faculty?	3	2 Seminar led by KerryAnn O'Meara
Institutionalizing Community Engaged Scholarship	4	Seminar led by Amy Driscoll; group debriefing and reflection on the program's success

Of the 10 sessions, four featured a nationally known community-engaged scholar. The guest scholars were

1. John Saltmarsh, director of the New England Resource Center for Higher Education at the University of Massachusetts;
2. Cathy Jordan, director of the Children, Youth and Family Consortium at University of Minnesota;
3. KerryAnn O'Meara, associate professor of higher education at the University of Maryland, College Park; and
4. Amy Driscoll, senior scholar, the Carnegie Foundation for the Advancement of Teaching.

These four sessions covered understanding and embracing the concept of democratic civic engagement (Saltmarsh), documenting community-engaged scholarship for tenure and promotion (Jordan), faculty roles and rewards for community-engaged

scholarship (O'Meara), and institutionalization of community-engaged scholarship (Driscoll). In addition to these sessions, workshops were held that focused on community partnerships (featuring a successful, long-term faculty-community collaboration), integrating community-engaged scholarship into the faculty role, preparing community-engaged scholarship teaching and research projects, and fostering sustainable partnerships.

Attendance at the orientation session and workshops was high, although sustaining 100% attendance was difficult. Frequently, participants had competing demands from departmental, teaching, or service obligations. In a few cases, faculty interest waned. Attrition occurred over the 18-month program, and five participants were unable to complete the project, including one doctoral student and four assistant professors. Of those five participants, two of the assistant professors chose not to continue in the program once they were notified of their acceptance. Table 2 presents a breakdown of participant numbers.

**Table 2. Participants Categorized by Title**

Participant Title	No. of Initial Participants	No. of Participants Completing
Doctoral students	6	5
Assistant professors	7	3
Associate professors	4	4
Full professors	4	4
<b>Total</b>	<b>21</b>	<b>16</b>

## Products Produced by Participants

Each participant in NC State's Education and Discovery Grounded in Engaged Scholarship (EDGES) program was to generate a plan for a new community-engaged course or community-engaged research project. Participants received financial support for these projects, including a \$500 stipend and the opportunity to have students apply for \$1,000 undergraduate research awards (funded by NC State's Office of Undergraduate Research). Ten awards were made to students to work with six of the EDGES program faculty participants.

EDGES projects were developed in fall 2009 and spring 2010, with implementation planned for the 2010 fall semester. The program provided mentoring by veteran community-engaged scholars,

and peer-mentoring among program participants was encouraged. Participants met about once a month to discuss their projects. In addition, half of the participants received travel support for conferences related to community-engaged scholarship. Six participants presented their projects at the 2010 National Outreach Scholarship Conference held at NC State in 2010, together with their student collaborators.

The program supported three new community-engaged/service-learning courses and two other revised courses. Six participants developed new community partnerships. Each of the doctoral students re-conceptualized at least part of their dissertation to have a community-engaged focus.

### **Reflections: Three Tensions**

In this section, the authors reflect on how the nature of a public land-grant, research university (Carnegie classified RU/VH: Research Universities [very high research activity]) can create systemic and individual tensions that can affect efforts to support community-engaged scholarship at the institution. Their case study of the EDGES program suggests three tensions that resulted from NC State's paradoxical identity as both a land-grant and a research institution. The three tensions move from the university level to departmental and individual levels, and are inherently systemic.

#### **Tension I: Funding Support**

The first tension was created by NC State's public commitment to engagement amidst reallocation of funds away from initiatives that support engagement. NC State made its land-grant values "public" through promulgation of its designation as a Carnegie community-engaged institution in the first application round (2006). Yet in subsequent, difficult budget years, offices that supported community-engaged scholarship (e.g., the Center for Excellence in Curricular Engagement and the Office of the Vice Chancellor for Extension, Engagement, and Economic Development) were either removed or restructured. These actions sent mixed messages to the university community about the senior leadership's priorities. This outcome is consistent with Moore and Ward's (2010) findings that matching rhetoric with action presents a challenge for research universities.

## Tension 2: Reappointment, Promotion, and Tenure Policies

The second tension was created when administrative revisions to NC State's reappointment, promotion, and tenure policies conflicted with departmental norms, interpretations, and expectations. The tenure policies include "six realms of faculty activity," which are inclusive of the variety of ways scholarship is conducted and the diverse activities of faculty across the disciplines. At the institutional level, NC State embraced community-engaged teaching and research. At the department and school-college level, however, community-engaged teaching and research were still not universally appreciated or recognized. Again, this is consistent with Moore and Ward's (2010) examination of research universities. They have identified a misalignment between the rhetoric of institutional mission (articulated in NC State's case through new reappointment, promotion, and tenure policies), and the actions of faculty colleagues, department heads, and deans.

## Tension 3: Faculty Commitment

The third tension occurred at the individual level when faculty members perceived their commitment to communities as mutu-

---

*"Some participants in NC State's community-engaged scholarship program reflected that community-engaged work is still perceived as an "add-on," rather than integrated into faculty roles."*

---

ally exclusive of commitments to their academic departments. Some participants in NC State's community-engaged scholarship program reflected that community-engaged work is still perceived as an "add-on," rather than integrated into faculty roles.

In summary, the three tensions that the authors identified in this case study are reflected in Moore and Ward's (2010) study of community-engaged scholars. They found that institutional support is often rhetorical. The pressure of producing documentable activities (e.g., journal articles, research dollars) still takes priority over sustained community relationships that result in non-traditional types of scholarship.

## **Next Steps for NC State**

Despite the many challenges faced by NC State's community-engaged scholarship faculty development program, the coordinators feel it was successful. The participants created a shared discourse that incorporated both teaching and research into a common understanding of community-engaged scholarship. The program created a cross-disciplinary and intergenerational mentoring community of scholars with different levels of community engagement experience. This interdepartmental and intergenerational networking established new relationships. Many participants have collaborated on projects and are committed to sustaining their relationships. Finally, the program resulted in the development of new community-engaged research projects and service-learning courses, and encouraged undergraduate interest in these offerings.

Following the completion of the program's first cohort in 2010, EDGES was discontinued due to lack of funding. The Office of Faculty Development, however, provided resources to support one faculty member as a community-engaged scholar for the next academic year. This scholar coordinated activities related to community-engaged teaching and learning. The Office of Faculty Development continues to provide administrative and financial support for community-engaged teaching and learning programs.

## **Lessons Learned**

From their experience designing and implementing NC State's community-engaged scholarship faculty development program, the authors learned three lessons that may be helpful to the reader. To improve the chance that such a program will be institutionalized, the program should be framed (1) so that faculty members, community members, and students are co-learners and co-generators of knowledge; (2) as an interdisciplinary and intergenerational experience; and (3) as a way to develop opinion leaders who will go on to be advocates in their departments, in their colleges, and across campus.

### **Lesson 1: University and Community Members as Co-Learners**

The participants in NC State's faculty development program came to understand that all partners and all parts of the community-engaged scholarship process contribute to both a research project's goals and the community's goals. One participant's comment illustrates this lesson.

The primary challenges [of community engagement] would include the ability to change the paradigm related to doing research in a particular academic discipline to include new thinking about ways to engage with people in the community to create new knowledge together. (*Doctoral student*)

Another participant explained how he explicitly transcended the tension between teaching and community engagement through modifying a course following one of the EDGES program's workshops.

"The community is another text for this course" (*Saltmarsh, January 2010*). I loved this phrase and after the session, I revised my syllabus to include a passage that there would be multiple texts for our course: the child development textbook, the supplemental readings, and the field experience. It helped me to frame for myself (and I hope for my students) that the focus of our writings and reflections would extend beyond the traditional "texts" we were reading together. (*Assistant professor*)

This reflection reinforces the notion that a successful reframing of community-engaged scholarship includes the ability to see a community as an integrated, rather than separate, component of the university. A third participant summarized it this way:

We will be engaging with the community when the community is no longer treated as a completely detached and dead piece to be researched about. Instead, the research and teaching is a collaborative process with the community. (*Professor*)

## **Lesson 2: Interdisciplinary and Intergenerational Faculty Development Programs**

One of the successes of NC State's community-engaged scholarship faculty development program was the creation of a support network of community-engaged peers across disciplines and departments. These connections provided faculty members needed "agency" (*O'Meara & Campbell, 2011*) in their work. O'Meara and Campbell note that something which gives one a sense of his

or her work is agency. For example, at one of the program's peer-mentoring events, a doctoral student shared her project proposal with a full professor from another college who guided her to reconsider the breadth of the study and how she could integrate undergraduate students into the project. The doctoral student referred to that session as "life-altering," because it allowed her to better focus her project and reconsider the integration of research, teaching, and engagement goals. Several research collaborations were formed over the course of the program. Some were among faculty from psychology, education, and communication. One formed between faculty members and doctoral students from veterinary medicine and education faculty members. Another formed between agriculture and social science faculty members.

---

*"[A] successful reframing of community-engaged scholarship includes the ability to see a community as an integrated, rather than separate, component of the university."*

---

Having an intergenerational community of community-engaged scholars served as a support system for faculty and doctoral students as they faced the "hard" edges that characterize points of entry and exit in the major phases of their university careers (Finkelstein, 2008). Community-engaged scholarship effectually softened the edge and supported faculty collaborations within and across disciplines.

### **Lesson 3: Cultivating Opinion Leaders**

As described in the model of institutionalization by Eckel et al. (1998), transformational change requires high depth and high pervasiveness. Participants in NC State's community-engaged scholarship faculty development program discovered that they play an active role as campus leaders advocating for this work, as one participant's comment illustrates.

What is important to me as an academic professional has not changed. What has changed is my understanding of the academic culture and structure in which I am working to create engaged scholarship. (Professor)

The authors posit that having opinion leaders and advocates among a university's faculty is a key mechanism for sustaining incremental changes in institutional culture.

## Conclusion

From their experience participating in the design and implementation of a community-engaged scholarship of engagement faculty development program, the authors conclude that institutional identity as both a land-grant and a research university creates a paradox of identity (Stohl & Cheney, 2001) that impedes efforts to institutionalize community-engaged teaching and learning practices in the classroom and in research because of the difficulty of achieving both depth and pervasiveness of change across the institution. Faculty development that includes faculty across departments and career stages helps manage the tension by enhancing faculty understanding of community-engaged scholarship as integrating teaching, research, and service aspects of the mission. Those faculty members who have participated in such a program can serve as campus opinion leaders who help reframe the tensions into a new, all-encompassing, institutional identity.

## Acknowledgments

This article was supported in part by the Faculty for the Engaged Campus Initiative, a national initiative of Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill that aimed to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. The Faculty for the Engaged Campus Initiative was funded by a comprehensive program grant from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

The authors also acknowledge the financial and leadership support of the NC State Vice Chancellor's Office of Extension, Engagement and Economic Development, Provost's Office, and the Institute for Nonprofit Research, Education, and Engagement. Additional leadership was provided by NC State's Graduate School, Center for Student Leadership, Ethics and Public Service, and Office of Undergraduate Research. The campus-based team that attended the initial Faculty for the Engaged Campus Initiative meeting provided critical contributions to the overall plan for supporting community-engaged scholarship at NC State. The team included Patti Clayton, Sue Bracken, Jessica Jameson, and Audrey Jaeger. The authors appreciate the individual

support from members of the Faculty for the Engaged Campus Initiative including Piper McGinley, Lynn Blanchard, Sherril Gelmon, and Sarena Seifer.

## References

- Barker, D. (2004). The scholarship of engagement: A taxonomy of five emerging practices. *Journal of Higher Education Outreach and Engagement* 9(2), 123–137.
- Breu, K., & Hemingway, K. (2005). Researcher-practitioner partnering in industry-funded participatory action research. *Systemic Practice and Action Research* 18(5), 437–455.
- Creswell, J. W. (2007). *Qualitative inquiry and research design* (2nd ed). Thousand Oaks, CA: Sage.
- Eckel, P., Hill, B., & Green, M. (1998). *On change: En route to transformation*. Washington, DC: American Council on Education.
- Enos, S., & Morton, K. (2003). Developing a theory and practice of campus community partnerships. In B. Jacoby & Associates (Eds.), *Building partnerships for service-learning* (pp. 20–24). San Francisco, CA: Jossey-Bass.
- Finkelstein, M. (2008). Recruiting and retaining the next generation of college faculty: Negotiating the new playing field. In D. E. Heller & M. B. d'Ambrosio (Eds.), *Generational shockwaves and the implications for higher education* (pp. 82–100). Northampton, MA: Edward Elgar in association with TIAA-CREF Institute.
- Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: John Wiley & Sons.
- Gelmon, S. Blanchard, L., Ryan, K., & Seifer, S. (2012). Building capacity for community-engaged scholarship: evaluation of faculty development programs in the faculty for the engaged campus initiative. *Journal of Higher Education Outreach and Engagement*, 16(1), 21–46.
- Holland, B. A. (2005). Institutional differences in pursuing the public good. In A. J. Kezar, T. C. Chambers, & J. C. Burkhardt (Eds.), *Higher education for the public good*. 235–259. San Francisco, CA: Jossey-Bass.
- Jaeger, A. J., & Thornton, C. H. (2006). Neither honor nor compensation: Faculty and public service. *Educational Policy*, 20(2), 345–366.
- Jameson, J. K., Clayton, P., & Jaeger, A. J. (2011). Community-Engaged scholarship through mutually transformative partnerships. In L. M. Harter, J. Hamel-Lambert, & J. L. Millesen (Eds.) *Participatory partnerships for social action and research* (pp. 259–278). Dubuque, IA: Kendall Hunt.
- Kezar, A. J., Chambers, T. C., Burkhardt, J. C., & Associates. (2005). *Higher education for the public good: Emerging voices from a national movement*. San Francisco, CA: Jossey-Bass.
- Latham, J. R. (2008). Building bridges between researchers and practitioners: A collaborative approach to research in performance excellence. *Quality Management Journal*, 15(1), 8–26.
- Letcher, A. S., & Perlow, K. M. (2009). Community-Based participatory research shows how a community initiative creates networks to improve well-being. *American Journal of Preventive Medicine*, 37(6S1), S292–S299.

- Moore, T. L., & Ward, K. (2010). Institutionalizing faculty engagement through research, teaching, and service at research universities. *Michigan Journal of Community Service Learning, 17*(1), 44–58.
- O'Meara, K. (in press). Research on faculty motivations for service-learning. In P. H. Clayton, J. A. Hatcher, & R. G. Bringle (Eds.), *Research on service-learning: Conceptual frameworks and assessment*. Sterling, VA: Stylus Publishing.
- O'Meara, K. (2010). Rewarding multiple forms of scholarship: Promotion and tenure. In H. Fitzgerald & C. Burack (Eds.), *Handbook on Community Engagement*. 271-294. East Lansing, MI: Michigan State University Press.
- O'Meara, K., & Campbell, C. M. (2011). Faculty sense of agency in decisions about work and family. *Review of Higher Education, 34*(3), 447–476.
- O'Meara, K., & Jaeger, A. J. (2006). Preparing future faculty for engagement. *Journal of Higher Education Outreach and Engagement, 11*(4), 3–26.
- O'Meara, K., & Rice, R. E. (2005). *Faculty priorities reconsidered: Rewarding multiple forms of scholarship*. San Francisco, CA: Jossey-Bass.
- Peters, S. (2008). Reconstructing a democratic tradition of public scholarship in the land-grant system. In D. Brown & D. Witte (Eds.), *Agent of Democracy* (pp. 121–148). Dayton, OH: Kettering Foundation Press.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed). New York, NY: The Free Press.
- Saltmarsh, J., Giles, D. E., Ward, E., & Buglione, S. M. (2009). Rewarding community-engaged scholarship. *New Directions for Higher Education, 147*, 25–35.
- Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic engagement white paper*. Boston, MA: New England Resource Center for Higher Education. Retrieved from [http://um-boston.academia.edu/documents/0058/8404/democratic-engagement-white-paper-2\\_13\\_09.pdf](http://um-boston.academia.edu/documents/0058/8404/democratic-engagement-white-paper-2_13_09.pdf)
- Sandmann, L. R. (2008). Conceptualization of the scholarship of engagement in higher education: A strategic review, 1996–2006. *Journal of Higher Education Outreach and Engagement, 12*(1), 91–104.
- Sandmann, L. R., Saltmarsh, J., & O'Meara, K. (2008). An integrated model for advancing the scholarship of engagement: Creating academic homes for the engaged scholar. *Journal of Higher Education Outreach and Engagement, 12*(1), 47–64.
- Sandmann, L. R., Thornton, C. H., & Jaeger, A. J. (2009). *Institutionalizing community engagement in higher education: The first wave of Carnegie classified institutions* (New Directions for Higher Education No. 147). San Francisco, CA: Jossey-Bass.
- Shuman, A. (2005). Introduction: The pedagogy of engagement. In M. C. Hardin & W. Zeisel (Eds.), *From the studio in the streets: Service learning in planning and architecture*. 1-16. Washington, DC: American Association for Higher Education.
- Stohl, C., & Cheney, G. (2001). Participatory processes/paradoxical practices: Communication and the dilemmas of organizational democracy. *Management Communication Quarterly, 14*, 349–407. doi:10.1177/0893318901143001
- Weerts, D. J., & Sandmann, L. R. (2008). Building a two-way street: Challenges and opportunities for community engagement at research universities. *The Review of Higher Education, 32*(1), 73–106.

## About the Authors

**Audrey J. Jaeger** is an associate professor of higher education and co-executive director, National Initiative for Leadership and Institutional Effectiveness (NILIE), North Carolina State University. Jaeger's research focuses on current and future faculty with emphasis on part-time faculty. Her scholarship on faculty addresses roles, rewards, and institutional variables that support and inhibit faculty involvement in community-engaged teaching and research. Jaeger earned her bachelor's degree from University of North Dakota, her master's degree from Western Illinois University, and her Ph.D. from New York University.

**Jessica Katz Jameson** is an associate professor and associate head of communication at North Carolina State University. Jameson's research is on organizational communication and conflict, with current emphases on nonprofit leadership, health communication, and engaged teaching and learning. Jameson earned her bachelor's degree from the University of Miami and master's degree and her Ph.D. from Temple University.

**Patti Clayton** is an independent consultant with PHC Ventures and the former founding director of the Center for Excellence in Curricular Engagement at NC State University. Clayton earned her bachelors' degrees from NC State University, and her master's and doctoral degrees from the University of North Carolina Chapel Hill.



## SECTION THREE

---

*2010 Community-Engaged Scholarship Conference:  
Critical Junctures in Research, Practice, and Policy*



# **Community-Engaged Scholarship: Critical Junctures in Research, Practice, and Policy**

Lisa Wenger, Linda Hawkins, and Sarena D. Seifer

## **Abstract**

Community-engaged scholarship and community-academic partnerships are gaining momentum in higher education institutions. Federal research funding agencies in Canada have moved aggressively toward increasing support for community-engaged research and knowledge mobilization efforts. Yet there is a well-articulated disjuncture between calls for social relevance, knowledge translation and mobilization, community-based research, service-learning, and engagement more broadly; and the resources, structures, and policies in Canadian universities. In November 2010, the University of Guelph and Community-Campus Partnerships for Health convened national and international leaders from diverse organizational and disciplinary backgrounds to consider what is known about community-engaged scholarship in higher education and its implications for future research, practice, and policy. Participants identified conceptual challenges, values and tensions, opportunities for action, and resources to support community-engaged scholarship.

## **Introduction**

Community-engaged scholarship and community-academic partnerships are gaining momentum in higher education institutions. Federal research funding agencies in Canada have moved aggressively toward increasing support for community-engaged research and knowledge mobilization efforts (*Office of Community-Based Research, University of Victoria & Community-Based Research Canada, 2009*). Yet there is a well-articulated disjuncture between calls for social relevance, knowledge translation and mobilization, community-based research, service-learning, and engagement more broadly; and the resources, structures, and policies in Canadian universities (*Jackson, Schwartz, & Andree, 2008; Wenger, Hawkins, & Seifer, 2011*).

Stepping boldly into this challenging arena, in November 2010 the University of Guelph and Community-Campus Partnerships for Health convened national and international leaders from diverse organizational and disciplinary backgrounds to consider what is known about community-engaged scholarship in higher education

and its implications for future research, practice, and policy. Their co-sponsored conference, “Critical Junctures in Research, Practice, and Policy,” brought together 72 participants based in academic institutions, community organizations, and government agencies within Canada, the United States, and Australia. Drawing on their experiences as community-engaged scholars, scholars of community engagement, academic administrators, teachers, graduate students, postdoctoral fellows, directors and staff of community organizations, and knowledge mobilizers, participants contributed to the group’s collective learning through their involvement as presenters, moderators, and discussants.

**University of Guelph, Community-Campus  
Partnerships for Health, and the Social Sciences  
and Humanities Research Council of Canada  
Conference, Community-Engaged Scholarship:  
Critical Junctures in Research, Practice,  
and Policy**

As part of the community-engaged scholarship theme issue of *Journal of Higher Education Outreach and Engagement*, this article presents lessons learned from the conference, and is followed by two articles based on panel presentations at the conference.

### **Conference Objectives**

In working to identify gaps in existing knowledge, clarify key challenges, and develop strategies to foster new multi-disciplinary networks and research partnerships, the conference was driven by four objectives:

1. To provide a forum for communicating current research on university policies and practices around community-engaged scholarship from national and international perspectives, specifically focusing on institutional structures and processes, faculty development programs, and faculty promotion and tenure policies;
2. To create an opportunity for discussing the implications of this research for the design of institutional structures, faculty development programs, and faculty promotion and tenure policies in the Canadian context;

3. To foster the development of research collaborations to further the study of community-engaged scholarship in Canadian higher education; and
4. To generate greater awareness, understanding, and visibility of community engagement challenges and strategies among key stakeholders in order to catalyze institutional change within the academy.

Building on this foundation, conference sessions were designed to mobilize the knowledge shared by participants as well as to facilitate changes in policies and practices persistently raised as significant barriers to community-engaged scholarship.

## **Conference Presentations**

Participants were welcomed to the conference by Kerry Daly, dean of the College of Social and Applied Human Sciences, and Maureen Mancuso, provost and vice-president academic, both from the University of Guelph, who emphasized the need for boldness, risk, and comprehensive and systemic shifts within academic institutions to enable the practice, recognition, and reward of community-engaged scholarship. Sarena D. Seifer, Community-Campus Partnerships for Health executive director, outlined lessons learned from the organization's initiatives around institutional change in the United States.

The conference was structured around four themes relevant to catalyzing institutional change:

1. Advances in community-engaged scholarship
2. The development of community-engaged scholars
3. Structures and policies that support community-engaged scholarship
4. Strategies for institutional change

Conference highlights for each theme are presented below.

### **Advances in community-engaged scholarship.**

Sherril Gelmon, professor of public health, Portland State University, offered participants a summary of over 15 years of work on community-engaged scholarship, identified seminal reports, and discussed the forms and dimensions of community-engaged scholarship, emerging issues, and promising practices (Gelmon, 2010). Gelmon presented a rationale for both “top down” and

“bottom up” approaches to the institutional changes needed to fully support community-engaged scholarship and provided a snapshot of community-engaged scholarship underway in Canadian universities, citing specific examples of campus initiatives, partnerships, centers, and task forces.

### **The development of community-engaged scholars.**

Discussant Lynn Blanchard, director, Carolina Center for Public Service, University of North Carolina at Chapel Hill, detailed the challenges in developing community engagement scholars and the opportunities offered through competency-based models of community-engaged scholarship faculty development. Describing the process and impact of a charrette that convened teams from 20 universities across the U.S. to design community-engaged scholarship faculty development programs (*Gelmon, 2012*), Blanchard shared the curriculum and evaluation results of her campus’ Faculty Engaged Scholars program (*Blanchard, 2012*).

### **Structures and policies that support community-engaged scholarship.**

Discussant Barbara Holland, director, Academic Initiatives in Social Inclusion, University of Sydney, offered participants eight assertions important to thinking about structures and policies supporting community-engaged scholarship (*Holland, 2010*).

1. This is not the first time that common or traditional approaches to defining and rewarding scholarship have been out of alignment with faculty activities.
2. There are many different conceptions of community engagement and community-engaged scholarship, and to some degree those differences are necessary and appropriate to local contexts.
3. Rewarding community engagement and rewarding community-engaged scholarship require different processes and policies. Most community-engaged scholarship activities can be rewarded within current policies.
4. Changes in academic culture and values around community-engaged scholarship require us to clarify the distinction between community-engaged scholarship and public service activities. Both are legitimate academic work, but one is scholarly and one is not.

5. Universal agreement is not needed to create strong institutional support and recognition for community engagement and community-engaged scholarship.
6. The academic workforce is rapidly changing, and the new entrants are supportive of community-engaged scholarship.
7. The field needs to create exemplars that show how community-engaged scholarship is similar to familiar forms of scholarly work.
8. Do not work on this agenda alone—collaboration across institutions can accelerate change.

### **Strategies for institutional change.**

Discussant Rhonda Lenton, associate vice president academic and vice provost, York University, drew on lessons learned from the York University President's Task Force on Community Engagement (*York University, 2010*) to make a compelling case for the importance of attending to how the academy prioritizes community, ensuring students have a voice, considering multiple strategies for change, and framing community-engaged scholarship in a way that lends support to the advancement of other higher education imperatives (*Lenton, 2010*).

### **Conference Participant Discussions**

Following each panel, conference participants met in small groups with discussants and presenters to reflect on the presentations individually and as a collective. They discussed what they learned, and identified actions they believed critical to moving community-engaged scholarship work forward. A team of graduate students and postdoctoral fellows conducted a thematic analysis of the notes from these table discussions; they were joined by Linda Hawkins, director of the Institute for Community Engaged Scholarship at the University of Guelph. They presented a summary of the analyses to participants. This session afforded an opportunity for the conference participants to reflect further on the discussions of the previous day and advance new questions and considerations moving into the second day of the conference.

Common themes identified by conference participants were organized into four categories: conceptual challenges, values and tensions, opportunities for action, and the need to learn more.

These categories, elaborated in the conference proceedings (*Wenger et al., 2011*), are briefly summarized below.

### **Conceptual challenges.**

Conceptual challenges included definitions of key concepts (e.g., what is community-engaged scholarship, what is good community-engaged scholarship, what is knowledge, what is peer review?), participants (e.g., who is community, who is an expert, who is a peer?), and actions (e.g., how do we engage community more fully, how do we evaluate community-engaged scholarship?).

### **Values and tensions.**

Values and tensions centered on the concept and practice of community-engaged scholarship (e.g., distinguish community-engaged scholarship from service-learning, recognize the relevance of community-engaged scholarship to a variety of disciplines), mutually beneficial relationships (e.g., recognize that relationships are developed within a historical context, make space for reflection and re-evaluation), power dynamics (e.g., consider who creates, funds, and controls knowledge; recognize power that is held within the community), flexibility (e.g., tolerate ambiguity, pick your battles), and creativity (e.g., view challenges and failures as opportunities for learning, frame community-engaged scholarship language in terms that administrators understand and value).

### **Opportunities for action.**

Opportunities for action included creating a welcoming institutional environment (e.g., plan effective change strategies from the bottom up and the top down, align community-engaged scholarship with existing institutional values, build community-engaged scholarship into job descriptions and recruitment practices), evaluating and rewarding community-engaged scholarship (e.g., have community-engaged faculty serve on promotion and tenure committees, train promotion and tenure committees and department chairs in community-engaged scholarship), developing structures and resources across Canada and within institutions (e.g., a consortium of community-engaged universities, campus-wide centers for community-engaged scholarship), and attending to skill development (e.g., provide ongoing faculty development, emphasize training of graduate and undergraduate students).

## **The need to learn more.**

The need to learn more was framed as research questions about the practice of community-engaged scholarship (e.g., what are best practices for partnerships, how does one move from service to scholarship?) and the evaluation of community-engaged scholarship (e.g., what are models for peer review by community members, what is the impact of community-engaged scholarship on social issues?). Documenting and mobilizing knowledge (e.g., lessons learned, tools, and methods) was viewed as critical to the learning process.

## **Conference Evaluation**

The conference concluded on a note of optimism as participants shared plans for following up with others they had met and acting on knowledge they had gained. These plans were underscored in the participant evaluations. The vast majority of participants agreed that the conference had influenced how they thought about community-engaged scholarship and believed the learning would impact how they did their job. Respondents offered that they were leaving the conference with new ideas. There was excitement around the opportunity to connect with colleagues across the U.S.-Canada border and appreciation of the range of participants, though some suggested a future conference with involvement of more community organizations.

As part of a process of continual learning through the sharing of knowledge, conference organizers tracked resources mentioned by speakers and participants (see Appendix). For their part, the conference organizers pledged their commitment to publishing and widely disseminating the proceedings. The conference co-sponsoring organizations—Community-Campus Partnerships for Health and the University of Guelph—reiterated their plans for continued collaboration around advancing community-engaged scholarship in Canada. Indeed, they have since formalized a partnership among eight Canadian universities (<http://cescholarship.ca>).

## Acknowledgments

We gratefully acknowledge the co-sponsors of the conference: Community-Campus Partnerships for Health, the College of Social and Applied Human Sciences at the University of Guelph, Social Innovation Generation at the University of Waterloo, and the Social Sciences and Humanities Research Council of Canada. We also thank the team of students who conducted a thematic analysis of the conference notes: Patricia Altass, Anne Bergen, Jaime Lee Brown, Jacqueline DeGuzman, Sarah Pugh, Denise Nepveux, and Lisa Wenger.

## References

- Gelmon, S. B. (2010, November). *Setting the stage: The landscape of community-engaged scholarship*. Presented at the international conference, Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy, Guelph, Ontario, Canada. <http://criticaljunctures.ca>
- Holland, B. (2010, November). *Eight assertions*. Presented at the international conference, Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy, Guelph, Ontario, Canada. <http://criticaljunctures.ca>
- Jackson, E. T., Schwartz, K., & Andree, P. (2008). Aligning tenure and promotion procedures for community-university engagement: Dialogue for action. In: Ed. Darlene E. Clover & Catherine McGregor, *Community-University Partnerships: Connecting for Change- Proceedings of the Third International Community-University Exposition* (CU Expo 2008), University of Victoria, Victoria, Canada, p. 133-134.
- Lenton, R. (2010, November). *Strategies for institutional change*. Presented at the international conference, Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy, Guelph, Ontario, Canada. <http://criticaljunctures.ca>
- Office of Community-Based Research, University of Victoria & Community-Based Research Canada. (2009). *The funding and development of community university research partnerships in Canada: Evidence-based investment in knowledge, engaged scholarship, innovation and action for Canada's future*. Retrieved March 8, 2012, from <http://communityresearchcanada.ca/documents/CBRFunding052009.pdf>
- Wenger, L., Hawkins, L., & Seifer, S. D. (Eds.). (2011). *Community-Engaged Scholarship: Critical Junctures in Research, Practice and Policy: Conference report*. Community-Campus Partnerships for Health & the University of Guelph. Retrieved December 2, 2011, from <http://criticaljunctures.ca>
- York University. (2010). *Towards an engaged university: President's Task Force Report on Community Engagement*. Retrieved from <http://www.yorku.ca/commeng/documents/finalreport.pdf>

## About the Authors

**Sarena D. Seifer** is executive director of Community-Campus Partnerships for Health, a nonprofit organization that promotes health equity and social justice through partnerships between communities and higher educational institutions. Her work focuses on ensuring the conditions are in place for these partnerships to thrive and to transform the people, organizations, and communities involved. Seifer earned her bachelor's degree from Washington University in St. Louis and her master's and medical degrees from Georgetown University.

**Lisa Wenger** is graduate research assistant at the Institute for Community Engaged Scholarship at the University of Guelph. Her research focuses on gender and health, culture and illness, community-based research, qualitative methodologies, masculinities and men's health. Wenger earned her bachelor's and master's degrees from the University of Waterloo and completes her doctoral degree in 2012 in Family Relations and Human Development at the University of Guelph.

**Linda Hawkins** is co-founder of the Institute for Community Engaged Scholarship and the Research Shop at the University of Guelph. Her interests include designing and facilitating community-university partnerships around community research needs and building capacity for community engagement among community, faculty and students. Hawkins earned her bachelor's degree from the University of Toronto and her master's degree from the University of Guelph.

## Appendix: Community-Engaged Scholarship Resources

To participate in the ongoing sharing of community-engaged scholarship resources, subscribe to Community-Campus Partnerships for Health's community-engaged scholarship mailing list at <https://mailman2.u.washington.edu/mailman/listinfo/comm-engagedscholarship>.

### Organizations and Programs

Campus Compact. <http://www.compact.org>

Canadian Alliance of Community Service Learning.

<http://www.communityservicelearning.ca/>

Carnegie Foundation for the Advancement of Teaching's

Community Engagement Elective Classification of Higher Educational Institutions.

[http://classifications.carnegiefoundation.org/descriptions/community\\_engagement.php?key=1213](http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213)

Community-Based Research Canada.

<http://communityresearchcanada.ca/>

Community-Campus Partnerships for Health.

<http://www.ccph.info>

Faculty Engaged Scholars Program at UNC–Chapel Hill.

<http://www.unc.edu/cps/faculty-engaged-scholars.php>

IARSLCE Graduate Students' Network.

[http://www.researchslce.org/\\_Files/GSN\\_Site/Join\\_GSN.asp](http://www.researchslce.org/_Files/GSN_Site/Join_GSN.asp)

(New website coming soon)

Imagining America. <http://www.imaginingamerica.org>

International Association for Research on Service-Learning and  
Community Engagement (IARSLCE).

<http://www.researchslce.org>

Knowledge Commons. <http://knowledgecommons.ning.com/>

Engaged Scholarship Consortium.

<http://www.outreachscholarship.org>

Rewarding Community-Engaged Scholarship: Towards the  
Transformation of University Policies & Practices.

<http://www.cescholarship.ca>

## **Online Toolkits and Databases**

Anchor Institutions Toolkit: A Guide for Neighborhood

Revitalization. <http://www.upenn.edu/ccp/anchortoolkit/>

Community-Engaged Scholarship Toolkit.

<http://www.communityengagedscholarship.info>

Database of Faculty Mentors & Portfolio Reviewers.

<http://facultydatabase.info>

Developing & Sustaining Community-Based Participatory

Research Partnerships. <http://www.cbprcurriculum.info>

Yaffle. <http://www.yaffle.ca>

## **Journals and Other Publication Outlets**

AACU journal *Peer Review*.

<http://www.aacu.org/peerreview/index.cfm>

CES4Health.info (a place to publish diverse products of community-  
engaged scholarship, including videos, resource guides, policy  
briefs, curricula, etc.). <http://www.CES4Health.info>

Community-Campus Partnerships for Health online list of  
journals that publish community-engaged scholarship.

<http://depts.washington.edu/ccph/links2.html#Journals>

*Journal of Higher Education Outreach and Engagement* (JHEOE).  
<http://openjournals.libs.uga.edu/index.php/jheoe/index>  
*Metropolitan Universities Journal*. (MUJ), including theme issue  
on the Community-Engaged Scholarship for Health  
Collaborative, <http://www.cumuonline.org/muj.aspx>  
*Michigan Journal of Community Service Learning*.  
<http://www.umich.edu/~mjcs/>

## Reports

- Commission on Community-Engaged Scholarship in the Health Professions. (2005). *Linking scholarship and communities*. Community-Campus Partnerships for Health. [http://depts.washington.edu/ccph/kellogg3html#Project Updates](http://depts.washington.edu/ccph/kellogg3html#ProjectUpdates)
- Dragne, D. (2007). *Background document for the University of Victoria Task Force on Civic Engagement*. [dspace.library.uvic.ca:8080/handle/1828/1806?show=full](https://dspace.library.uvic.ca:8080/handle/1828/1806?show=full)
- Locke, W. (2009). *Reflecting on regional engagement of higher education institutions: Have we learned anything*. Memorial University. [http://www.mun.ca/harriscentre/reports/arf/2006 FinalReportEduRegDevelLocke.pdf](http://www.mun.ca/harriscentre/reports/arf/2006FinalReportEduRegDevelLocke.pdf)
- McLean, S. (2005). *A typology and illustrative model for outreach and engagement*. University of Saskatchewan. [http://www.usask.ca/ip/inst\\_planning/docs/OEFDFINALAPPROVED.pdf](http://www.usask.ca/ip/inst_planning/docs/OEFDFINALAPPROVED.pdf)
- U.S. Coalition of Urban Serving Universities. (2010). *Urban universities: Anchors generating prosperity for America's cities*. <http://www.usucoalition.org/research/reports.html>
- U.S. Department of Housing and Urban Development. (2010). *Collaborating for change: Partnerships to transform local communities*. [http://www.oup.org/publications/oup\\_pubs.asp](http://www.oup.org/publications/oup_pubs.asp)
- York University. (2010). *Towards an engaged university: President's Task Force Report on Community Engagement*. <http://www.yorku.ca/commeng/documents/finalreport.pdf>



## **A Needs Assessment Informs Development of a Participatory Research Faculty Development Workshop**

Jon Salsberg, Robbyn Seller, Laura Shea,  
and Ann C. Macaulay

### **Abstract**

University-based researchers are finding they need a new set of skills to collaborate meaningfully with non-academic research partners, and to compete for funding opportunities that require community and end-user partnerships. This article describes a needs assessment conducted to develop a participatory research faculty development workshop at McGill University in Montreal, Quebec, Canada. This assessment and faculty development workshop design process distinguished the varying needs of potential participants based on the types of partnerships they were interested in forming, and their pre-existing participatory research competence.

### **Introduction**

**I**n this article, the authors articulate the need to help university faculty members understand the value of participatory research while acquiring skills to build, fund, and sustain participatory research projects. They describe a needs assessment process to develop a participatory health research faculty development workshop.

### **Participatory Research**

Participatory research has been defined as “systematic inquiry, with the collaboration of those affected by the issue being studied, for purposes of education and taking action or effecting social change” (*Green et al., 1995, p. 4*). It is an action-oriented approach to the creation of new knowledge that seeks to engage those participants for whom a benefit is sought, and those who need to act on its results in order to bring about change. These participants can include individuals, community or organization members, or policy makers, who act in equitable partnership with faculty researchers to answer questions that resonate meaningfully for all parties. Other terms used to describe participatory research include action research, participatory action research, community-based participatory research, and collaborative inquiry.

The goals of participatory research are to undertake high-quality research, benefit the community or group where the research is occurring, and develop knowledge applicable to other settings (Minkler & Wallerstein, 2008; Wallerstein & Duran, 2006). Participatory research is a means of creating practice-based evidence (Green, 2008b). Other outcomes can include building capacity of all participants, and increasing the sustainability of projects beyond the end of research funding. A participatory approach integrates the translation of knowledge throughout a research project by ensuring that the “end-users” of the results (e.g., individual participants, organizations) are involved throughout the research process, from identification of the research problem, to data collection and analysis, interpretation of results, and dissemination of the findings (Graham & Tetroe, 2007; Macaulay et al., 1999; Parry, Salsberg, & Macaulay, 2009).

Participatory research is being more widely recognized as an effective method of adding relevance and value to health care research (Israel, 2005; Israel, Schulz, Parker, & Becker, 1998; Macaulay et al., 1999; Minkler, 2000; Minkler & Wallerstein, 2008; Viswanathan et al., 2004). In recent years, health care researchers have increasingly adopted a participatory approach to research (Jagosh et al., 2011). At the same time, a growing number of funding opportunities are calling for a participatory or integrated partnership component to proposed

---

*“It has become clear to many researchers that an additional set of skills is required, first to successfully compete for research opportunities, and then to build and maintain successful research partnerships.”*

---

research designs. It has become clear to many researchers that an additional set of skills is required, first to successfully compete for research opportunities, and then to build and maintain successful research partnerships.

## **Participatory Health Research in the Faculty of Medicine at McGill University**

This article describes capacity-building efforts taking place at McGill University, a publicly funded institution in Montreal, Quebec, Canada. McGill is a top Canadian medical/doctoral university with a large international student population and a strong focus on research, particularly in the health and biomedical fields. In 2006, the center for Participatory Research at McGill (PRAM)

was established to build faculty capacity for participatory health research within the faculty of medicine. The center supports a variety of activities, including faculty development workshops; consultations with clinicians, researchers, faculty members and students; collaboration on existing or new research grants; sponsorship of a seminar series; and funding for graduate training scholarships. The long-range goals of the center are to increase the faculty's capacity for participatory health research, establish funded research partnerships, and increase community engagement.

One of the center's strategies to build faculty capacity for participatory health research was the design and delivery of participatory health research faculty development workshops. In 2007, to design the workshops, the authors (who are the center's leaders) conducted a needs assessment by surveying the Faculty of Medicine's faculty and research staff.

## **The Needs Assessment**

Institutional ethical approval was granted by McGill University and required active consent from all study participants in the qualitative phase of the center's needs assessment survey.

## **Steps Taken to Develop a Survey Instrument**

To develop the needs assessment survey instrument, the authors first interviewed faculty members known to be using a participatory health research approach. The faculty represented six disciplinary units (Family Medicine, Epidemiology and Biostatistics, Dietetics and Human Nutrition, the Bioethics Research Unit, Integrated Studies in Education, and one hospital-based research center) across three faculties (Medicine, Agricultural and Environmental Sciences, and Education).

Next, the authors held one focus group with nine participants who had pre-existing participatory health research knowledge or an interest in beginning a participatory health research project. These nine faculty members represented eight academic units (Whole Person Care, the School of Nursing, Anthropology, Institute of Health and Social Policy, Family Medicine, Kinesiology & Health Education, School of Social Work, and Integrated Studies in Education) across three faculties (Medicine, Arts, Education).

The goal of the focus group and the individual interviews was to elicit thematic categories using focused coding techniques (Lofland & Lofland, 1995). The 13 thematic categories that emerged reflected issues related to academic participatory health research. These categories were collapsed into five major themes (see Table 1).

**Table 1. Thematic Categories Related to Participatory Research**

Major Theme	Sub-Categories
Conceptual framework	Action vs. research; key aspects of participatory research; general need for participatory research
Partnerships	Ethics; academic-partner agreements for participatory research process
New developments	Participatory research developments; participatory research impact on policy; interest in participatory research from other areas
Academic development	Need for academic participatory research expertise; personal participatory research goals
Institutional issues	Institutional needs for participatory research; institutional support for participatory research; barriers to participatory research

These five emergent themes were used to form seven categories for the needs assessment survey (see Figure 1):

- Participatory research background
- Partnerships
- Funding
- Research and project evaluation (scholarship)
- Disseminating results and influencing policy
- Professional and academic skills/leadership
- Ethics

Some themes were split into more than one category for clarity in the final survey. The needs assessment survey included 16 questions related to the themes. Four additional questions were included to determine respondent level of experience with participatory health research, research in general, potential collaborators, and preferred learning format.



**Figure 1. Categories of Qualitative Themes for the Needs Assessment Survey**

## The Needs Assessment Survey

The needs assessment survey was administered as a web form. It was distributed via departmental electronic mailing lists to all members of the 21 departments within the Faculty of Medicine. Due to variations in classifying faculty, clinical, and hospital-based researcher affiliations from department to department, the authors were unable to determine the total number of individuals who received the invitation to complete the survey. Respondents were asked to rate 16 issues on a scale of 1 to 5, where 1 was “most important” and 5 was “least important” (see Table 2). They ranked various learning formats, and were also asked to rate their level of participatory health research experience (none, some, significant); their total years involved in research; and their likely research partners. (See <http://pram.mcgill.ca/na/survey.html> for complete survey.)

**Table 2. Respondents’ Ranking of Learning Needs, 1 (most important) to 5 (least important)**

Question	N	M	SD
Grantsmanship skills specific to participatory research	124	1.88	0.976
Evaluation methods and models used in participatory research	125	2.03	1.047
Research partnership agreements, encompassing partner responsibilities, data ownership, protection, etc.	124	2.03	1.012
Identifying and overcoming challenges	125	2.07	1.108
Integrated Knowledge Translation throughout the participatory research process	125	2.10	1.098
Major challenges to conducting participatory research and how these challenges may be overcome	124	2.12	1.13
Participatory research issues with IRBs (Institutional Review Boards)	119	2.13	1.008
Using evaluation results to manage, plan, strategize and improve partnership	123	2.14	1.058
How to influence policy	124	2.16	1.136
How to develop and maintain partnerships	124	2.20	1.189
Process evaluation for a participatory research partnership using a model-based approach	125	2.20	1.054
Scholarly and community dissemination of participatory research studies	125	2.30	1.158
How to identify participatory research partners	125	2.33	1.243
How to balance personal, community, academic values in participatory research	121	2.45	1.118
Key terms and principles used in participatory research	125	2.51	1.175
Tenure and promotion in relation to participatory research	120	2.93	1.385

*Note: Responses could range from 1 = Most Important to 5 = Least Important.*

## Findings

The needs assessment survey elicited 125 responses from members of 14 of the 21 departments in the Faculty of Medicine as well as from two Schools (Nursing, and Physical and Occupational Therapy), four centers, three clinical units, seven divisions, and one department outside the Faculty of Medicine (Anthropology). Authors are unable to estimate the overall response rate, as they cannot know the number of individuals who received the invitation to complete the survey. However, the purpose of the survey was not to determine the proportion of faculty members who were interested in participatory research, but to reach those who were and assess their needs. Therefore the sample can be seen as a stratified purposeful one.

One-way analysis of variance for responses to “Rate your level of participatory research experience” revealed a significant difference between groups for about one third of the questions. Comparing means among respondents with “significant” participatory research experience revealed that the highest rated responses were

- how to influence policy;
- participatory research issues with Institutional Review Boards (IRBs);
- integrated knowledge translation throughout the participatory research process;
- grantsmanship skills specific to participatory research; and
- research partnership agreements.

The needs assessment survey indicated who respondents viewed as potential research partners. Of the 125 respondents, 103 said they would likely partner with professionals, 81 with patients, and 78 with organizations. Only 57 were interested in research partnerships with community members, and only 44 with policy makers.

### **McGill University’s Participatory Health Research Faculty Development Workshop**

The needs assessment survey results informed overall program content of a half-day participatory health research faculty development workshop. They also helped prioritize workshop learning objectives, and determined how much time would be allotted to

each. The final workshop program, which is based on analysis of the needs assessment data, is presented in Figure 2.

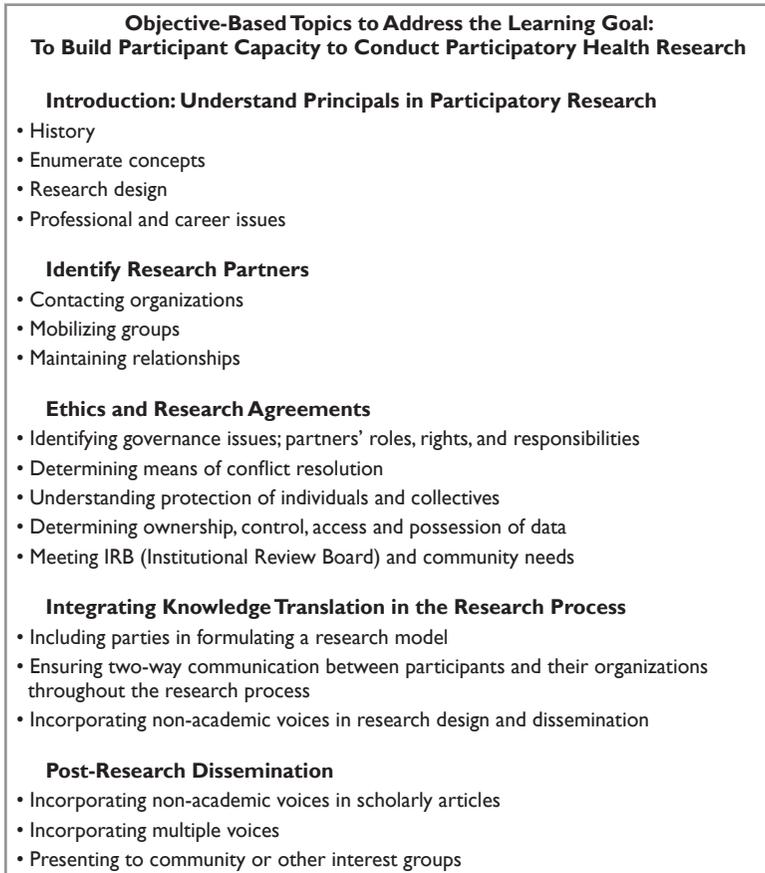


Figure 2. Participatory Health Research Faculty Development Workshop: Objectives

## Program Format

The workshop instructors provided participants with reading material in advance (*Cargo & Mercer, 2008; Green, 2008a; Israel et al., 1998; Macaulay et al., 1999*). They also gave participants two assignments to complete during the workshop regarding their thinking about building effective partnerships and implementing participatory research projects (the assignment guidelines may be found at [http://pram.mcgill.ca/pr\\_workshop2009.php](http://pram.mcgill.ca/pr_workshop2009.php)). Examples and case studies were determined from the needs assessment responses and from participant responses to e-mail queries. The workshop opened with presentations on the principles and ethics of participatory health research. Each of the workshop's breakout

sessions was led by two facilitators (one a faculty member, and the other a non-academic partner from existing participatory health research projects).

## **Workshop Attendees and Their Reactions**

The workshop was piloted in the Department of Family Medicine, and after incorporating feedback, was then offered as an accredited continuing medical education workshop by the Faculty of Medicine's Office of Faculty Development. Thirty-two faculty members and affiliated researchers attended, representing the following departments or units (in descending order of number): Medical Education, Psychiatry, Medicine, Family Medicine, School of Nursing, School of Physical and Occupational Therapy, Neurology & Neurosurgery, Obstetrics/Gynecology, Kinesiology and Health Education, Dentistry, Pediatrics, Medical Simulation Center, Life Sciences Library, and the Centre hospitalier de l'Université de Montréal (external to McGill). Twenty-five participants held faculty appointments (i.e., assistant, associate, or full professor), two were postdoctoral fellows, three were research associates, and two were graduate students employed as research assistants on community-based projects. Evaluations from the 32 participants were positive. Thirty participants said they would recommend the workshop to colleagues, one would not, and one did not respond.

The workshop was followed by a booster session 9 months later, which attracted nine of the original participants. All but one attending the booster session had commenced building partnerships and discussing potential research with community or other end-user partners. The purpose of the booster session was to help the participants brainstorm next steps in their projects and to suggest funding opportunities. The booster session was not evaluated.

## **Reflections on the Needs Assessment Process**

The goal of the needs assessment process was to move from the experiences of existing participatory health researchers to identifying the perceived needs of prospective participatory researchers, and then to developing and implementing a participatory health research faculty development workshop. In developing the workshop the authors established a primary outcome goal (i.e., a "defined learner competency"), and a set of learning objectives (i.e., critical skills that can be introduced during the workshop, practiced through example, and later mastered through use; *Steinert,*

Boillat, Meterissian, Liben, & McLeod, 2008). In this case, the capacity to conduct participatory health research was the defined learner competency. The workshop's learning objectives, reflected in the final program shown in Figure 2, were to understand key principles in participatory research; know how to identify research partners; understand ethical issues; understand how participatory research integrates knowledge translation within the research process; and be able to design an appropriate post-research dissemination strategy. Although it is impossible to cover everybody's individual needs within the context of one half-day workshop, the final needs-based program, grounded in sound assessment methodology, gave assurance that the majority of participants were satisfied.

### **Impact of the Faculty Development Workshop: Enhanced Faculty Capacity for Participatory Health Research**

It is difficult to identify independent measures of the workshop's impact. There has been a marked increase in acceptance and understanding of participatory health research at McGill University, as is evinced through the ever-increasing quality and quantity of PRAM's interactions and consultations with faculty. It is impossible, however, to determine whether this increase is an outcome of the workshop. Still, it is encouraging that nine of the original 32 workshop participants returned the following academic year for the booster session, indicating that they were initiating their own participatory health research projects. Furthermore, the authors are in contact with many of the other 23 participants who did not attend the booster session but are undertaking participatory health research projects.

---

*“In the 3 years since the needs assessment survey, interest has increased in community-based partnerships, partnerships engaging policy makers, and projects that include both.”*

---

Since 2009, the center has experienced an increase in the number of faculty researchers who are seeking consultation on participatory health research issues as well as faculty from McGill and beyond who are seeking participatory research training for their graduate students. Furthermore, the types of partners that researchers are interested in working with have changed over time.

Initially, members of the Faculty of Medicine were more interested in partnering with patients or organizations than they were with community members or policy makers. In the 3 years since the needs assessment survey, interest has increased in community-based partnerships, partnerships engaging policy makers, and projects that include both. Long-term impact of the faculty development workshop and other efforts will be found in changes in the academic environment (e.g., in new guidelines for promotion and tenure that give merit for partnerships and outreach activities), the number of applications to and funding awards from granting agencies that require participatory research, an increase in the number of faculty doctoral advisors that have participatory research competencies, and a general shift in discourse about participatory research.

## Conclusion

The environment for building academic capacity for participatory health research is constantly changing as new mechanisms for understanding and performing this type of research emerge. The center for Participatory Research at McGill University was founded after more than 10 years of experience doing engaged health research in communities outside academia. The authors firmly believed—and still do—that more faculty members would engage with non-traditional research partners if they could see the benefits of doing so (O’Toole, Aaron, Chin, Horowitz, & Tyson, 2003), and were equipped with the appropriate participatory health research skills.

## Acknowledgments

This article is based on a peer-reviewed presentation at the November 2010 national conference “Community-Engaged Scholarship: Critical Junctures in Research, Practice, and Policy” (<http://criticaljunctures.ca>), co-sponsored by Community-Campus Partnerships for Health and the University of Guelph with funding from the Social Sciences and Humanities Research Council of Canada.

## References

- Cargo, M., & Mercer, S. L. (2008). The value and challenges of participatory research: Strengthening its practice. *Annual Review of Public Health, 29*, 325–350. doi:10.1146/annurev.publhealth.29.091307.083824
- Graham, I. D., & Tetroe, J. (2007). How to translate health research knowledge into effective healthcare action. *Healthcare Quarterly, 10*(3), 20–22.
- Green, L. W. (2008a). *lgreen.net*—A resource for instructors, students, health practitioners, and researchers using The PRECEDE-PROCEED model for health program planning and evaluation. Retrieved from <http://lgreen.net>

- Green, L. W. (2008b). Making research relevant: If it is an evidence-based practice, where's the practice-based evidence? *Family Practice*, 25(suppl. 1), i20–i24. doi:10.1093/fampra/cm055
- Green, L. W., George, A., Daniel, M., Frankish, C. J., Herbert, C. P., Bowie, W. R., & O'Neill, M. (1995). *Study of participatory research in health promotion: Review and recommendations for the development of participatory research in health promotion in Canada*. Ottawa, Canada: Royal Society of Canada.
- Israel, B. A. (2005). *Methods in community-based participatory research for health* (1st ed.). San Francisco, CA: Jossey-Bass.
- Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173–202.
- Jagosh, J.; Pluye, P.; Macaulay, A. C.; Salsberg, J.; Henderson, J.; Sirett, E.; Bush, P.L.; Sella, R.; Wong, G.; Greenhalgh, T.; Cargo, M.; Herbert, C.P.; Seifer, S.D.; and Green, L.W. (2011). Assessing the outcomes of participatory research: Protocol for identifying, selecting, appraising and synthesizing the literature for realist review. *Implementation Science*, Mar 20; 6, 24. doi:10.1186/1748-5908-6-24.
- Lofland, J., & Lofland, L. H. (1995). *Analyzing social settings: A guide to qualitative observation and analysis* (3rd ed.). Belmont, CA: Wadsworth.
- Macaulay, A. C., Commanda, L. E., Freeman, W. L., Gibson, N., McCabe, M. L., Robbins, C. M., & Twohig, P. L. (1999). Participatory research maximises community and lay involvement. *BMJ*, 319, 774–778. doi:10.1136/bmj.319.7212.774
- Minkler, M. (2000). Using participatory action research to build healthy communities. *Public Health Reports*, 115(2–3), 191–197.
- Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: From process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.
- O'Toole, T. P., Aaron, K. F., Chin, M. H., Horowitz, C., & Tyson, F. (2003). Community-based participatory research: Opportunities, challenges, and the need for a common language. *Journal of General Internal Medicine*, 18(7), 592–594. doi:10.1046/j.1525-1497.2003.30416.x
- Parry, D., Salsberg, J., & Macaulay, A. C. (2009). *A guide to researcher and knowledge-user collaboration in health research*. Ottawa, Canada: Canadian Institutes of Health Research. Retrieved from <http://www.learning.cihr-irsc.gc.ca/course/view.php?id=3>
- Steinert, Y., Boillat, M., Meterissian, S., Liben, S., & McLeod, P. J. (2008). Developing successful workshops: A workshop for educators. *Medical Teacher*, 30(3), 328–330.
- Viswanathan, M., Ammerman, A., Eng, E., Gartlehner, G., Lohr, K., & Griffith, D. (2004). *Community-Based participatory research: Assessing the evidence* (Evidence Report/Technology Assessment No. 99). Rockville, MD: Agency for Healthcare Research and Quality.
- Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*, 7(3), 312–323.

## About the Authors

**Jon Salsberg** is associate director of participatory research at McGill University, in the Department of Family Medicine. Salsberg currently teaches Advanced Participatory Research in Health. He has spent more than 10 years working in integrated knowledge translation and participatory research—in communities and in academia. He earned his master's degree in anthropology of development from McGill University in 2001. Salsberg earned two bachelor's degrees, first in political science from Bishop's University, then in cultural anthropology from Concordia University. After a decade in the field, Salsberg returned to school and is completing a Ph.D. in Kinesiology and Health Studies at Queen's University.

**Robbyn Seller** is a cultural anthropologist specializing in gender and health. Her research interests include health, healthcare and minority populations; gender and health; educational technologies; and literacy. Seller earned her bachelor's degree in social and cultural anthropology from Concordia University, and her Ph.D. at McGill University. She was a PRAM postdoctoral fellow in the Department of Family Medicine at the time of this research. She currently teaches Anthropology at John Abbott College.

**Laura Shea** currently teaches in the Department of Sociology at Vanier College. During the development of this research, she was research manager for the Department of Family Medicine at McGill University. Her research interests are in primary care, philosophy of science, and education. Shea is a registered nurse (RN from Vanier College), and earned a bachelor's degree and a master's degree in sociology from Concordia University.

**Ann C. Macaulay** is professor of family medicine and inaugural director of the center for Participatory Research at McGill University. Macaulay received her medical training from the University of St. Andrews, and completed graduate fellowships in obstetrics and family practice in Scotland and Canada. She has practiced community-based medicine since 1969 and has been engaged in community-based participatory research since 1994.

# **Reflection on 10 Years of Community-Engaged Scholarship in the Faculty of Land and Food Systems at the University of British Columbia-Vancouver**

Alejandro Rojas, Yona Sipos, and Will Valley

## **Abstract**

In this article, the authors describe a cultural transformation to embrace community-engaged scholarship by faculty members in the Faculty of Land and Food Systems at the University of British Columbia-Vancouver. They describe a transition from community-inquiry faculty projects to community-engaged action research projects achieved through organizational restructuring, curricular revision, and new teaching approaches; discuss the concepts that grounded their curricular revision; and report on the outcomes of their Faculty's transition.

## **Introduction**

**I**n this article, the authors describe a cultural transformation to embrace community-engaged scholarship by faculty members in the Faculty of Land and Food Systems at the University of British Columbia-Vancouver. They reflect on their 10 years of experience learning and teaching about food security and sustainability using community-engaged scholarship techniques (Boyer, 1996). First, they describe a transition from community-inquiry faculty projects to community-engaged action research projects via organizational restructuring, curricular revision, and new teaching approaches. Second, they describe the concepts that grounded their curricular revision. Finally, they report on the outcomes of their Faculty's transition, including changes within the Faculty of Land and Food Systems, and lessons learned from implementing the Land, Food, and Community course series curriculum.

## **Transition from Community-Inquiry Faculty Projects to Community-Engaged Action Research Projects**

In this section, the authors describe a transition from community-inquiry faculty-led projects to community-engaged action research team-led projects—a transition that was prompted by an

organizational restructuring, subsequent curricular revision, and the adoption of new teaching approaches within the Faculty of Land and Food Systems at the University of British Columbia–Vancouver between 1998 and 2012.

## **Organizational Restructuring**

By the late 1990s, the then–Faculty of Agricultural Sciences at the University of British Columbia–Vancouver (UBC) was in crisis due to a decline in student enrollment and curricular relevance. Moreover, the UBC Faculty of Agricultural Sciences was losing relevance to the food and agriculture industry, as it did not reflect the realities of the province of British Columbia, Canada, with its diverse range of small-scale agricultural operations, strong organic farming movement, relatively stable number of family farms, and active local food and environmental movements. A concurrently growing demand for professionals in the fields of food, nutrition, and health required the faculty most involved in food research and teaching to adapt the undergraduate learning to address the local realities and demands. The Faculty was given a strong mandate by the UBC administration to reinvent itself. Around the same time, UBC signed the Talloires Declaration, committing to become a sustainability leader in North America. These internal and external conditions led to an organizational restructuring of the University of British Columbia–Vancouver’s Faculty of Agricultural Sciences that included dissolving all the departments; reviewing courses and majors; training faculty members to use problem-based learning teaching techniques; discussing strategies to encourage participatory, learner-centered pedagogy; and creating a new integrative curriculum centered on sustainability. The restructuring also resulted in changing the unit’s name from Agricultural Sciences to Land and Food Systems in 2005. Table 1 outlines the differences in this Faculty before and after this transformation.

**Table 1. The Transformation From the Faculty of Agricultural Sciences (pre-2005) to the Faculty of Land and Food Systems (post-2005)**

	Faculty of Agricultural Sciences: Pre-2005	Faculty of Land and Food Systems: Post-2005
Departments	Animal Science Plant Science Soil Science Food Science Agricultural Economics	N/A
Undergraduate programs	Animal Science Plant Science Soil Science Food Science Agricultural Economics Home Economics Nutrition and Health	Food, Nutrition and Health; Global Resource Systems; and Applied Biology (AB), which includes Food and Environment (Agroecology); Animal AB and Plant AB
Primary pedagogy (or teaching approaches)	Traditional lectures, tutorials, labs, field trips	Community of Learners (Problem-based learning; Community-based learning, including community-based research and community service-learning)
Integrative academic core	Did not exist	Creation of academic core, required for all students in the faculty: the Land, Food, and Community course series

## Curricular Revision

To ensure that the academically diverse student body in this newly constituted Faculty of Land and Food Systems had access to a common experience, an interdisciplinary faculty team was charged with the development of a core undergraduate curriculum, consisting of three required courses, Land, Food, and Community (LFC) 250, 350, and 450, each exploring topics through integrative questions about community food security and food system sustainability. Each course hosts a community-based action research project:

- LFC I (LFS 250), the Food Security in Vancouver Project;
- LFC II (LFS 350), the Food Security in British Columbia (BC) Project; and

- LFC III (LFS 450), the University of British Columbia–Vancouver Food System Project.

The three courses in the series parallel the sequential development of the undergraduate learner. LFC 250 is designed to bring about awareness and initiate inquiries in the communities of the city; LFC 350 allows students to become more familiar with the methods associated with community-based research and learning, and shows how to use those methods in projects in communities of the province of British Columbia; and LFC 450, the capstone course, integrates experiences, knowledge, and skills of 4<sup>th</sup>-year students through application projects focused on the transformation of the campus's food system. The project associated with each course incorporates six principles of food security: affordability, availability, accessibility, appropriateness (culturally, morally, and nutritionally), safety, and ecological sustainability.

## **New Teaching Approaches**

The integrative emphasis of the course series necessitated new learning contexts and teaching strategies, which led the curricula developers to community-based experiential learning (e.g., community-based research and hands-on community service-learning). For example, a project-based approach was instituted in which interdisciplinary student teams work in partnership with their teaching team and community leaders to address community-identified issues. The community leaders include farmers, teachers, community nutritionists, waste managers, food processors and retailers, and municipal and provincial government personnel. The projects are pedagogical explorations geared to blending teaching and research, and connecting the university to community concerns.

Between 1998 and 2012, the nature of the student team projects has changed from those beginning with university-identified questions (e.g., what do various community food systems look like?) and centered on community inquiry activities (e.g., students conducting surveys for their own, or previously determined, research questions), to more profound community experiences that provide deeper student engagement (e.g., helping to plan and facilitate community workshops and develop and evaluate resources as identified by the community).

The transition to a Faculty of Land and Food Systems, including the integrative, community-based Land, Food, and Community course series, continues to be encouraged and supported by a larger

trend at UBC to make the university a leader in sustainability (UBC, 2010).

## Concepts Grounding the Land, Food, and Community Course Series

The praxis of the Land, Food, and Community course series was derived from concepts associated with community-engaged scholarship, including ecology of knowledge, community-university engagement research partnerships, systems perspective, and food security and food system sustainability.

### Ecology of Knowledge

In the Land, Food, and Community course series, attention is given to the setting and physical arrangement of spaces where learning takes place. Strategies are used to create cooperative and safe environments for student-centered learning. Building on Gregory Bateson's (1972, 1979) work on "the necessary unity of mind and nature," the authors feel that these considerations can be regarded as integral to an "ecology of knowledge" (Rojas, 2009). Beginning from Bateson's ecology of the mind, the authors view an ecology of knowledge as the process of examining how knowledge is created, and re-created, in the diverse contexts in which it emerges. An ecology of knowledge also encompasses exploring how knowledge is produced, distributed, shared, and accepted. Ecology of knowledge is about the relationships that shape and link any learning subject or object to its environment. In other words, ecology of knowledge practitioners pay particular attention to the context of knowledge, and to the relationships involved in learning objects and their environment. For example, a study of "healthy" diets needs to include the quality of the soil, water, and air, and the overall health of the ecosystems sustaining that diet. This content is pursued through team-based, cooperative, and collaborative work that brings the students out of the university and into the communities to investigate problems on the ground. The goal is for students to become aware that what they have learned in the past affects what they will learn in the future, and that how they have learned in the past will affect how they will respond to future ways of learning.

An ecology of knowledge approach can be facilitated by two complementary teaching approaches: "learning with life" (Rojas, 2009; Rojas, Richer, & Wagner, 2007) and "transformative sustainability learning" (Sipos, Battisti, & Grimm, 2008).

## **Learning with life approach.**

Learning with life is an approach that challenges the notion that students must disregard their personal experiences and conditions in order to be successful learners and researchers. Rather, the personal experiences and conditions of passion, emotion, dreams, personal stories, and imagination inevitably influence learning.

The learning with life approach informs most activities in the Land, Food, and Community course series by purposefully seeking the integration of three dimensions of knowledge:

1. students' personal experiences and interests related to food;
2. accounts of reality as "it is" (the current situation), as represented in the literature on food systems, and through students' own investigations; and
3. reality as "it should be," as represented by the course participants' collective envisioning of a sustainable food system in general and a sustainable community food system in particular.

The integration of these three learning dimensions coalesces into the "realm of the potential," where past experiences, scholarly knowledge, and utopian ideals direct academic pursuits. Working in the realm of the potential allows students to become more engaged in their subject in a manner more reflective of the complete persona of the learner.

## **Transformative sustainability learning approach.**

The transformative sustainability learning approach facilitates personal and collective experiences that can profoundly affect knowledge, skills, and attitudes about socioeconomic and ecological justice (*Sipos et al., 2008*). This approach advances "head, hands, and heart" as an organizing principle for integrating transdisciplinary study (head), practical skill development (hands), and translation of passion and values into behavior (heart). The LFC teaching teams encourage students to consider which domains of learning are engaged via the different course activities. As an example, students are asked to reflect on the relationship between community-based experiential learning and sustainability, and specifically consider (a) differences between the experiences of community-based research (generally more "heads-on" cognitive learning) and community service-learning (generally more

“hands-on” activities within the psychomotor domain), and (b) similarities in these experiences (in that they can both engage the “hearts-on” or affective domain). The explicit inclusion of these three domains results in opportunities that are, as with learning with life, more reflective of the complete persona of the learner and therefore more personally meaningful.

## Community-University Engagement Research Partnerships

As highlighted by The Research University Civic Engagement Network (TRUCEN) in its 2007 report, “engaged scholarship” at research universities will progress only with a more nuanced understanding of this concept (*Stanton, 2007*). Engaged scholarship promotes a deeper conceptualization of research, bridging basic and applied orientations, toward “use-inspired research” or what has been considered as Pasteur’s quadrant (*Stokes, 1997*). Specifically, Pasteur’s quadrant refers to the intersection of research that aims for fundamental understanding of a problem, as well as contributing to its solution and the betterment of society; much of sustainability science, for example, falls within this quadrant (*Clark, 2007*). TRUCEN participants developed a series of figures to demonstrate the range of dimensions within engaged scholarship, including research purpose, collaborative processes, and community/academic outcomes (*Stanton, 2007*).

To further contribute to this discourse, the authors offer another representation of considerations for engaged scholarship, focusing on the intersection of two continua: (1) community-based action ranging from inquiry to engagement, and (2) research agendas ranging from university-generated to community-generated. This crossing creates a graph that visually represents the histories of the authors’ community-based action research (CBAR) projects (see Figure 1). The authors posit that research projects that fall within the top-right quadrant best characterize community-engaged scholarship. The specific projects provide students with opportunities along the community inquiry–community engagement axis of the graph. By embedding community-based experiential learning projects into the Land, Food, and Community course series, professors, students, staff, and community members have become better positioned to learn, exchange, and discover together. The voices of the community members now influence and strengthen the research agendas of team projects. The focus of projects has shifted from inquiry to engagement, and from university-generated to community-generated research agendas.

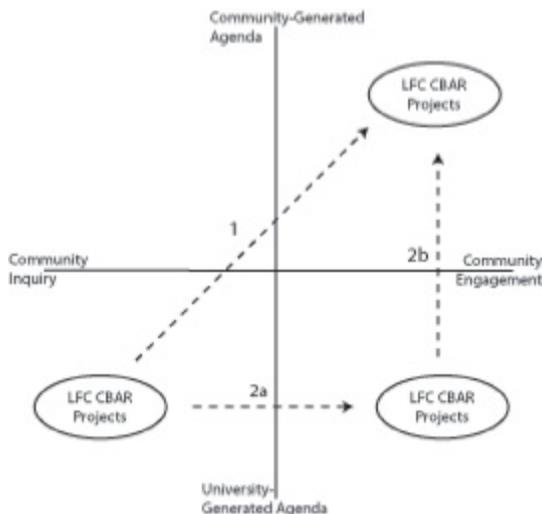


Figure 1. Trajectories of LFC CBAR projects through the map of community-university research approaches

### Graph of community-university research approaches.

The x-axis describes the continuum of activities that can take place in research programs, from gathering information from secondary sources, observation, surveys, and structured interviews to rapid rural appraisal techniques and co-developing, facilitating, and evaluating outreach interventions with community partners. The y-axis describes who initiates a research agenda. The authors utilized this graph to map the trajectories of the Land, Food, and Community community-based action research projects over time. As seen in Figure 1, each project began in the bottom-left quadrant, with a desire to work with community stakeholders; some initial, university-generated research questions; and cautious movement through a community inquiry process. Although all the projects ultimately found their way to the top-right quadrant of community-engaged scholarship, the pathways to reach this realm are varied, as is the conceptual space it contains. LFC 450 and the University of British Columbia-Vancouver Food System Project traversed the landscape in a fairly direct way to reach the top-right quadrant (trajectory 1). LFC 250 and 350 traveled a more meandering route through the bottom-right quadrant (trajectory 2a), where the path to fuller engagement with community partners took a longer time and more iterations to establish (trajectory 2b). The varied routes of the LFC CBAR projects demonstrate two pathways that courses and projects may travel, as university teaching and learning

teams invite and prepare for community-based learning and ever-increasing complexity.

## Systems Perspective

A systems perspective draws upon complexity theories and an ecosystem approach to understand and connect seemingly separate activities as part of one complex global system (Holling, 2001; Kay & Schneider, 1994). A systems perspective is appropriate for food security study, as it acknowledges that the component parts of the whole food system are interconnected and interdependent. This perspective also recognizes how these relationships create emerging properties both in the system and

---

*“A systems perspective is appropriate for food security study, as it acknowledges that the component parts of the whole food system are interconnected and interdependent.”*

---

in the process of learning about it. Each course in the Land, Food, and Community series is grounded in food system analysis and sustainability, with a focus on community food security. Through this perspective, students study different scenarios within food systems at local, regional, national, and global levels. Emphasis is placed on “integrative focusing,” an approach that makes it possible to identify and recognize patterns within a food system that exist at each level. For example, due to the global nature of today’s food system, a regional manifestation, such as a university campus food system, has many of the components and symptoms of the global food system, from production on the campus farm to distribution and processing through the university food retailers to waste management and resource recovery on site (Rojas et al., 2007). Thus, the study of the food system of the UBC campus, Vancouver, or the British Columbia region provides opportunities to practice integrative focusing such that patterns of the global system are identified at the local level. This awareness of common attributes and benchmarks allows students to study local systems and confidently apply that knowledge to other food system levels.

The faculty members teaching the Land, Food, and Community course series are experimenting with forms of collaborative inquiry and learning (Moore, 2005) to overcome the difficulties of teaching systems perspectives in a culture deeply rooted in the fragmentation of knowledge. One strategy for the LFC series has been the

explicit creation of a “community of learners” that emphasizes dialogue, collaboration, and positive appreciation of diversity (see *Community Food Security Coalition, 2005*), *Packham, & Valentine, 1984*; *Bawden & Packham, 1993*; *Misanchuk, Schwier, & Boling, 2000*; *Selznik, 1996*). The particular definition of community of learners for the LFC series includes undergraduate students, teaching teams (faculty and graduate students), university staff, and community partners. Students are supported in a variety of ways through their development as members of student teams and the larger community of learners. They explore their personality traits and cognitive styles and how these influence their learning; they are provided with opportunities to articulate and share their stories and personal experiences and ideals on the subject being studied. The results of those experiences are then compared to scholarly literature on the subject under investigation. This process is complemented by field trips, personalized writing of experiential and advocacy journals, and individual as well as team-based integrative assignments.

## **Food Security and Food System Sustainability**

Today’s global food system has delivered a revolutionary, unprecedented capacity to increase food production, but it has also produced negative environmental and social implications. For example, today’s food system has depleted natural resources without addressing global food insecurity and widespread malnutrition (*Smith et al., 2007*). According to the recent High Level Conference on World Food Security, “securing world food security in light of the impact of climate change may be one of the biggest challenges we face in this century” (*FAO, 2008*). In the past, food security was associated primarily with obtaining sufficient food. The concept has evolved, however, to encompass a broader set of social, ecological, and economic considerations, including nutrition, moral and cultural acceptability and appropriateness, safety, ecological sustainability, self-reliance, and social justice and human dignity (*Community Food Security Coalition, 2005*; *Lang & Heasman, 2004*; *World Food Summit, 1996*).

### **Food security in Canada.**

Although food security issues may be most apparent in developing countries, hunger, obesity, and vulnerability to ecological crises also exist in Canada (*Canadian Agri-Food Policy Institute, 2011*; *Canadian Population Health Initiative, 2004, 2008*; *Rainville & Brink, 2001*). According to the Statistics Canada (2006) census on agriculture, the farm population currently accounts for only 2.2% of

Canadians; in contrast, approximately 1 in 3 (31.7%) Canadians lived on a farm in 1931. Lang and Heasman (2004) argue for action to foster a “food culture” that better respects connections between food production, environmental health, and human health. To support this food culture, Canada needs to develop integrated food policy, and consumers must become “food citizens” to understand the impacts of their food choices on social, ecological, and economic sustainability.

In British Columbia, the British Columbia Agriculture Plan, Strategy 20, directly identifies the growing divide between youth and the origins of their food and stresses the need to reconnect young people with the land, link urban and agricultural communities together, and provide hands-on learning opportunities to the leaders of tomorrow (*Ministry of Agriculture and Lands, 2008*).

The Land, Food, and Community course series and the University of British Columbia–Vancouver’s Faculty of Land and Food Systems contribute directly to this effort. The course series is now relevant to the large numbers of students interested in the human health implications of nutrition and food. Students are now able to explore systemic linkages demanded by global and local sustainability needs.

## **Outcomes of the Transition to Community-Engaged Teaching and Research**

In this section, the authors report on the outcomes of their Faculty’s transition, including changes within the Faculty of Land and Food Systems, and lessons learned from the Land, Food, and Community course series.

## **Changes within the Faculty of Land and Food Systems**

Prior to the reorganization of the University of British Columbia–Vancouver’s Faculty of Agricultural Sciences into a Faculty of Land and Food Systems, the organizational culture fostered isolation among its members. Research and teaching were marked by a lack of dialogue and cross-fertilization between the different program specializations. Moreover, its members were failing to address the larger problems of agriculture and food. Since the unit reorganization, the authors have observed some changes in the unit’s culture. For example, increased faculty and student engagement in the Land, Food, and Community course series has led to the adoption of community-based learning practices in other

courses in the Faculty of Land and Food Systems. Such practices often require funding for travel to the communities and university, community partner celebrations, additional teaching assistants

---

*“[T]he unassuming nature of the undergraduate students now provides a non-threatening element that catalyzes community interactions.”*

---

to support reflective learning, and graduate student project coordinators. Essential financial support has come from the Faculty of Land and Food Systems, the UBC Community Learning Initiative, Sustainability Office, and student course fees; such funding both enables and encourages the emergence of a culture of collaboration and engagement within the Faculty.

In addition, the unassuming nature of the undergraduate students now provides a non-threatening element that catalyzes community interactions. For example, initial student efforts in a community, as part of a class assignment, often instigate relationships with partner organizations. The informality of the students' approach helps break down the stereotype of university activity as conducted by researchers in ivory towers.

## **Lessons Learned**

The authors have distilled three main lessons learned from the 10-year transformation in the Faculty of Land and Food Systems: relationship building takes time; integrative issues support collaboration; and large class size in community-engaged courses can be challenging, as well as offer great opportunities to increase the scope of university-community collaboration.

### **Relationship building takes time.**

Relationship building takes time, and is aided through iterative cycles of activities, starting with inquiry and leading to engagement. It is prudent to start small when designing meaningful activities for undergraduate students in and with the community. Inquiry activities allow each student team to slowly acclimate to the processes and to each other. As relationships build and logistical competencies solidify, more complex engagement activities can be undertaken. Through the inherently iterative nature of the school calendar, activities in the community from one year can, ideally,

inform the following round of initiatives. Additionally, there is a possibility to incorporate community-based projects into multiple university courses in the academic year, whereby the activities of one class support the development of assignments in a related class. Although university student populations are transient, the stability of professors and community partners allows this model to be used as a long-term strategy for change.

### **Integrative issues support collaboration.**

Integrative issues create fertile environments for collaboration. For example, issues related to food security are necessarily interdisciplinary, requiring a diversity of perspectives and expertise. Research project teams include students developing a specialization in each aspect of the food system (i.e., nutritional and food sciences, agroecology, animal and plant applied biology, food market economics, global resource systems). Interdisciplinarity also occurs in the Faculty's research programs, where faculty and community members with varying expertise (e.g., dietitians, landscape architects, soil scientists, sociologists, anthropologists, teachers, and organic farmers) compose diverse research teams. This collection of disciplinary lenses becomes an element of strength in recognizing that no one disciplinary approach is sufficient to overcome complex community issues.

---

*“This collection of disciplinary lenses becomes an element of strength in recognizing that no one disciplinary approach is sufficient to overcome complex community issues.”*

---

### **Large class size in community-engaged courses can be challenging and can offer great opportunities to increase the scope of collaboration.**

The Land, Food, and Community courses enroll 200 to 370 students per term. The benefit of such large numbers is the potential impact of the activities of hundreds of undergraduate students each year. The primary drawback is the human resource commitment required to coordinate community-based activities. Managing the relationships between community partners, students, and

researchers can become complex. Course coordinators face a risk of not having enough time or resources to make sure that project tasks are clear to all participants and that community needs are met through the project activities. The authors' experience, however, has shown that creativity and enthusiasm guide the teams into finding solutions.

## **Summary of Lessons Learned**

The decade-long iterations of developing community-based projects within large undergraduate courses have enabled the authors, along with many other members of the teaching teams, to identify patterns of practice and opportunities to enhance and advance such practices. The hands-on experience of relationship-building over time, as well as the willingness to identify and collaboratively address the challenges and opportunities associated with community engagement in large classes, demonstrates that this approach is feasible. Further, a decade of positive course evaluations and the high levels of student engagement indicated by the Faculty of Land and Food Systems' scores on the National Survey of Student Engagement provide evidence of the success of the LFC series (*Faculty of Land and Food Systems, 2009*).

## **Conclusion**

The framework and its graphical representation created by the authors to position their community-based action research projects over time may be useful for the reader interested in mapping efforts to move faculty projects from community-based inquiry to community engagement, and from university-generated research agendas to community-generated research agendas. It could also provide a common frame of reference for situating and managing community-university research partnerships. In addition, it could serve as a diagnostic tool for universities and communities to assess where their projects and approaches lie on the two continuums, and where there is room for movement toward more (quantity and quality) community-engaged projects.

## **Acknowledgments**

This article is based on a peer-reviewed presentation at the November 2010 national conference Community Engaged Scholarship: Critical Junctures in Research, Practice and Policy, co-sponsored by Community-Campus Partnerships for Health and the University of Guelph with funding from the Social Sciences and Humanities Research Council of Canada (<http://criticaljunctures.ca>).

The authors gratefully acknowledge funding from the Community-University Research Alliance program of the Social Sciences and Humanities Research Council of Canada. Thank you to internal reviewers Erika Mundel and Camil Dumont, and the external reviewers and editors from the *Journal*, for thorough and thoughtful reviews of earlier versions of this manuscript.

## References

- Bateson, G. (1972). *Steps to an ecology of mind*. New York, NY: Ballantine.
- Bateson, G. (1979). *Mind and nature: A necessary unity*. New York, NY: Bantam Books.
- Bawden, R. J., Macadam, R. D., Packham, R. J., & Valentine, I. (1984). Systems thinking and practices in the education of agriculturalists. *Agricultural systems*, 13(4), 205–225.
- Bawden, R. J., & Packham, R. G. (1993). Systemic praxis in the education of the agricultural systems practitioner. *Systemic Practice and Action Research*, 6(1), 7–19.
- Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11–20.
- Canadian Agri-Food Policy Institute. (2011). *Canada's agri-food destination: A new strategic approach*. Ottawa, Canada: Canadian Agri-Food Policy Institute.
- Canadian Population Health Initiative. (2004). *Improving the health of Canadians*. Retrieved December 4, 2010, from [http://secure.cihi.ca/cihiweb/products/mh\\_report\\_13Feb2009\\_e.pdf](http://secure.cihi.ca/cihiweb/products/mh_report_13Feb2009_e.pdf)
- Canadian Population Health Initiative. (2008). *State of the evidence review on urban health and healthy weights*. Retrieved December 4, 2010, from <https://secure.cihi.ca/estore/productSeries.htm?pc=PCC396>
- Clark, W. C. (2007). Sustainability science: A room of its own. *Proceedings from the National Academy of Sciences of the USA*, 105(6): 1737–1738.
- Community Food Security Coalition. (2005). *What is community food security?* Retrieved December 4, 2010, from [http://www.foodsecurity.org/views\\_cfs\\_faq.html](http://www.foodsecurity.org/views_cfs_faq.html)
- Faculty of Land and Food Systems, UBC–Vancouver. (2009, Fall). Message from the dean. *Reachout*. Retrieved July 10, 2011, from [http://www.land-food.ubc.ca/sites/default/files/file/reachout/ReachOut\\_Fall2009.pdf](http://www.land-food.ubc.ca/sites/default/files/file/reachout/ReachOut_Fall2009.pdf)
- Food and Agriculture Organization of the United Nations. (2008). *High Level Conference on the World Food Security: The Challenges of Climate Change and Bioenergy*. Rome, Italy: FAO. Retrieved December 4, 2010, from <http://www.fao.org/foodclimate/hlc-home/en/>
- Holling, C. S. (2001). Understanding the complexity of economic, ecological, and social systems. *Ecosystems*, 4(5): 390–405.
- Kay, J. J., & Schneider, E. (1994). Embracing complexity, the challenge of the ecosystem approach. *Alternatives*, 20(3): 32–39.
- Lang, T., & Heasman, M. (2004). *Food wars: The global battle for mouths, minds and markets*. London, England: Earthscan.
- Ministry of Agriculture and Lands. (2008). *The British Columbia Agriculture Plan: Growing a Healthy Future for B.C. Families*. Retrieved December 4, 2010, from [http://www.al.gov.bc.ca/Agriculture\\_Plan/growing\\_future.html](http://www.al.gov.bc.ca/Agriculture_Plan/growing_future.html)

- Misanchuk, E., Schwier, R., & Boling, E. (2000). *Visual design for instructional multimedia*. Saskatoon, Canada: M4 Multimedia & Copestone Publishing.
- Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability and transformation in higher education. *Journal of Transformative Education*, 3, 76–91.
- Rainville, B., & Brink, S. (2001). *Food insecurity in Canada, 1998–1999* (Research paper R-01-2E). Ottawa, Canada: Applied Research Branch, Human Resources Development Canada.
- Rojas, A. (2009). Towards integration of knowledge through sustainability education and its potential contribution to environmental security. In Susan Allen-Gil, Lia Stelljes, & Olena Borysova (Eds.), *Addressing global environmental security through innovative educational curricula* (pp. 131–153). Dordrecht, The Netherlands: Springer.
- Rojas, A., Richer, L., & Wagner, J. (2007). The University of British Columbia Food System Project: Towards sustainable and secure campus food systems. *EcoHealth*, 4(1), 86–94.
- Selznik, R. (1996). In search of community. In W. Vitek & W. Jackson (Eds.), *Rooted in the land: Essays on community and place* (pp. 195–203). New Haven, CT: Yale University Press.
- Sipos, Y., Battisti, B., & Grimm, K. (2008). Achieving transformative sustainability learning: Engaging head, hands and heart. *International Journal of Sustainability in Higher Education*, 9(1): 68–86.
- Smith, P., Martino, D., Cai, Z., Gwary, D., Janzen, H., Kumar, P., McCarl, B., Ogle, S., O'Mara, F., Rice, C., Scholes, B., & Sirotenko, O. (2007). Agriculture. In B. Metz, O. R. Davidson, P. R. Bosch, R. Dave, & L. A. Meyer (Eds.), *Climate change 2007: Mitigation: Contribution of Working Group III to the Fourth assessment report of the Intergovernmental Panel on Climate Change*. Retrieved from [http://www.ipcc.ch/publications\\_and\\_data/ar4/wg3/en/ch8s8-2.html](http://www.ipcc.ch/publications_and_data/ar4/wg3/en/ch8s8-2.html)
- Stanton, T. K. (2007). *New times demand new scholarship II: Research universities and civic engagement—opportunities and challenges*. Los Angeles, CA: University of California. Retrieved July 11, 2011, from [http://www.compact.org/wp-content/uploads/initiatives/research\\_universities/Civic\\_Engagement.pdf](http://www.compact.org/wp-content/uploads/initiatives/research_universities/Civic_Engagement.pdf)
- Statistics Canada. (2006). Canada's farm population: Agriculture-population linkage data for the 2006 census. Retrieved April 11, 2011, from <http://www.statcan.gc.ca/ca-ra2006/agpop/article-eng.htm>
- Stokes, D. E. (1997). *Pasteur's quadrant: Basic science and technological innovation*. Washington, DC: The Brookings Institution.
- University of British Columbia. (2010). *Place and promise: The UBC plan: Annual report 2009/2010*. Retrieved October 21, 2010, from [http://strategicplan.sites.olt.ubc.ca/files/2010/07/Place-and-Promise-Annual-Report-2009\\_10](http://strategicplan.sites.olt.ubc.ca/files/2010/07/Place-and-Promise-Annual-Report-2009_10)
- World Food Summit. (1996). *Rome declaration on food security and World Food Summit plan of action*. Retrieved December 4, 2010, from <http://www.fao.org/docrep/003/w3613e/w3613e00.htm>

## About the Authors

**Alejandro Rojas** is an associate professor in Faculty of Land and Food Systems at the University of British Columbia-Vancouver. He is an environmental sociologist with expertise on adaptive resolution of environmental conflicts, sustainability education, community engagement in food security and food system sustainability, and institutional adaptations to climate change. Rojas earned his bachelor's degree at the University of Geneva, and his master's degree and Ph.D. at York University-Vancouver.

**Yona Sipos** is a Ph.D. candidate in Faculty of Land and Food Systems at the University of British Columbia-Vancouver. Her research interests focus on postsecondary food system study; sustainability education; and multi-stakeholder engagement, particularly among university and community partners. Sipos earned her bachelor's degree from the University of Guelph and her master's degree from the University of British Columbia.

**Will Valley** is a Ph.D. candidate in Faculty of Land and Food Systems at the University of British Columbia-Vancouver. His research focuses on innovative pedagogies for food system education, with particular emphasis on sustainability and community-engaged scholarship. Valley earned his bachelor's degrees from the University of British Columbia.



## BOOK REVIEWS

---

---

*Theodore R. Alter, Associate Editor  
The Pennsylvania State University*



Johnston, F. and Harkavy, I. (2009). *The Obesity Culture: Strategies for Change—Public Health and University-Community Partnerships*. Cambridgeshire, UK: Smith-Gordon and Company.

### Review by Marilyn Corbin

**T**he *Obesity Culture* examines the obesity epidemic with its effect on individual health, and its implications for schools, communities, society, and the health care system. Johnston and Harkavy stress that the problem is extremely complex, involving many factors from multiple contexts. They argue for a multidiscipline, multi-institutional, and multidimensional approach to address the obesity issue through community-based research and engagement. The authors recognize the importance of involving the entire community in helping to address the problem, as the food system, the environment, the culture, and personal choice all contribute to its prevalence.

As a major scholar, practitioner, and contributor to community engagement, Ira Harkavy has worked to create significant partnerships to address community-based problems, especially in limited-resource communities such as West Philadelphia, Pennsylvania. He has stimulated, with his coauthor, Francis Johnston, the belief that applied participatory research involving community members is of paramount importance in addressing such complex problems as childhood and adult obesity. These researchers keenly recognize that the severe problems of overweight and obesity are signals of broader societal problems that must be addressed through collaborative, problem-solving partnerships. The ecological model of predictors of childhood overweight shows the various contexts for childhood obesity and can be used to support the authors' framework of the obesity culture (*Davison & Birch, 2001*).

In universities across the country, obesity is being addressed through research, teaching, and community engagement. Multi-institutional research projects are focused on obesity precursors, conditions, and factors. Students are involved in a wide variety of programs and courses such as nutritional sciences, child development and family studies, prevention, kinesiology, restaurant management, nursing, public health, education, landscape architecture, intervention research, research methodology, and statistics. Students are also engaged in hands-on community service activities and internships where they can apply knowledge; furthermore, Cooperative Extension and other university public

service and outreach units are partnering with communities across America to work with state coalitions of schools, community and youth organizations, professional organizations, business, industry, health care providers, and parents to address childhood obesity.

These university-community partnerships are exactly what Johnston and Harkavy are promoting and supporting in their book. It is gratifying to have researchers promote participatory research as an essential approach for addressing obesity as well as other societal issues. The authors provide a strong case for how to significantly stimulate public health strategies in the community that will create ownership among overweight and obese schoolchildren, their teachers, and local organizations (e.g., faith-based community or youth development organizations).

Excellent documentation is provided in *The Obesity Culture* to describe the challenges, the intriguing demographics of the problem, and health disparities related to income, poverty, and education. Johnston and Harkavy have included an interesting, thought-provoking commentary on research findings from numerous well-regarded researchers. Other references in the book provide examples of community-university health partnerships that have been established to focus on educating students and the community, service-learning opportunities, community-based research, and collaborative problem-solving.

Johnston and Harkavy provide an insightful description and theory of the political economy of obesity, which includes food consumption, residential patterns, physical activity, and leisure time. They also acknowledge the role of politics and social factors (e.g., employment, family, housing situation, neighborhood type) that are contributing to the obesity epidemic. While some books focus on the medical and social aspects of addressing the causes of, and solutions for, obesity, this book provides a community context approach that values the building of sound partnerships to address the issue.

Several striking chapters in the book include the case study descriptions of the Sayre High School Initiative, and the Agatston Urban Nutrition Initiative. Both are focused on the promotion of health and well-being in their communities' youth. The Sayre High School initiative is a comprehensive effort centered on a specific school and community neighborhood. It was planned by individuals with a vision to mobilize resources for an innovative approach to community health. University of Pennsylvania students along with community members and the school principal and staff

worked together to integrate health promotion and service delivery activities with the core subjects of science, math, and language arts. The program became an exemplary model of a coordinated school health program.

The Agatston Urban Nutrition Initiative in the University City High School in West Philadelphia, now a national model, is a university-community partnership in which hands-on learning activities center on school nutrition education. The initiative emphasizes access to healthy foods, increases in physical activity, the creation of school gardens, and youth peer education.

These two comprehensive university-community initiatives have been recognized by health organizations for their outcomes related to improving health and nutrition among children. Both initiatives have stimulated activities to engage youth in hands-on experiential learning.

In this book, Johnston and Harkavy also address considerations for how best to address obesity. Through reflection, they realized that the book needed to be more than a description of obesity burdens (e.g., individual patient conditions, financial stress). Rather, the book should present information about effective university-community partnerships that use holistic approaches to address childhood obesity.

To address the complex causes of obesity, individuals and groups must be motivated and committed to change their lifestyles and their schools. The university-community partnership approach that Johnston and Harkavy present in this volume is compelling in its potential for making a profound difference in the lives of millions of people affected by the life-threatening health conditions of overweight and obesity.

## References

- Davison, K. K., & Birch, L. L. (2001). Childhood overweight: A contextual model and recommendations for future research. *Obesity Reviews*, 2(3), 159–171.

## About the Reviewer

**Marilyn Corbin** is an associate director, state program leader for children, youth, and families, and professor with Penn State Cooperative Extension at the Pennsylvania State University. She provides statewide leadership for the development, implementation, and evaluation of Extension programs addressing issues related to individuals and families. Corbin earned her bachelor's degree at Southwestern College, and her master's and Ph.D. at Kansas State University.

## **Acknowledgment**

The *Journal of Higher Education Outreach and Engagement*'s associate editor for book reviews, Ted Alter (who is professor of Agricultural, Regional, and Environmental Economics at The Pennsylvania State University), and editor, Trish Kalivoda (who is senior associate vice president for public service and outreach at the University of Georgia) thank Smith-Gordon and Company, for providing complimentary copies of the book for this review.

Harter, L.M., Hamel-Lambert, J., & Millesen, J.L. (Eds.). (2011). *Participatory Partnerships for Social Action and Research*. Dubuque, IA: Kendall Hunt Press.

### Review by Louis D. Brown

*P*articipatory Partnerships for Social Action and Research explores many facets of community-university partnerships. The book contains 21 chapters, each of which includes one or more case studies. The format has both strengths and weaknesses. It is useful in that it is grounded in practical experience. It is limited in that it is difficult to know how well each lesson learned from a case study may apply in a unique context. Certainly, however, there are themes that arise across chapters that are broadly generalizable to forming and sustaining community-university partnerships. Part of me wishes the lessons learned across chapters were boiled down into a tight explanation of how to create successful participatory partnerships. Unfortunately, I am not sure this is possible, as it may lead to a list of obvious points that are easy to articulate but difficult to successfully implement. Thus, the hard work of sifting through and considering the successes and challenges of each participatory partnership may be the best way to learn from the authors' experiences. The book does not contain quantitative research, which may be considered good or bad depending on the reader's perspective.

Regardless, the book provides important fodder for researchers and practitioners interested in pursuing community-university partnerships. Each chapter has its own set of insights that readers can apply to their own work. The 21 case studies are loosely organized into four book sections. Each section contains a set of introductory remarks, along with a commentary at the end that summarizes and draws insights from that section's chapters. I generally found the chapters to be more thought-provoking than the introductory remarks and commentaries. The commentaries summarized and repeated many points from the chapters of each section, a type of treatment that would be useful to those who have not read the chapters' content.

Each chapter is written independently, and knowledge of previous chapters is not needed to understand later chapters. A description of each case is provided below.

Case 1 (Chapter 1) considers a neighborhood housing collaborative, and two research projects focused on lead poisoning from the home environment. The chapter provides a nice example of

how community-based participatory research projects can lead to transformational change among academics and community members. It also provides a helpful discussion of the pros and cons of paying community members for their involvement in community-based participatory research projects.

Case 2 is about a community-based participatory research effort to reduce environmental health problems related to highway traffic and air pollution. The basic idea articulated in this case—researchers partnering with an established grassroots organization that is interested in the same health issue—seems like a good strategy when pursuing community-based participatory research. The section titled “Organization and Process” discusses the struggle to engage community members in a research process, and presents ideas for addressing these challenges.

Case 3 focuses on a community-based participatory research project that developed, implemented, and evaluated a school-based mental health program called Youth Experiencing Success in School (Y.E.S.S.). The chapter outlines lessons learned. Key points are italicized, which makes them easy to find.

Case 4 describes a community-university partnership to create a process guide describing a collaborative model of art creation. The model is used in workshops that enable people with developmental disabilities to create works of art that fit their talents and interests and are also profitable. The program is interesting, but the chapter provides limited insight into participatory partnerships. The chapter reflects a conundrum: It is much easier to describe the principles of collaboration than it is to execute them. No amount of reading about community-based participatory research can replace practice.

Case 5 describes a rural health network in which agencies work to build trust and consensus, and then to provide coordinated care for children. The case illustrates that project progress can be slow but successful. It took 4 years of patience and persistence to achieve action, illustrating that the development of trust and consensus is a time-consuming process.

Case 6 focuses on evaluating a program designed to improve mental health among people living with HIV/AIDS. The research project faced major problems with data collection. It appeared that there may have been a lack of clarity related to data collection expectations at the beginning of the grant-funded program. The project also suffered because evaluation researchers who were initially based in Atlanta, where the intervention took place, moved

on to new jobs in new locations. Their subsequent distance from the case site created barriers to collaboration.

Case 7 makes a strong case for the use of narrative in community-based participatory research. It introduces the reader to narratives and their numerous applications. The chapter is not, however, detailed enough to guide execution of a community-based participatory research project using narrative inquiry methods.

Case 8 provides an introduction to the literature on youth-adult partnerships. It offers a conceptual foundation for support of youth-led participatory action research. It also discusses how to handle the power differentials between youth and adults.

Case 9 explores the benefits and challenges of participatory documentary filmmaking. It describes methods to involve the subjects of the film as participants in the filmmaking process.

Case 10 is not about community-based participatory research, but rather about the formation of partnerships between homeless individuals and employers in a supported employment program. Supported employment programs help clients find competitive jobs and provide them with ongoing support so that they can be successful in their new jobs. The chapter would have been stronger if it provided more description of how partnerships between homeless individuals and employers are formed and supported. Nevertheless, the focus on building connections between homeless individuals and the broader society is an interesting approach to addressing homelessness.

Case 11 provides an instructive reflection on a historian's failed attempt to collaborate with Black churches in Detroit to create an archive of their history. The chapter provides an interesting discussion of power as it relates to history, record-keeping, and whose story is told, along with the challenges of working with impoverished communities and individuals who are distrustful of researchers. In the end, the project failed. The interests of the researcher were not congruent with the interests of the church members.

In contrast, Case 12 discusses how researchers can effectively collaborate with church members to pursue community-based participatory research projects.

Case 13 illustrates how to create mutually transformative partnerships. It distinguishes between partnerships that are "transactional" and those that are "transformational." It explores a straightforward process for structuring a partnership so that everyone participates as equals.

Case 14 focuses on how to build research capacity in community-based organizations. By increasing research capacity, community-based organizations can become learning communities. The chapter describes a training process to develop community-based organization research capacity. It does not, however, provide enough detail for readers to replicate the training process.

Case 15 focuses on community-based participatory research in online communities such as online deliberative forums in which members co-write policy documents. Online communities possess unique characteristics that must be understood before effective collaboration can begin. For example, privacy concerns are different in online communities than in face-to-face communities.

Case 16 discusses a model of community-engaged scholarship that guides a successful service-learning program at Creighton University. The model comprises a set of principles that offer a helpful starting point in pursuing community-engaged scholarship.

Case 17 provides a model for executing successful community-based participatory research projects. The chapter has strong didactic potential because it provides case study examples to illustrate how the model can be used in practice.

Case 18 examines the evolution of a non-research-focused participatory partnership. The WakeNature partnership described in the chapter aims to improve the stewardship of nature preserves. The case illustrates how each partner's assets and needs can be useful in promoting the success of the partnership. The chapter also considers complications related to partnership structure. It, however, provides limited insight into how to address those complications.

Case 19 explores the intersection between feminist research and participatory action research. Reflections by partnership members about their feeling of "privilege" are discussed.

Case 20 describes a researcher's transition from "controller" to "collaborator" in a research process. The chapter does not provide many "take-home" points for readers.

In Case 21, a communications researcher describes his experiences with participatory partnerships. For example, he reports on how a community moved to the action phase of a visioning exercise—after rejecting his suggested course of action. His experience trying to move from a community visioning process into action is informative, as he was able to move the community to action, even though they rejected his suggested course of action.

In summary, the book is an important contribution to the literature on participatory community-campus partnerships. Although the art of cultivating effective participatory partnerships is best learned through practice, this book can help guide readers and provide some important opportunities for reflection. It suggests strategies for successful partnerships. In short, this book can help people create communities where members work together as equals to overcome the challenges their communities face.

### **About the Reviewer**

**Louis D. Brown** is an assistant professor in the Division of Health Promotion and Behavioral Sciences at the University of Texas School of Public Health. His research examines how to improve the implementation quality of community-based interventions that promote mental and behavioral health. He is particularly interested in empowering local citizens to collaborate in improving their lives and their communities. Brown earned his bachelor's degree from the University of Michigan and his Ph.D. in community psychology from Wichita State University.

### **Acknowledgment**

The *Journal of Higher Education Outreach and Engagement's* associate editor for book reviews, Ted Alter (who is professor of Agricultural, Regional, and Environmental Economics at The Pennsylvania State University), and editor, Trish Kalivoda (who is senior associate vice president for public service and outreach at the University of Georgia) thank Kendall Hunt Press for providing complimentary copies of the book for this review.



Fitzgerald, H. E., Burack, C., & Seifer, S. (Eds.). (2010). *Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions: Volume 1: Institutional Change (Transformation in Higher Education)*. East Lansing, MI: Michigan State University Press.

Fitzgerald, H. E., Burack, C., & Seifer, S. (Eds.). (2010). *Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions: Volume 2: Community-Campus Partnerships (Transformation in Higher Education)*. East Lansing, MI: Michigan State University Press.

### Review by A. Scott Reed

**I**n a word: comprehensive. These two volumes contain a compendium of material—historical lessons, reflections, research results, issues, predictions, and more. Beyond all of this, the volumes are much more than a handbook. They provide an indexed and ready reference to the advancing field of engagement. Although of most value to academics who are learning about and practicing engagement, the two books will also be useful to community members and institutional leaders wishing to advance the understanding and practice of engaged scholarship. The authors provide multiple and distinctive lenses with which to view engaged community scholarship—from the perspectives of funders, policy makers, universities, students, and community members.

What are some of most intriguing issues that might inspire readers to examine this hefty, nearly thousand-page product by nearly 80 authors?

### Definitions

There is enough ambiguity and variety in use of the term “engaged scholarship” that the books should be read with an eye toward gaining a better understanding. As a result of explication of this term that the work offers, the reader will become a better manuscript reviewer, will more closely examine the nature of relationships among engaged partners, and will be better able to discern among the scholarship “of” engagement, scholarship “on or about” engagement, and scholarship “for” engagement. The examples will help the reader visualize ways that engagement manifests itself on campuses, and in communities of place, interest, and practice.

It seems that the concepts of engagement and scholarship are separable (i.e., not all engagement is scholarly). Although the handbook illustrates numerous examples of engaged relationships, more attention to defining consistent and recognizable elements of

a scholarly engagement would be useful. As a result of this shortcoming the reader is prepared to intellectualize how engagement cuts across the historic university missions of teaching, research, and service and is also equipped to diagnose the extent to which benefits of engaged relationships are reciprocal and mutually beneficial. Regrettably, understanding common and accepted standards of scholarship receives too little attention. Members of institutional promotion and tenure committees continually seek ways to better describe *scholarly* engagement. Often, to qualify, some form of new knowledge must be created that is validated by peers and appropriately made available to other scholars (especially future ones) such that relevant knowledge can advance over time.

The work of Ernest Boyer continues to be a major driver within many of the associated chapters. His seminal 1990 Carnegie Foundation publication, *Scholarship Reconsidered*, is likely the most cited and praised stimulus for bringing us to the present state of understanding. The numerous references to Boyer highlight the many ways his work is interpreted and used. Authors point to the continuing evolution of Boyer's work that, soon before his death, began to explore the scholarship of engagement.

## **Institutional Differentiation**

Organizations vary greatly in the way they are chartered and organized, and in their behavioral cultures related to engagement. Numerous authors in the Handbooks interpret and develop conclusions around predominant academic norms and the forces that affect the extent to which academicians embrace engagement as a part of their work. There are many reasons for this—and although the tools to address them are not yet clear, lessons are piling up through the willingness of some to document and share experiences.

Notable causes examined by some authors include historic emphases on research missions, including a premium on “basic” in contrast to “applied” knowledge. Seven chapters describe cultural differences and approaches to engagement across the higher educational landscape, including land-grant universities, liberal arts colleges and community colleges, and those institutions that serve urban, faith-based, Hispanic, and tribal communities. This “domain emphasis” helps readers to understand and see the extent to which engagement intersects with the varying missions of academic institutions.

## Origins of Engagement Leadership

The Handbooks make clear in numerous ways that leadership for engaged work can come from administrators. Most significant are the roles described of community members, students, and faculty members who are motivated to pioneer such work. Through engaged learning, students play an essential leadership role in helping to evolve pedagogy that drives improved practices both outward into community improvements, and inward into university course syllabi and learning outcomes. However, additional work is needed to focus on the roles of those charged to lead their institutions toward engaged work. Some early lessons about encouraging emerging scholars are included, as well as scattered references to incentives and reward systems. But the professoriate changes slowly, and tends to reinforce dominant cultures. Overall, leaders are not asking that faculty members work more, but that the best people work differently. Thus, a logical extension of these volumes would conduct a meta-evaluation of best *leadership* practices for administrators.

## The Nature of the Engagement

While stopping short of developing a taxonomy of relationships, the volumes describe several distinct typologies. Fundamental differences occur in roles and relationships within engaged work, depending upon the nature of the topic, resident expertise within the partners, and the nature of the partnership itself. Of some concern is the dominant model of university-community relationship, in which the playing field is not level and universities are seen to be in controlling roles. Needed is a more robust understanding of how communities can increase influence in relationships. Too often, partnerships are simply prescribed by funding agencies and higher education institutions. Negotiating for successful outcomes can be enhanced through additional work in understanding differences among types of relationships.

## Community Differences

Communities are distinctive and varied. The rhythms of community needs—political, budgetary, and environmental—do not necessarily respect college or university calendars. Thus, effective community engagement requires attention to dimensions of time and place not typically associated with academic work, whether teaching matriculated students, implementing research, or reaching out to provide knowledge for public good. Beyond engaging with a

community, university members are challenged to recognize that they also are members of a community.

### **Assessing Impacts**

Each party in an engaged relationship shares a stake and often a distinctive measure in what constitutes a successful outcome. Universities may voluntarily participate in a credentialing process through the Carnegie Foundation for the Advancement of Teaching in which their commitment to and work with communities is evaluated. Some writers in the volumes, however, express concern about the durability of transformative institutional change toward embracing engagement. Similarly, there is a tendency to describe engagement activities rather than to measure the long-term impacts of those activities on communities.

### **Looking Toward the Future**

The value of engagement demands additional work both within and outside colleges and universities. These two books describe challenges, and provide examples and suggestions for institutionalizing community engagement. The greatest barrier is that resources for engaged work typically have not been sustained to allow consistent and ongoing community relationships. Some writers also indicate concern about equity among communities regarding access to university resources (i.e., communities located proximate to campuses often enjoy advantages).

To effectively summarize this impressive collection of intellectual papers is not possible given the range of topics. The readings are so voluminous that few will be motivated to study them in their entirety. It is likely, however, that readers will overlay their own circumstances on appropriate topics to better design, implement, and evaluate their own engagement activities. For this reviewer, this comprehensive work stimulated deep reflection and a renewed commitment to his institution's strategic plan for outreach and engagement.

### **About the Reviewer**

**A. Scott Reed** is the vice provost for University Outreach and Engagement at Oregon State University, and director of Oregon State University Extension Service. He earned his bachelor's degree and master's degree from Michigan State University, and his Ph.D. from the University of Minnesota.

## **Acknowledgment**

The *Journal of Higher Education Outreach and Engagement's* associate editor for book reviews, Ted Alter (who is professor of Agricultural, Regional, and Environmental Economics at The Pennsylvania State University), and editor, Trish Kalivoda (who is senior associate vice president for public service and outreach at the University of Georgia) thank Michigan State University Press, for providing complimentary copies of the book for this review.



## **Mission**

The mission of the *Journal of Higher Education Outreach and Engagement* is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

This includes highlighting innovative endeavors; critically examining emerging issues, trends, challenges, and opportunities; and reporting on studies of impact in the areas of public service, outreach, engagement, extension, engaged research, community-based research, community-based participatory research, action research, public scholarship, service-learning, and community service.

To address these needs, the *Journal of Higher Education Outreach and Engagement* invites manuscripts in 6 categories of exploration related to outreach, community-higher education engagement, engaged research, public scholarship, and service-learning.

- **Research Articles** present quantitative or qualitative studies that demonstrate the long-term impact of a university-community engagement project on the community, students, faculty and staff, or the institution.
- **Reflective Essays** are thought provoking examinations of current issues related to university-community engagement that are anchored in the literature.
- **Projects with Promise** are descriptions of early-stage university-community engagement projects with early indications of impact; plan for long-term evaluation; plan for how the project will be sustained; and best practices for the reader to emulate.
- **Practice Stories from the Field** are narrative inquiry studies that illuminate issues related to university-community engagement.
- **Dissertation Overviews** are dissertation summaries of methods used to examine topics related to university-community engagement.
- **Book Reviews** are reviews of books related to university-community engagement that go beyond mere

description of the contents to analyze and glean implications for theory and practice.

### **Criteria for Review and Selection**

Manuscript submissions are evaluated on the criteria outlined below.

- the appropriateness or fit for the mission of the *Journal*;
- the significance in contributing new knowledge (advancing a field of study; or providing best practices or lessons-learned);
- the rigor and appropriateness of the scholarship; and
- the readability and flow of the information and ideas presented.

Additional criteria are based on the manuscript types: as a research article; as a reflective essay; as a project with promise article; as a practice story from the field; as a dissertation abstract; or as a book review.

### **Guidelines for Contributors**

Manuscripts should

- represent original and unpublished work of the authors, and must not be under consideration by other publications;
- indicate that Institutional Review Board (IRB) human subjects approval was secured if applicable (or explain why it was not required);
- not be more than 10,000 words;
- have a separate cover page that includes the names, institutional affiliations, addresses, phone numbers, and e-mail addresses of all authors, and mask all of this information throughout the manuscript to ensure anonymity in the reviewing process;
- include a brief abstract (not to exceed 150 words);
- be typed, double-spaced throughout, and include block quotes (when necessary) and appropriate references;
- be formatted using American Psychological Association (APA) style, 6th edition;

- have photos and graphics submitted as .jpg, .tif, or .eps files, not placed into the Word document. Tables, however, may be placed in Word documents;
- be formatted and saved in Microsoft Word 2003, or higher; and
- be read by someone that is not familiar with the topic of the manuscript (for content clarity) as well as copy edited (for grammatical correctness) prior to submission.

The *Journal of Higher Education Outreach and Engagement* is a member of the Open Journal System (no subscription fee). For more information, or to submit a manuscript, visit: <http://www.jheoe.uga.edu>.

---

Trish Kalivoda  
*Journal of Higher Education Outreach and Engagement* Editor, and  
Senior Associate Vice President  
Office of the Vice President for Public Service and Outreach  
The University of Georgia  
Treanor House  
1234 S. Lumpkin Street  
Athens, Georgia 30602-3692  
Phone: 706-542-3946 | Fax: 706-542-6278 | [jheoe@uga.edu](mailto:jheoe@uga.edu)

*Journal of Higher Education  
Outreach & Engagement*  
Office of the Vice President for  
Public Service & Outreach  
Treanor House  
1234 S. Lumpkin Street  
The University of Georgia  
Athens, GA 30602-3692



---

The University of Georgia®