

Welcome to the Community-Engaged Scholarship Toolkit!

The goal of this toolkit is to provide health professional faculty with a set of tools to carefully plan and document their community-engaged scholarship and produce strong portfolios for promotion and tenure.

PDF documents are available for the entire toolkit and each unit. Access these documents in the Toolkit Site Index located at <http://depts.washington.edu/ccph/toolkit-siteindex.html>.

We welcome and encourage your comments and suggestions on the toolkit. We also would like to learn how you have used the toolkit and how it may have contributed to your career development. Our hope is that the toolkit will serve as a valued resource, continually improved over time. A brief feedback survey about the toolkit is available at <https://catalysttools.washington.edu/tools/webq3/?sid=413&owner=cers>. You may also share your thoughts with us by e-mailing us at ccphuw@u.washington.edu.

We also invite you to stay connected with us and with colleagues who share your interest in community-engaged scholarship. Join the free Community-Engaged Scholarship electronic discussion group today at <https://mailman1.u.washington.edu/mailman/listinfo/comm-engagedscholarship>!

Community-Engaged Scholarship Toolkit

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Introduction

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Why We Developed This Toolkit

"Many untenured faculty find they must choose between doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students."

Ron Richards, Building Partnerships: Educating Health Professionals for the Communities they Serve, 1996

In *Scholarship Reconsidered*, the late Ernest Boyer contends that in addition to valuing the generation of knowledge (the traditional definition of scholarship), higher education should also support the application of knowledge through faculty engagement in community-based research, teaching and service (Boyer, 1990). Boyer and other leaders in higher education have strongly advocated that institutions should encourage faculty members to use their expertise in new and creative ways to work with communities for long-term community improvement (Boyer, 1990; Harkavy 1996; Lynton, 1996).

Leaders in the health professions have also embraced Boyer's work. The Institute of Medicine's November 2002 Report endorsed work by Boyer emphasizing the need to shift faculty roles and rewards to support faculty commitment to communities. The Future of Public Health recommended that "academic institutions should develop criteria for recognizing and rewarding faculty scholarship related to service activities that strengthen public health practice," and that the National Institutes of Health should increase the proportion of its budget allocated to population and community-based prevention (IOM Report, Nov. 2002 pg. 2).

There is a gap, however, between these reports' rhetoric and recommendations and the reality of how promotion and tenure actually works in health professional schools. Externally, the survival of clinical departments and their faculty are dependent on the ability to maintain a combination of clinical and research revenues. Other health professions schools, such as schools of public health, are often equally dependent on research and state-funded grants and contracts to sustain themselves. Community based activities are often not consistent with the demand to generate clinical and research revenue. Internally, faculty roles and rewards policies can be significant barriers to providing faculty members the means to show active commitment to community-based problems (Richards, 1996, Seifer, 2003, Calleson, 2002).

Thus, untenured faculty are more likely to receive promotion for publishing in peer-reviewed journals than for showing an active commitment to addressing community problems (Richards, 1996). While barriers to increased community involvement exist (Calleson et al, 2002), health professional faculty can be successful in gaining promotion and/or tenure by making one's work relevant to the community and also meeting the institutional expectations for faculty scholarship.

Defining Community-Engaged Scholarship

As a result of Boyer's effort to expand the framework for scholarship, institutions of higher education are using broader definitions of scholarship, encompassing a continuum of faculty work ranging from discovery to the integration of discovery with application to work that is primarily the application of faculty expertise (Driscoll and Lynton, 1999), (O'Meara, 2002). In this toolkit we use the term community-engaged scholarship to reflect this range of faculty work in communities. Community-engaged scholarship can apply to teaching (e.g. service-learning, research (e.g. community-based participatory research), community-responsive clinical and population-based care (e.g., community-oriented primary care, academic public health practice), and service (e.g. community service, outreach, advocacy).

The positive response by the health professions to this broader conception of scholarship has been less immediate than in other parts of higher education, but has also gained ground recently as schools struggle to respond to the changing health care system and societal expectations. The Association of American Medical Colleges' recent status report on faculty appointment and tenure, for example, indicates that medical schools are introducing new faculty tracks and career pathways and now recognize a broader range of scholarly activities (AAMC). The AAMC has also sought to advance the scholarship of teaching (Simpson and Fincher, 1999) through the development of teaching portfolios used in promotion and tenure decisions. A 1999 report of the American Dental Education Association's Task Force on Future Dental Tracks identifies a shortage of dental faculty and recommends creating faculty tracks for educators and incentives for community-based clinicians to teach in dental schools. The American Association of Colleges of Nursing issued a 1999 position statement on the definition of scholarship in nursing which supports Boyer's model and provides examples of the types of documentation needed for each dimension of scholarship in nursing (AACN 1999).

The Association of Schools of Public Health's Council of Public Health Practice Coordinator's 1999 Report, *Demonstrating Excellence in Academic Public Health Practice* encourages schools of public health to reconsider the definition and scope of what constitutes scholarship as it relates to public health practice as part of the institutional mission and faculty reward structures (ASPH 1999). While these discipline-specific efforts have served to generate debate and discussion, few academic health centers formally recognize or reward community-engaged scholarship.

Toolkit Goals & Components

Thus, the goal of this toolkit is to provide health professional faculty with a set of tools to carefully plan and document their community-engaged scholarship and produce strong portfolios for promotion and tenure. This toolkit includes the following components:

- **Planning For Promotion and Tenure** focuses on the role of mentors, developing a vision for work with communities and strategies for documenting one's work across the academic missions.
- **Creating a Strong Portfolio** provides specific details for preparing a portfolio for promotion and tenure review, including sections on the career statement, curriculum vitae, teaching portfolio, letters from external reviewers, letters from community and practice partners, and documentation of service or public health practice activities. Each section includes portfolio examples from faculty who participated in the Scholarship Project.
- **Portfolio Examples** that include biosketches and portfolio materials from the faculty members who participated in the Scholarship Project.
- **References & Resources** that includes citations, a glossary of terms, examples of schools that support community-engaged faculty, and a list of agencies that fund community-engaged scholarship.

In the future, we will be incorporating these additional components into the toolkit:

- A Guide for Promotion and Tenure Committees that faculty can share with members of promotion and tenure communities to educate them about this form of scholarship and how it can be assessed.
- A Guide for Community and Practice Partners that faculty can share with community and practice partners to educate them about the promotion and tenure review process and how they might be able to provide support.

How The Toolkit Was Developed

This toolkit draws on two main sources of information:

- The Scholarship Project - an educational study that involved interviews of health professions faculty (e.g. dentistry, medicine, public health, nursing, and allied health) in both research intensive and teaching-oriented institutions in the United States and reviews of their portfolios. Each faculty described the best practices and strategies they used to highlight their community-engaged scholarship in their promotion and tenure portfolio and recommended strategies faculty need to be effective in this work in academic settings.
- A review of recent and relevant literature on scholarship, faculty development and community-academic partnerships.

How To Cite The Toolkit

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005.
<http://www.communityengagedscholarship.info>.

How To Use The Toolkit

Faculty in the health professions can use the toolkit in a number of ways:

- To deepen their understanding of community-engaged scholarship
- To communicate effectively about community-engaged scholarship with their peers
- To develop a vision and plan of action for their academic careers
- To identify and recruit mentors
- To prepare their portfolio for promotion and tenure reviews.

In addition, senior faculty can incorporate the toolkit into their guidance and mentoring of junior faculty.

Although faculty members are the primary audience for the toolkit, others may also benefit from the toolkit. For example,

- Graduate students and postdoctoral fellows can use the toolkit to develop a vision and plan for their academic careers, to identify and recruit mentors, and to prepare cover letters and curriculum vitae when applying for academic positions.
- Individuals who are responsible for faculty development can incorporate the toolkit into faculty development programs and workshops.

A flyer about the toolkit that can be used to publicize this resource is accessible on the toolkit website.

About the Authors

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Diane Calleson, PhD has a joint appointment with the UNC-Chapel Hill Department of Family Medicine in the School of Medicine and the Public Health Leadership Program in the School of Public Health. Diane's work crosses the disciplinary boundaries between educational research and policy and community health. She trained in educational policy at the doctoral level and completed a postdoctoral fellowship with the W.K. Kellogg Community Health Scholars Program at the UNC-Chapel Hill School of Public Health (1999-2000). Diane teaches courses on community-based participatory research, physician leadership with underserved communities, and program planning and evaluation. She also directs three externally-funded program evaluations.

Diane has worked extensively with Community-Campus Partnerships for Health since 1996. She co-directed a national study of academic health centers with CCPH executive director, Sarena Seifer, that examined the forces that affect the community involvement of academic health centers and is currently one of the partners on the ASPH/CDC project Examining Community-Institutional Partnerships for Prevention Research. Diane was selected as a CCPH Fellow from 2002-03 to develop this toolkit to support faculty in developing a strong portfolio for promotion and tenure that highlights their community involvement. In conjunction with this project, Diane

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In 1995, Sarena completed a postdoctoral fellowship program in health policy at the University of California-San Francisco's Center for the Health Professions. While at the Center, she conducted research on medical education policy, physician workforce issues and physician retraining. She retains the title of Senior Fellow at the Center and is an active collaborator on several Center-sponsored projects. Prior to her fellowship, she was a health policy analyst for the Washington State Senate and director of recruitment and retention for a regional association of community and migrant health centers.

Sarena is a graduate of Washington University in St. Louis, and received her master's degree in physiology and her medical degree from Georgetown University School of Medicine. After completing her medical education, Sarena served as the American Medical Student Association's legislative affairs director and subsequently as founding director of its Center for Health Policy Studies.

As a medical student and throughout her professional career, Sarena has advocated for change in health professions education to better meet societal needs. The American Association of Higher Education has recognized her for her work as a "Young Leader of the Academy".

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Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Jen graduated from the University of Washington in 2002 with a Master's in Public Health. Her Masters thesis, entitled How Participatory Action Research Contributes to Systems Change: A Qualitative Case Study, explored how this research methodology influences change in public sector systems.

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Scholarship Project

The Scholarship Project involved interviews with health professions faculty in dentistry, medicine, public health, nursing, and allied health, from research intensive and teaching-oriented institutions in the United States. We invited faculty to participate in the project because of their commitment to community partnerships and their community-engaged scholarship. As participants in the Scholarship Project, each of the faculty listed below described the best practices and strategies they used to highlight their community-engaged scholarship in their promotion and tenure portfolio and recommended strategies for faculty to be effective in this work in academic settings. They also provided relevant sections of their portfolios as examples for the toolkit.

We extend a special thanks to these individuals, who were instrumental in the development of the toolkit.

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Unit 1: Planning for Promotion and Tenure

Introduction

Section 1.1: Developing and Sustaining Your Vision

Section 1.2: Identifying and Working with Mentors & Communities of Practice

Section 1.3: Showcasing Your Work and Soliciting Peer Review

Introduction

Careful and thoughtful planning is essential to the work we do as faculty members. While spontaneity can yield creative ideas for community-based projects or lead to open-ended discussions with students, developing and implementing one's vision for community-engaged scholarship over the long-term (i.e. 5-7 years) requires a more planned approach.

This Unit encourages you to:

- Be proactive in learning the culture of your institutional environment;
- Take time to articulate your personal vision;
- Explore how to translate your vision into a viable career focused on community-engaged scholarship; and
- Use the resources and a framework for finding mentors that can guide you and enable you to sustain your vision.

The final section in this Unit provides practical strategies for showcasing your community engaged work and soliciting peer review. Faculty in the Scholarship Project consistently noted that faculty need to learn to demonstrate how their work adds value to the institution. One faculty emphasized the need to figure out 'how to toot their horn and find ways to make their work look glorious.'

For many, such self-promotion is not an easy task. It seems to be antithetical to the values of faculty who recognize the importance of service and developing community partnerships. Yet, faculty highlighted this strategy as essential to navigating the promotion and tenure system, which is designed to reward the merit and worth of the individual faculty member. In addition to the manuscripts you write for peer-reviewed journals, a strategic way to make the impact of your work stand out is to solicit peer review for applied products. These 'applied products' may include innovative intervention programs, curricula, educational materials for community groups, or policies at the local, state and national levels.

In this Unit, we provide a set of strategies for having these types of applied products reviewed by your academic and community peers. This strategy will enable you to subtly showcase your work over the long-term and open a dialogue with department chairs and mentors.

Unit 1: Planning for Promotion and Tenure

Section 1.1: Developing Your Vision For Community-Engaged Scholarship

Introduction

What is Vision?

Vision and Goals

Personal Vision and Institutional Mission

Vision and Balance

Faculty Examples

References & Resources

Introduction

"Find something you are passionate about and make it your avocation.

Be focused early and go with your passion."

Associate Professor, Scholarship Project Faculty

"One has to be fairly stubborn and persistent to do this work."

Associate Professor, Scholarship Project Faculty

Almost any book you pick up on leadership or personal and professional development devotes some attention to the importance of *vision* to ground and to guide your actions (Senge, 1990; Heifetz, 1994). Exactly what that entails, however, can be difficult to pin down and can be highly individual. Scholarship project faculty spoke of their vision for community engagement that went well beyond their concern for institutional recognition through standard requirements for promotion and tenure. These faculty took professional risks to engage with communities to create innovative, funded programs that worked. Faculty weighed the costs for their work, some fairly strategically. For example, one faculty member purposefully came off the tenure track at a research one institution so that it would give her more time to generate academic products without having to leave the communities with whom she worked. This work is their passion and because of this, they have found creative ways to navigate the academic system and be effective agents for improving the health of communities.

We have included this section to encourage you to reflect on how your vision intersects with the work you do as a faculty member. We have also included this section to encourage you to consider how your vision can be integrated into your career statement when you create your promotion and tenure portfolio.

What is Vision?

"If your goal is to get promoted, you should do not do this type of work. You should select a small content area and focus on that. Like become an expert in depression and primary care and that is all you do. That is if you want to be a standard academician.

If your passion lies elsewhere, then you have to be directed by your passion. If your passion lies in access to health care and working with certain community groups, and that is where you gain your energy, then you have to adapt the way you present your professional activities, so that standard committees on advancement will view you kindly."

"I don't know why I have this passion. People get their passions from other things. Why me? Why not others? I can't answer that question. It is just inherited in your being."

Professors, Scholarship Project Faculty

In a nutshell, having a vision is knowing who you are and what you want. It is an overarching framework of values and principles that guide you in navigating a path of personal and professional development as a faculty member. A clear understanding of your personal values, priorities, and goals for your work provides a foundation for staying the course in the face of inevitable obstacles or setbacks, as well as for assessing and deciding upon new opportunities.

To be effective, a guiding vision needs to be grounded in serious reflection about what motivates your work and what taps your personal energies. At the same time, your vision needs to be flexible enough to take into account the real opportunities available to pursue your work.

Your vision thus provides a center from which you can act in a multitude of circumstances. A vision connects and integrates the different parts of your life, the different roles you play and responsibilities you undertake. In *The 7 Habits of Highly Effective People*, Stephen Covey writes of developing a "personal mission statement" or "constitution" that gives "expression to what we want to be and to do in our lives." (Covey, p. 129) This statement of vision seeks to identify the guiding principles we wish to guide our lives, to identify the various roles in which we need to apply those principles, and to prioritize those roles as well. Vision serves as an internal compass for navigating the competing demands of a variety of external forces and expectations.

Parker Palmer, in *Let Your Life Speak*, emphasizes that vision based on what we think we want is bound to change as we gain knowledge of ourselves. It requires a deep self-examination to finally arrive at an honest understanding of calling. (Palmer).

Vision and Goals

"Make sure you have a plan. Set priorities and give yourself a reality check."

"It's a game of survival; figure out what works, evaluate where you are going and think through how to get there."

Associate Professor, Scholarship Project Faculty

Vision is more than a set of aspirations and goals. Goals are the concrete steps that you set and pursue in trying to give expression to vision. Goals may be completed, but vision is rarely fully expressed. Your vision may remain intact even as goals need to be rethought and or abandoned as the circumstances or context in which you are pursuing these changes.

Not all faculty in the Scholarship Project came to their respective institutions with a specific focus for the exact program or project they were going to develop. Rather, they came with skills, training and a goal (i.e. health care access, HIV prevention, increasing community capacity) and allowed their vision to crystallize as their relationship with community partners developed, and then quickly took advantage of funding opportunities to create innovative and sustainable programs.

Personal Vision and Institutional Mission

"Don't try to do projects or initiatives if it becomes impossible."

Associate Professor

As a faculty member, it is critical that you pay attention to how your personal vision fits with the mission of the institution and department where you work. If the match is not close enough, you may face burnout trying to meet demands for advancement that do not fit with your own needs for meaningful work, or else devoting too much energy to trying to reshape the institution to allow greater expression of your own vision. Some compromise is always necessary, but you need to be aware of the demands at the outset if you are going to be able to maintain your vision and pursue meaningful goals.

At any place and time, particular aspects of your vision may be less practical than others. Stephen Covey suggests identifying those elements that lie within your current "circle of influence"-those things which you have the power to change-rather than wasting time fretting over the things in your "circle of concern", which are beyond your control. With patience and perseverance you can work to gradually expand your circle of influence and create ways to more fully realize your vision.

Vision and Balance

"I began to have a vision for how one could wrap it together in a way that would feel more coherent to myself, and I could start to communicate that externally and then to make some things happen. It is very valuable to wrap it in the cloak of the discipline because then it is not separate. What I needed to do was to inculcate my outside activities, my research and my clinic responsibilities, into a coherent focus of who I am."

Many times it is incredibly schizophrenic to do 15 things on eight projects. If I can not see that it is all connected then it feels really bad. The real challenge is the balance and needing to say no more. I can say no when it is not core to my mission. If I'm not whistling and smiling, then I'm not a happy person."

Associate Professor, Scholarship Project Faculty

Faculty in the Scholarship Project spoke of the critical need to foster the "integration of research, teaching and service in community-based efforts. If it becomes integrated, one faculty emphasized "that it is a better utilization of time and effort" and creates a coherent focus to one's work. Sometimes it requires saying 'no' to requests for involvement, and to doing less activities in order to focus your efforts in a few areas where you can best use your strengths and take the time to develop relationships with community partners.

Developing a Personal Vision

One's vision can be much broader and reflective than one's career statement since it tends to incorporate both one's personal and professional values and goals. Yet, for the sake of efficiency, it can be useful to be thinking how to craft your vision and eventually incorporate parts of it into your career statement in your portfolio. It harkens back to the need for integration and coherent focus that faculty spoke consistently about. Below are some questions to reflect upon that have been adapted from Covey's visions exercise-"begin with the end in mind." (Covey p. 96)

VISION EXERCISE

Instructions: We recommend that you take time to write down your answers to these questions annually and consider how they might be changing. You might also want to discuss your responses to these questions with a mentor.

1. What are your values and what is their source?
2. What are you passionate about as it relates to your work with communities?
3. How do these values and your passions shape your priorities and the potential ways you may become involved in communities as a faculty member?
4. How do you respond to new environments, challenges, risks, failure? How might your answer to these questions affect how you will work within an academic environment?
5. What are your goals for your community-based work as an academic?
6. How can this work be crafted into scholarship and documented in your portfolio?

Faculty Examples

The following portfolio examples of faculty members' statements which contain discussion of their own vision and goals are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

- Philosophy Statement, Elizabeth C. King, PhD, Dean, College of Allied Health Sciences, University of Cincinnati
- Career Goals, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Unit 1: Planning for Promotion and Tenure

Section 1.2: Identifying and Working With Mentors & Communities of Practice

Introduction

What is a Mentor?

Qualities of a Mentor

Mentoring at a Distance and Across Disciplines

The Mentoring Relationship

Finding a Mentor or a Community of Practice

References & Resources

Introduction

"Mentoring-it is critical since there are so few people who can share how to make this work scholarly."
Professor

"Have a champion. She said, you act like a professor. If I act like one, I will be one. Have an ally who can help you think through some of these things. Who can encourage you and bolster you. It is because you aren't fitting that it is [a] difficult process."
Professor

Faculty in the Scholarship Project cited mentoring as critical to developing and sustaining community-engaged scholarship and gaining the confidence to navigate the promotion and tenure process. "Mentoring is critical" as one faculty noted, "since there are so few people who can share how to make this work scholarly." There is a broad base of literature available on mentoring and the benefits and challenges of finding and working a mentor. This section summarizes the key points in the literature and places it within a context of the need for mentoring in community-based scholarship.

What is a Mentor?

The concept of a mentor covers a broad range of meanings and roles and cannot be captured in any single definition or description. The term is usually traced back to Homer's Odyssey, where Mentor was the half-man, half god teacher of Odysseus' son, Telemachus, guiding the young man's maturation in the absence of his father (Goodwin, 2000). The general view of a mentor is thus of someone with experience and wisdom serving as a temporary guide. The mentor may be more senior or they may also be a peer with valuable skills and experience to share. One recently promoted faculty from assistant to associate described mentoring as:

"... tremendously important. We need mentors at all levels. For me, mentorship is a partnership with senior colleagues at all levels. These are people who support what you do and don't tell you what to do. With this sort of relationship, I can be open to criticism." Associate Professor

The scope of the mentor/mentee relationship may vary considerably. At its most encompassing the mentor role is one of a life-coach, available for counsel and encouragement in all elements of personal and professional development. The mentor may be able to work with you and ask you questions about:

- Your vision for community-engaged scholarship
- Sources of grant funding to support community-engaged scholarship
- Identifying your strengths and weaknesses in the academic environment.
- How to make you teaching and clinical work scholarly
- How to make your teaching and clinical work community-engaged
- How you are documenting your community-engaged scholarship
- How you are balancing your academic work across the institutions' missions

More commonly, and more typical of formal mentoring programs in the workplace, mentors provide guidance in developing professional competence and acquiring the tacit knowledge of how a specific organization operates.

Qualities of a Mentor

The specific qualities of a suitable mentor are highly dependent on your institutional context and your individual needs, but some general characteristics to look for in a mentor might include the following. The mentor is:

- **Accomplished:** the mentor should have the expertise and experience required to guide you in the direction you wish to go
- **Available:** the mentor should be able to schedule time specifically for mentoring and be available for regular communication with you
- **Flexible:** the mentor can adapt to changing needs and an evolving relationship as you gain skills and confidence
- **Demanding:** the mentor should set high standards and assist you in setting and achieving goals
- **Accepting:** the mentor understands that you have areas for improvement as well as strengths and is non-judgmental about mistakes
- **Supportive/Encouraging:** the mentor is not in competition with you and seeks to support your goals rather than direct or control

Faculty in the Scholarship Project suggested finding mentors who are:

"knowledgeable and has experience pertinent to what you are doing; you can trust (don't want someone who could potentially jeopardize a program); brings forth the enthusiasm for you to keep doing this work and works against discouragement." Associate Professor

The Mentoring Relationship

"For my doctoral students, it is so important to know there will be a mentor there that understands what work you want to do. To know the culture and criteria of the institutions. It is tough for [for doctoral students and fellows] who don't." Professor

Once you have found a mentor, how you decide to structure the mentoring process will depend on a variety of factors such as the degree of formality, available time, and the scope of the mentoring goals. In formal mentoring programs, a process and guidelines may already be clearly laid out. If the mentoring relationship is more informal it is still important to establish some structure to guide you in knowing where you want to go and how to know if you are making progress. All but the most informal mentoring relationships tend to develop generally through a series of four phases (Zachary, 2000):

- **Preparing:** getting ready for the initial meeting and beginning the relationship; getting to know one another.
- **Negotiating:** defining goals and criteria for measuring success; establishing mutual responsibilities and accountability in the relationship; determining how to address difficulties in the relationship should they arise. (See the list above for the types of questions and areas of focus you may want to have with your mentor).
- **Enabling:** nurturing a learning environment, providing challenges, and promoting reflection and development of vision. Setting goals and monitoring progress are essential for success.
- **Closing:** planning for the relationship to end; avoiding dependence on the mentor; becoming peers.

Of course, it may be difficult to know much about a prospective mentor's personal character prior to beginning the relationship. The most important quality is a willingness to commit to the process.

Mentoring at a Distance and Across Disciplines

Especially within academia, the most important goal of the mentor relationship involves both navigating the demands of promotion and tenure at a particular institution and exploring and gaining entree and proficiency in a scholarly field. In such a case, the most suitable mentors may be working at other institutions or other parts of the world, and they may span disciplines. Thus, gaining access to the networks above could provide the entree if your institution does not have mentors who can support your community-engaged scholarship. While they may not be familiar with the specific culture at your institution, they might be best able to listen to you and provide you with guidance and support.

Although this situation presents some obvious hurdles, it can work via telephone and email communication. As in a more traditional mentor relationship, the key to success is setting clear goals and guidelines for regular contact.

Finding a Mentor or a Community of Practice

A growing number of academic institutions are establishing formal mentor programs that match junior faculty with more experienced colleagues. When available, such programs provide the advantage of recognized and often compensated roles and some established parameters for the structure and goals of the mentor/mentee partnership.

To date, however, there are few formal mentoring programs specifically designed for faculty whose scholarship is community engaged. Given the close and highly personal nature of the mentor relationship, it may be preferable to seek out a mentor in an informal relationship that meets the specific goals and needs you have identified in a mentoring relationship.

We encourage you to create a network of individuals who can mentor you. We encourage you to:

- Email potential mentors
- Set up phone appointments
- Arrange to meet potential mentors at conferences you are both attending
- Build mentoring into grants by identifying them as advisory committee members and/or consultants

While there are few formal programs, there are several growing national networks of peers with whom you might become involved. These networks are also referred to as "communities of practice." Communities of practice "involve shared practice (see praxis): ways of doing and approaching things that are shared to some significant extent among members." (Etienne Wenger 1998)

Communities of practice can include formal organizations and networks as well as informal networks such as on-going relationship with a group of like-minded colleagues at your institution.

Communities of practice in the field of community-engaged scholarship include:

- The **APHA Community-Based Public Health Caucus** is an independent organization affiliated with the American Public Health Association that promotes the development and support of community-based public health through partnerships linking community-based organizations, academic institutions, public health and community health agencies, and other organizations that advance public health goals in the community. Members comprise a community of practice through electronic discussion groups, annual conferences and other mechanisms.
- **Community Campus Partnerships for Health** is a nonprofit membership organization that promotes health through partnerships between communities and higher educational institutions. Members comprise a community of practice through electronic discussion groups, annual conferences, special interest groups and other mechanisms.
- The **Service-Learning listserv** sponsored by the **National Service-Learning Clearinghouse** provides an electronic vehicle for sharing information and resources on service-learning in higher education, including health professional education. As the

Clearinghouse's senior program advisor for higher education, Community-Campus Partnerships for Health frequently posts announcements about funding, conferences and publications.

- The **Community-Based Participatory Research listserv** serves the growing network of people involved and interested in CBPR. Co-sponsored by Community-Campus Partnerships for Health and the Wellesley Central Health Corporation.
- **Educators for Community Engagement** is an organization devoted to increasing the practice of service learning throughout the nation.
- **Campus Compact** is a national organization of college and university presidents that promotes the community involvement of higher educational institutions. Many states also have state Campus Compacts.

Unit 1: Planning for Promotion and Tenure

Section 1.3: Showcasing Your Work and Soliciting Peer Review

Introduction

Strategies for Making Your Work Visible

Generate Multiple Types of Products Across the Academic Missions

Solicit Peer Review of Applied Products

Measure impact in the community and the academy

References & Resources

Introduction

"When I was oriented here by the associate dean, he said, "Document, document, document. You always need to be thinking about how you'll have evidence that is real. He recognized that this was very difficult to do in practice but that it was necessary. I really appreciated his clear direction..."

Full Professor

"If you want to be involved in community work, you need to start out early. Create a mechanism for documenting in some form of a portfolio."

Associate Professor

Faculty in the Scholarship Project emphasized that it is critical to "document, document, document." Over the course of the past decade, the higher education literature has contributed to our understanding of how to document and collect evidence of faculty impact. This section includes strategies for increasing the visibility of your work and systematically soliciting peer review for scholarly products other than manuscripts for journals.

STRATEGIES FOR MAKING THE WORK VISIBLE

Faculty need to make their community-engaged work visible. For service-minded faculty, communicating the importance of your work may not come naturally. But Scholarship Project faculty and others have conveyed this as an essential strategy for achieving promotion and/or tenure. (Gelmon and Agre-Kippenhan)

"Involve others in order to make the work visible."

"Know your institution and what is valued. If you are doing something unique, let others know what you've done."

"Don't be afraid to toot your horn. Figure out how to do this well. Get newspaper press. Figure out how to make what you do look glorious."

Associate Professor

"If I am not for myself, then who will be for me? And if I am for myself only, then what am I? And if not now, when?"
Hillel, Rabbi from the 1st century

"The first part of the quote means I've realized that I have to advocate for myself if I truly believe that the work I am doing is holy, ethical and important. No one else will do it for me. There has to be a genuine career or service reason for it; it is not about money or prestige. My success at early promotion did not come about however, only because of successful service initiatives. I also had to frame my successes in ways that were compelling. I had to show that what I've done is innovative, has had impact and was successful. Particularly when you work on the margins of traditional paths, whether it is in research, education or community service, you've got to let others [department chair] know what you are doing clearly.

In community service in particular, do not assume that anyone will immediately understand what is innovative about your work, how it is achieved, recognized or rewarded. Community service is still a fringe mission to academic departments, and few colleagues understand its importance. Those of us doing it in part as a career path know why we do it, why we are passionate about its link to our academic mission, and how we can excel in its performance. Not only is it appropriate for your career to frame how others see your work, it helps transform the mission of the organization."

Publishing and Presenting Your Work

"I encourage faculty to work in communities. It isn't good enough though, to do good work. Faculty need to think about how they will turn it into an acceptable form of scholarship. Community-based work should be rigorous and not evaluated at a lower standard to other forms of scholarship."

"Write it and disseminate it. Writing is important."

Full Professor, Scholarship Project Faculty

Community-based work and program development by faculty takes time and can detract from the time that is needed to write and publish in peer-reviewed journals. However, even with cultural changes for community-engaged scholarship and continued emphasis on the need for community involvement by the academy, most health professional schools will continue to emphasize publishing and presenting your scholarly work in reputable peer-reviewed journals. Therefore, if you are a faculty member at such an institution, the strategies below may enable you to meet institutional expectations with your community-engaged scholarship.

Strategies:

- **Work with like-minded people and recognize all people involved through authorship.** Be involved in a team effort in writing and publishing. Involve multiple

authors on papers, including community partners. This enables peer-reviewed articles to be written and published in a timely fashion. Resources are available that address involving community partners in the writing process. The North Carolina Public Health Initiative has Authorship Guidelines that partnerships can use to guide the authorship process, order of authorship, and acknowledgments.

- **Create a hybrid of CBPR and traditional research agendas.** An effective strategy identified by the Scholarship Project faculty included developing a research agenda that included both community-based participatory research and more traditional forms of research. Several faculty worked as co-investigators on traditional research projects. The rationale faculty gave for using this strategy is that:

"The turnaround time [for traditional research] is shorter and allows skeptics to see that these faculty can do both types of research. If you get involved in traditional research you are showing respect and making other people open to [less traditional] CBPR work."

Professor, Scholarship Project Faculty

- **Write about Process.** Writing manuscripts about the process of developing and sustaining partnerships is very important since, as one faculty put it, you "can't wait until all the data comes in." This can include descriptive articles about:
 - Ethical challenges and issues
 - How the project developed and was implemented.
 - Community perspectives on community-based participatory research or service learning
 - Reflective or critical thinking monographs
- **Write about the impact of your work in communities and the lives of the people served.** As the fields of service-learning and community-based research progress, journals will be looking for articles on the impact on students and communities and policy. Thus, writing about the process and impact of community involvement are important to the field.
- **Submit to journals that publish CBPR and service-learning and other forms of community-engaged scholarship.** The Community-Campus Partnerships for Health website has lists and links to journals that publish such articles and recent journal theme issues. The National Service Learning Clearinghouse has fact sheets on "Opportunities for Service-Learning Research and Scholarship in Higher Education" and "Publishing and Presenting on Higher Education Service-Learning."
- **Keep an eye out for "call for papers" for journal theme issues on CBPR, service-learning and other forms of community-engaged scholarship.** Recent examples include the Journal of General Internal Medicine July 2003 and the Journal of Interprofessional Care October 2004 theme issues on community-based participatory research CBPR research articles in July 2003. Becoming a member of Community-Campus Partnerships for Health and subscribing to key listservs can help you to stay on top of publication opportunities

- **Disseminate your work in multiple ways to multiple audiences.** The skilled faculty member learns to use the work that they do for multiple purposes, often without requiring significantly more time. One faculty recommended "turning teaching into consulting and presentations and consulting into teaching and presentations and papers."

Long-term Investment Strategies: Creating a Strong Portfolio

"Tenure is awarded on the perceived value of that individual to the university. One way to raise awareness is [to] present at professional organizations and serve on federal review panels."

"Find something you are passionate about and make it your avocation. Be focused early and go with your passion."
Associate Professor

The life of the faculty member requires a long-term view and actively thinking about one's career development. The toolkit sections on Vision and Mentors are designed to support you in creating and maintaining your vision within your institutional setting and to guide you in developing mentoring relationships that support your growth. In addition to these long-term strategies, Scholarship Project faculty have recommended that faculty:

- **Seek positions where you can have the 1st year to prepare your career and develop community partnerships.**

"Junior faculty need to be engaged in this work from the beginning. Set your direction early."

With budgets all across higher education tightening, it may not be possible to negotiate a full year on the university's payroll to publish your doctoral, postdoctoral or fellowship work, developing community partnerships and writing grants without teaching responsibilities. However, scholarship project faculty highlighted this as a critical strategy for faculty committed to CBPR. For faculty whose teaching is community-based, a lighter teaching load will also support the development of community partnerships.

- **"Know what the system is and see if you are willing to live with it."** Be realistic about your vision and goals. There may be cases where your institutional culture is a true mismatch with your vision for community-engaged scholarship. Be honest with yourself about how willing you are to either adjust to your current institution or your willingness to seek a faculty position at a different institution. As one faculty stated, "don't try to do projects or initiatives if it becomes impossible. It is important to have realistic aspirations."
- **Consider taking time off the tenure track.** For tenure track faculty, this strategy allows faculty to extend the tenure track clock and build up the needed portfolio. At many institutions, non-tenure track faculty have the option to delay the promotion process by one or two years.
- **Involve students in community-based work.** Students understand why this work is important and give it energy. The students benefit as do the communities.

- **Involve your promotion and tenure committee or senior faculty in what you do.** Faculty emphasized that involving committee members in small but important ways in your community-based work can be an important strategy for gaining promotion and tenure. It helps to educate them and also allows them to see first hand your commitment to improving the health of communities and your scholarly contributions
- **Attend workshops on reappointment, promotion and/or tenure.** Increasingly, institutions are giving workshops on the promotion and tenure process. These workshops are a good way to learn about the specific expectations at your institution and allow you to begin asking questions early in the process.
- **If possible, seek a joint appointment with a School of Public Health, if your primary appointment is in a clinical department or school.** Faculty who become involved in this form of scholarship tend to be boundary spanners, developing partnerships with communities as well as across schools. Faculty in the Scholarship Project in medicine, dentistry and nursing found that it to be an advantage to have a joint appointment, mostly with schools of public health at their academic health center. The appointment provided them with leverage to legitimize their work with communities, and interdisciplinary colleagues with whom they could write collaborative grants and develop community-academic partnerships. However, while the joint appointment may provide you with a supportive group of colleagues, your primary appointment will ultimately be the overriding focus of how you will be evaluated for promotion and/or tenure.

GENERATE MULTIPLE TYPES OF PRODUCTS ACROSS THE ACADEMIC MISSIONS

During the course of your training and education, you were likely given guidance about how to organize and write an article for a peer-reviewed publication. The peer reviewed journal article is still the gold standard for measuring the productivity and scholarly contributions of a faculty member.

In this section, we first provide a summary of the types of products that you can create in addition to the peer-reviewed journal article. The goal of this section is to broaden your thinking about the work you do as a faculty member and the types of products you generate. Each of these products can be generated for the academic missions in which you are most directly involved.

The section makes the case for soliciting peer review of products of scholarship that are not peer-reviewed journal articles and suggests steps you might consider to create a peer review process for your work. Note: If your institution currently doesn't value these other types of products as scholarship, we recommend you discuss these ideas with a mentor and your department chair.

- **Peer Reviewed Journal Articles.** The traditionally accepted product of scholarship is defined by an established number of descriptive or empirical articles in reputable peer-reviewed journals. The importance of peer review is valuable and peer-reviewed articles can communicate to others in the field lessons learned and descriptions of innovative prevention programs and can serve as a vehicle for documenting research findings in community settings. Therefore, this type of product retains some importance in

evaluation of community-engaged scholarship. More journals over the last decade have been publishing articles on service learning, public health practice and community-based participatory research, some through theme issues. Community-Campus Partnerships for Health maintains a list of journals as does the National Service-Learning Clearinghouse fact sheet on “Opportunities for Service-Learning Research and Scholarship in Higher Education.” Recent theme issues include the Journal of General Internal Medicine July 2003 and the Journal of Interprofessional Care October 2004 theme issues on community-based participatory research CBPR research articles in July 2003. Becoming a member of Community-Campus Partnerships for Health and subscribing to key listservs can help you to stay on top of publication opportunities.

- **Dissemination to the Community.** Other methods of dissemination can provide valuable forums for reflective critique by peers both in the community and in the academy (Dodds et al, 2003). Dissemination of information by faculty can include:
 - Community forums;
 - Websites;
 - Policy level presentations at community, state and national levels;
 - Presentations at national academic meetings; and
 - Technical assistance reports as consultants at community, state, and national levels.
- **Applied Products.** As you'll note by reviewing the list above and in the Demonstrating Excellence report, many of these forms of dissemination use applied products. These products focus on the immediate transfer of knowledge into application, rather than the delayed transfer of knowledge into peer-reviewed journals. Applied products can include
 - Innovative intervention programs;
 - Reports or policy documents at community, state and federal levels; and
 - Educational or other curriculum resource materials, in hard copy formats and online.
- These applied products can be evaluated by the extent to which they are implemented or used, and the degree of impact on learners (if educational in scope) or on community health. It is this list of products that communities value and that can affect community health improvement.

The Association of Schools of Public Health's report “Demonstrating Excellence in Academic Public Health Practice” contains a list on page 13 of examples of applied products faculty can generate across the academic missions. (ASPH 1999). A paper commissioned by Community-Campus Partnerships for Health provides additional examples (Maurana 2000).

- **Grants and contracts.** In many academic institutions, the number and dollar amounts of grant and contract funds you generate, whether you are the principal investigator and the level of indirect cost recovery will be key markers of how you will be assessed for promotion and/or tenure. To the extent that these metrics are meaningful at your institution, it may be useful for you to consider 'grants and contracts' as the fourth type of academic product. Grants and contracts are instrumental for developing and carrying out

the work of partnerships. As noted in the Making Your Work Visible section, some of the faculty in the Scholarship Project recommended creating a separate section of the CV that highlights grants and contracts focused on community partnerships.

Community-Campus Partnerships for Health and the Northwest Health Foundation have published a directory of funding sources for community-based participatory research that includes funding agency descriptions, deadlines, contact information, examples of previously funded CBPR projects, and an annotated listing of funding resource websites.

Important Note for Faculty in Schools of Public Health. If you are a faculty in a public health degree program or school of public health, we recommend that you review the American Association of Schools of Public Health's "Demonstrating Excellence in Academic Public Health Practice." This report provides a useful overview of how public health faculty can highlight products other than peer-reviewed journals in their portfolio for promotion and tenure. (ASPH 1999).

SOLICIT PEER REVIEW OF APPLIED PRODUCTS

As a community-engaged faculty member, it will be important to solicit peer review of your work and document that peer review has taken place. Not only does asking for peer review of your work provide you the opportunity to improve upon your work, but it also provides you with the opportunity show how your work is making an impact and to elevate these products to meet the criteria of scholarship. Scholarship "requires a high level of discipline-related expertise, breaks new ground or is innovative, can be replicated, documented, peer reviewed and has a significant impact." (Diamond) Using this definition as a framework for making the case that your community-engaged work is scholarship, we recommend soliciting peer review of your work.

While there are several efforts underway to develop a systematic system for peer review system through the Commission on Community-Engaged Scholarship in the Health Professions and the National Review Board for the Scholarship of Engagement, we suggest you take the following steps:

- **Solicit review of your products by well recognized academic and community leaders.** Community leaders would include, for example, high-ranking leaders of highly regarded practice agencies such as the World Health Organization, the Centers for Disease Control and Prevention and State Health Departments; and highly regarded local leaders of highly regarded community-based organizations.
- **Create a process that is blinded.** We recommend mirroring the peer review process used by many journals, in which reviewers do not know the identity of a paper's authors, and a paper's authors do not know the identity of the reviewer. You might consider asking your department chair to develop the process with you so that you are only indirectly involved in the process.
- **Have your products reviewed in an ongoing process.** Ongoing review will also mirror the process you go through for submitting manuscripts to peer-reviewed journals. In other

words, manuscripts are submitted as they are completed, not all at once when you are pulling your portfolio together for promotion and/or tenure. This approach will save you a great deal of time when creating your portfolio. Ongoing feedback from peers will also allow you to make useful improvements.

- **Create a review tool that allows for both quantitative and narrative assessment.** Use the information to improve your work and organize the reviews in your portfolio.

Measure Impact in the Community and the Academy

As you consider asking for peer review of your work, it will be essential that you consider how your community-engaged work is making an impact. Impact represents the outcomes of faculty members' efforts to generate and apply knowledge, and foster and sustain change in communities and in the academy. Impact occurs through the relationships faculty members develop and sustain with communities and the applied products they develop together to generate and apply knowledge that affects long-term community health improvement.

Impact in the Community

Measures of impact in the community include changes in health policy, improved community health outcomes, improved community capacity and leadership, sustained community-based programs and increased funding to the community for health-related projects (Council of Linkages; Sandmann, 1999; Drisoll, 1999; Maurana, 2000). The Association of Schools of Public Health's "Demonstrating Excellence in Academic Public Health Practice." provides a set of useful examples of impact and ways to measure it (ASPH 1999).

Impact in the Academy

Measures of impact in the academy can include the extent a program or curriculum is institutionalized, generates external sources of support, or changes learner knowledge, skills and attitudes. Faculty who incorporate service learning into their teaching, for example, have the potential to contribute to a wide range of educational outcomes including changes in student attitudes, career choice, skills, and knowledge related to working with underserved populations. The toolkit's teaching portfolio section provides a more detailed overview of how you can demonstrate impact of educational programs.

For measuring the impact of service-learning, visit Community-Campus Partnerships for Health's Service-Learning Resources webpage, the Michigan Journal of Community Service Learning's issue on a Service-Learning Research Agenda and the National Service-Learning Clearinghouse's fact sheets on "Tools and Methods for Evaluating Service-Learning in Higher Education."

Unit 2: Creating a Strong Portfolio

Introduction

Key Elements of the Portfolio

How to Use this Unit to Create a Strong Portfolio

How to Develop Each Section of the Portfolio

Section 2.1: Career Statement

Section 2.2: Curriculum Vitae

Section 2.3: Teaching Portfolio

Section 2.4: Letters from External Reviewers

Section 2.5: Letters from Community Partners

Section 2.6: Table of Accomplishments

References & Resources

Introduction

"The task is to communicate to reviewers the complexity of community-based work-it is like getting a "lab" in place-it takes time." Associate Professor

"Describe and organize your evidence and cite literature that recognizes it as evidence. Be able to thoroughly explain how it meets your [department or school's criteria]. Document [your work] and then back it up with evidence." Associate Professor

Your faculty portfolio will include the documentation of your work over a fixed number of years that will be stated in your school's promotion and tenure guidelines. Depending on your discipline or profession, this may include documenting your research, teaching, public health practice, clinical care and service. Depending on your institution, you may also be documenting your excellence in administration.

The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her "case" by providing strong context and solid documentation for the committee to consider.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc. (pg14).

Documenting 'faculty work' in the health professions is by no means a "one size fits all" experience. Thus, the promotion and tenure process requires faculty to pay close attention to your institution's general faculty guidelines and those that are specific to missions for which they are to demonstrate excellence. For example, faculty in several Schools of Public Health might be expected to demonstrate excellence in research or teaching, and in public health practice. In the clinical professions, institutions may require that faculty demonstrate excellence in one or two areas, such as clinical care, and teaching or clinical care and research (i.e. clinical educator

faculty appointments). Increasingly, the promotion process also applies to non-tenure track faculty. Non-tenure track faculty in many institutions can be promoted from assistant to associate to full professor, with slightly different criteria than those of tenure track faculty at the same institution.

The take home message here is that in developing your faculty portfolio, it is important to take initiative in learning what the expectations are and what you need to include in your portfolio. In most cases, your department or school will appoint a sub-committee chair whose primary responsibility is to work with you to provide guidance and to give feedback as you develop and organize your materials. This individual, in many cases, can be invaluable to learning the system and gaining the support you'll need throughout the process.

Lastly, be prepared for the time and effort this process will require. In the toolkit unit on Planning for Promotion and Tenure, we provide a set of tools, tips & strategies that faculty who want to highlight community-engaged scholarship can take to prepare for promotion and tenure. These resources and careful planning will provide you with the needed groundwork to develop a strong portfolio. While this process will require time and a fair amount of emotional energy, we also encourage you to use this as a time to reflect on what you have accomplished with communities and to "celebrate it." Faculty in the Scholarship Project have noted:

"If you are doing something unique, let others know what you have done!"

"Don't be afraid to toot your horn."

"Realize the huge impact you are making and celebrate it."

Key Elements of the Portfolio

While there is a great deal of variability in faculty appointments in the health professions, there is a fairly uniform set of materials that faculty are expected to produce and organize for the promotion and tenure committee. The primary differences are in the areas of expertise that faculty are expected to emphasize and the specific criteria on which they will be assessed.

As noted by Diamond above, your committee will also be expected to collect some of these materials, such as the letters by external reviewers and the chair's letter. The materials reviewed by your committee usually include:

- Career Statement
- Curriculum Vitae
- Teaching Portfolio
- Letters by External Reviewers
- Chair and/or Dean's letter

For an example of what is expected in a portfolio at the University of Washington School of Public Health and Community Medicine, please see pg. 28 of the school's faculty handbook.

How to Use this Unit to Create a Strong Portfolio

This unit is designed to enable you to integrate your community-engaged scholarship into each section of your portfolio. Our goal is to strengthen your portfolio and to show you creative ways that you can integrate and highlight your community involvement in each section. When you click on the section below, it takes you to a page that describes the core components and expectations of that section, and then provides a detailed set of strategies and examples of how one can highlight community-engaged scholarship.

Career Statement

Curriculum Vitae

Teaching Portfolio

Letters from/by External Reviewers

Letters from/by Community Partners

Table of Accomplishments

Unit 2: Creating a Strong Portfolio

Section 2.1: Creating a Strong Career Statement

Introduction

Organizing Questions for Your Career Statement

Faculty Tips and Strategies

Portfolio Examples

References & Resources

Introduction

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

Associate Professor

Nearly every academic institution requires its faculty to write a career statement about his or her scholarly work when being considered for promotion and tenure. The name for a career statement can vary by institution, department and area(s) of emphasis (i.e., research statement, practice statement, personal statement, etc) Regardless of the title, the statement is a unique opportunity to communicate your professional vision for your community-engaged scholarship, to frame how your work has made an impact in communities, and to convey a cohesive focus to your work.

This section provides you with:

- Organizing questions and topics to include in your career statement
- Faculty tips from the Scholarship Project
- Examples of personal statements
- A recommended set of references & resources

Organizing Questions for Your Career Statement

Glassick (1997: 23) is widely cited for a set of criteria he developed to guide the assessment of a faculty member's scholarly activity. These criteria include:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Driscoll and Sandmann (1999), and then Maurana (2000) built on Glassick's work and developed a set of guiding questions that faculty can use to develop their career statements to highlight community-engaged scholarship. For the purpose of the toolkit, we have further adapted the questions to assist you in structuring your thinking about your work and to enable you to effectively communicate your commitment to communities through your scholarly activities.

At most institutions, faculty are expected to summarize their career focus and the theoretical framework(s) that guide their work and scholarship. It is very important for you to clearly state your overall academic focus and vision and to describe the theoretical foundation for your work. The toolkit's "Vision Section" and "Tips and Strategies for Developing a Strong Teaching Statement" provide additional guidance.

In addition, it is important to provide substantive examples of your community-engaged scholarship in the statement. The questions below provide a framework for highlighting one or two programs or projects and your specific involvement in them. At institutions that emphasize teaching, the teaching statement may be given a greater or sole focus by your P&T committee. If this is the case, we suggest applying these strategies for the career statement to your teaching statement.

Standards for Assessment of Community-Based Scholarship, adapted, Maurana et al (2000)

Note. We use the term 'partnership' in this box to reflect an ongoing and sustained relationship you might have with a community group or organization. The term program can also be changed to research or teaching.

Clear Goals

1. What are your goals? Are they clearly stated?
2. Did you and your community partner develop goals and objectives based upon community-identified needs and strengths?
3. Did both community and academia consider the needs to be significant and/or important?
4. What is your vision for the future of the partnership(s)?

Adequate Preparation

1. What attitudes, knowledge and skills have you used to conduct the assessment of community needs and assets, and to implement the program(s)?
2. How was the development of the program(s) based on the most recent work in the field?
3. How did you consider important economic, social, cultural and political factors that affect the issue(s) being addressed?
4. How did you recognize, respect and incorporate community expertise into the program(s)?

Appropriate Methods

1. Do you describe how the partners been actively involved in each component of the program (e.g., assessment, planning, implementation, evaluation)?
2. What methods did you use to assess the needs and strengths of the community and how were these based on the most recent work in the field?
3. Has the partnership's work followed a planned process that has been tested in multiple

environments and proven to be effective?

4. Have partnerships been developed according the most recent evidence on building partnerships?

Approach

1. Do you describe how the methods used are appropriately matched to the identified needs and strengths with attention to local circumstances and continuous feedback from the community?
2. Does the approach focus on sustainability?
3. What lessons did you learn about the program development and implementation?
4. Does the program reflect the culture of the community?
5. Does the work involve innovative and original approaches?

Significant Results

1. Did the program result in positive community outcomes, what were they, and how do you know?
2. Did the program result in positive institutional outcomes, what were they and how do you know?
3. Did the program result in positive learner outcomes, what were they and how do you know?
4. Did you develop new theories, models, frameworks or approaches that can be used by others?
5. Did the program generate new resources (e.g., grant funding) for the program, community or institution, and what were they?
6. Is the program being sustained?
7. Does the community believe the results are significant and how do you know?

Effective Presentation

1. How has the work (process and outcomes) of the partnership been disseminated in the community?
2. How has the work (process and outcomes) of the partnership been disseminated in academic circles?
3. How has the community contributed to developing and disseminating papers, presentations and other dissemination products from the work?
4. How have the results been disseminated in a wide variety of formats to the appropriate community and academic audiences?

Ongoing Reflective Critique

1. What evaluation has occurred?
2. How have you thought and reflected about the activity?
3. Would the community work with you again? Why?

4. Would you work with the community again? Why?
5. What lessons have you learned from your community-based work?
6. How have these lessons informed your future career plans?

Faculty Tips and Strategies

*"Every school is different, as is every university. Talk to the academic dean in your school and ask for guidance in how to put this together and what should get emphasis."
Full Professor*

Scholarship Project faculty emphasize the need to be thoughtful in framing one's community-engaged scholarship. Faculty emphasize that "it is important to help others frame how they see your work." One faculty emphasizes that one must "describe and organize your evidence and cite literature that recognizes it as evidence." Faculty also provide a set of strategies for developing a strong career statement:

- Follow any instructions provided since as noted above, each institution has a different culture and policies. Keep within the length advised.
- Get advice on how to write your statement from someone in your Department who was on the P&T committee.
- Ask to review career statements and portfolios of faculty who have recently been promoted or tenured.
- Work with a mentor who will review and comment on drafts of your statement.
- Provide detail and examples of the impact you have made in your field.

One Full Professor notes:

"I had asked a couple of faculty who had been promoted and whose work included academic practice, if they would share their promotion packages with me. I met with the full professors and showed them my CV for their suggestions on what I was thinking about for declaring as my 2-3 lines of work, evidence of impact from my work, and potential external reviewers. For each line of work, I needed to show continuity and progression through projects, publications (peer reviewed journals and technical reports), professional presentations (invited and keynotes). With regard to impact, I needed to show how products from my work have been adopted and disseminated nationally. With regard to teaching, I needed to show how I integrated my work into the courses I teach, the students I advise, and the continuing education I conducted. My chair spent time with me going through several drafts of my statement, mainly to tighten it before showing it to the full professors. I met with the full professors for a second time for advice on the presentation of my package. Two of them were either currently serving or had formerly served on the P&T Committee, and one had been promoted to full professor under excellence in practice. They were particularly important in helping me think through evidence of impact."

Faculty Examples

The following portfolio examples of faculty members' career statements are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

- Career Goals, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Research Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

Unit 2: Creating a Strong Portfolio

Section 2.2: Crafting the Curriculum Vitae to Highlight your Community Engagement

Introduction

Tips & Strategies for Developing a Strong Curriculum Vitae

Tips & Strategies for Highlighting Community-Engaged Scholarship in Your CV Portfolio Examples

References & Resources

Introduction

"Document, document, document. You always need to be thinking about how you'll have evidence." Full Professor

"Highlight grants for service. One has to draw attention to it. One must build the portfolio as one would as a body of [traditional] work." Associate Professor

The curriculum vitae or CV is a critical part of every faculty portfolio. The CV provides promotion and tenure committees with a detailed summary of a faculty member's training, and their teaching, research and service activity. When creating your CV, you want to consider how "well it introduces you and whether you accomplishments and qualifications shine forth" (Bickel, 2001). Most institutions or schools have a preferred order for the CV. If this is the case at your institution, it is important to "follow the rules" and guidelines. For an example from the University of Washington School of Public Health and Community Medicine (see appendix 12), visit http://sphcm.washington.edu/gateway/handbook/hb_append.pdf.

Tips & Strategies for Developing a Strong Curriculum Vita

In many respects, creating your CV is a fairly straightforward process of documenting of work over an extended period of time. There are, however, a number of tips & strategies to make your CV 'stand' out' as an exemplary model:

- **Create a CV that is organized and formatted.** Make sure all your publications include all the appropriate reference information and that they all use the same referencing style. Be careful not to include extraneous information just to increase length.
- **Keep your CV current and update it regularly.** As a faculty member, you are likely currently involved in more activities that you want to count, and thus, without frequent documenting of your work, it may get lost in the shuffle. Some faculty continually update their CV. Others use a file folder for keeping track of relevant CV information. Whatever system works for you, develop an effective method for keeping track of your scholarship and service work.
- **Keep CV examples that are well-done.** Review and save CVs of faculty whose careers you would want to emulate and are well done. This can shed light on important tips for what information to include and how to present it.

- **Develop a Table of Contents.** One faculty in the Scholarship Project used the guidelines from her school to develop her CV but then added a Table of Contents at the very beginning. This technique added a unique and nice organizing feature for her CV.

Table of Contents	Page
Education & Continuing Education Attended	1
Honors and Awards	5
Employment and Positions Held	5
Publications	7
Grant Activity	8
Research Activity	8
Scientific and Professional Presentations	10
Membership and Service in Scientific/Professional/Honorary Societies	12
Consultative and Advisory Positions Held	13
Community Activities	14
Invited Continuing Education Presentations	14
Continuing Education Workshops/Organized	17
Service on University/College Committees	19
Current Teaching/Curriculum Responsibilities	20
Teaching Service in Other Schools/Departments	21

- **Create an Executive Summary of Your CV.** Janet Bickel, a well-known Career Development and Executive Coach and Faculty Career and Diversity consultant encourages faculty to present an executive summary of one's CV. This may be an effective strategy, since many CVs near the time of promotion and/or tenure can exceed 15 or more pages in length. You might consider including this summary with the CV in your portfolio.

Tips & Strategies for Highlighting Community-Engaged Scholarship in Your CV

Faculty in the Scholarship Project have used the following strategies to highlight community engaged scholarship.

- Place a star on publications where one or more of your co-authors was a community partner. This highlights your commitment to recognizing community partners for their scholarly contributions.

- Place a star on publications where one of your students was a first author. This highlights your commitment to mentoring your students, and your willingness to support their development.
- Under the 'Current Teaching Responsibilities section,' create a subheading called Community-Based Education or Service Learning Courses. Refer to these courses and their students and community impact in your teaching statement
- Cite training manuals for community and innovative educational materials under publications. Highlight these products in your personal statement, especially if you are able to indicate how they were peer reviewed and what potential impact they are having on learners, community members or policy makers. Cite educational and public health evaluation reports.
- Create a separate section under 'Grant Activity' called, "Grants for Service or Community Engagement"
- Create a subsection within the most relevant CV heading that enables you to highlight leadership roles that highlight your community engagement. Faculty who are 'engaged' with communities tend to hold a number of leadership positions, and would benefit from highlighting these service and practice in service.
- Highlight your service work in three areas: (1) University Service, (2) Professional Service and (3) Community Service. This method of categorizing your service can show your committee the breadth of your commitment to service both within the university and beyond.

Unit 2: Creating a Strong Portfolio

Section 2.3: The Teaching Portfolio: Documenting Community-Engaged Teaching

Introduction

The Educator's or Teaching Portfolio

Documenting Community-Engaged Teaching

Tips & Strategies for Documenting Community-Engaged Teaching

Portfolio Examples

References & Resources

Introduction

"The only way I see changing the old guard is by educating them. And how do we educate them? We have to educate them by putting together good portfolios." Associate Professor

"Cross reference your research and teaching-show where they are integrated." Associate Professor

Increasingly, health professions institutions are requiring faculty to include an educator's or teaching portfolio with their overall faculty promotion and tenure portfolio. When reviewing your institution's promotion and tenure guidelines, there will likely be an extensive section that lists what is expected for documenting excellence in teaching. This development in the promotion and tenure guidelines followed, in large measure, Boyer's landmark book, *Scholarship Reconsidered*. The book cited the important need for universities to broaden the definition of scholarship to include the scholarship of teaching.

The section below on the Educator's or Teaching Portfolio provides an overview of the extensive work that has already been done to show how the scholarship of teaching can be documented. We encourage you to obtain and use these resources and references in developing your teaching portfolio. Even if your institution does not require a teaching portfolio, this section may provide you with useful information for organizing your teaching materials.

The section below on Tips & Strategies for Documenting Community-Engaged Teaching provides resources, tips and strategies from the Scholarship Project faculty which highlights how community-engaged teaching can be integrated into the scholarship of teaching framework.

Depending on your discipline and your institution, you might use the term service-learning, community-based education, practice-based teaching, experiential or active learning, internships, practicum, etc. We use the term "community-engaged teaching" simply to parallel the term community-engaged scholarship. We recommend using the terminology that will be most familiar to your promotion & tenure committee.

The Educator's or Teaching Portfolio

Your institution's promotion and tenure guidelines will provide you with the areas that the committee will be reviewing for teaching excellence. In addition to these guidelines, many institutions are also providing faculty with a descriptive list for what to include in one's teaching portfolio. An educator's or teaching portfolio is “a system of documentation developed to present faculty’s expertise as educators and scholars.”

Below, we present the core elements of the educator's or teaching portfolio, and then focus specifically on how to integrate community-engaged teaching and educational scholarship into this section of your documentation. As always, it is important to follow the promotion and tenure guidelines your institution has developed for teaching portfolios and then the more specific guidelines for what to include in the portfolio itself.

Medical College of Wisconsin: 10 Categories of the Educator's Portfolio

There are now many useful resources of the core components of the teaching portfolio. At the Medical College of Wisconsin, Simpson and her colleagues have developed 10 categories for one's teaching and educational scholarship. These categories are listed below:

The educator's portfolio is a system of documentation developed to present faculty's expertise as educators and scholars. Within 10 categories, the faculty member provides CV-type listings of education activities and examples of work. This listing serves as a promotion document and is a tool for career reflection.

1. Philosophy of Education: Personal theory of learning and teaching
2. Curriculum Development: Design, development and evaluation of curricula/programs
3. Teaching Skills: Documentation of teaching by target audience, year and topic
4. Learner Assessment: Construction and implementation of examinations/methods of assessment
5. Adviser: Lists of formal and informal advisees
6. Educational Administration: Leadership and management in education
7. Educational Scholarship: Leadership and management in education
8. Continuing Education: Evidence of growing knowledge and skills as an educator
9. Honors and Awards: Recognition by peers and students
10. Long Term Goals: Reflection on portfolio and future plans

Citation: Department of Family and Community Medicine (DF&CM) by Simpson et al at the Medical College of Wisconsin.

Eastern Carolina University School of Medicine: Teaching Portfolio Site

Eastern Carolina University School of Medicine has also developed a useful and detailed teaching portfolio site. The elements that are presented in this document are slightly different than those used by the Medical College of Wisconsin.

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

For more references & resources on the educator's or teaching portfolio, visit <http://depts.washington.edu/ccph/toolkit-resources.html>.

Documenting Community-Engaged Teaching

Each institution varies with how they have written guidelines for what demonstrates excellence in teaching. Although most guidelines for teaching do not specifically cite ways to document community-engaged teaching, there are examples of those that do. These include:

University of Arkansas School of Public Health
Portland State University
California State University Long Beach
University of Washington School of Public Health and Community Medicine
San Jose State University

The University of Utah has developed a set of guidelines for teaching excellence in service-learning, below:

Teaching Excellence in P&T Guidelines That Reflect Excellence in Service-Learning

- The service-learning contributions relate to the faculty member's area of scholarship.
- The faculty member's service-learning contributions are responsive to a recognized need of individuals, organizations or other entities on campus and/or in the community and have significant and lasting impact.
- Service-learning interactions are carried out in partnership with the community being served.
- The faculty member demonstrates that his/her students have provided a needed service to members of the community at large, rather than an exclusionary group.
- The service-learning methodology used provides a way for students to process and synthesize the impact of service-learning experiences on their understanding of the subject matter of the class.
- The faculty member demonstrates that he/she has broadened students understanding of civic involvement, even though students may also focus on career preparation.
- The faculty member acts as role model for students and other faculty, especially in developing the student's understanding of the importance of community involvement.

Prepared by the Lowell Bennion Community Service Center at the University of Utah in conjunction with Faculty Friends, 1993-1996 (adapted).

Within the framework of the educator's or teaching portfolio, there are a number of important ways that you can integrate and highlight community-engaged teaching. The Teaching Statement or Philosophy of Education is the foundation for your teaching portfolio. This 2-3 page statement provides you with an opportunity provide your promotion & tenure committee with a framework for what draws you to teaching through an “explicit statement of your goals” and an “integration of your personal background experiences, training and readings and reflection.”

East Carolina University School of Medicine uses the following framework for the teaching statement:

- State explicitly the educational goals of your career
- Integrate personal background experiences, training, reading and reflection

It may include:

- Learning theory
- Goals of instruction
- Roles and responsibilities of the learner
- Role of the teacher
- Description of the variables which promote learning

Within the teaching statement, you can highlight community-engaged teaching.

Tips & Strategies for Documenting Community-Engaged Teaching

Tips & Strategies for Documenting Community-Engaged Teaching in a Teaching Statement

- **Integrate literature on the philosophy and outcomes of community-engaged teaching.** A helpful summary of the literature on service-learning is provided at <http://www.compact.org/resource/aag.pdf>.
- **Integrate how your involvement in community engaged teaching relates to your disciplinary content area and/or your research.** You may also want to refer to how your work is integrated in your career statement
- **Highlight any leadership roles you have that relate to community-engaged teaching.** See the toolkit's CV section for suggestions on highlighting these roles.
- **Highlight grants that your have received (both institutional and external funding) to develop courses involving a community components.** See the toolkit's CV section for suggestions on where to highlight these grants.
- **Highlight teaching awards.** Highlight nominations for teaching awards. The nomination is an award in and of itself.
- **Describe a new or revised class that involves the community as a teaching innovation.**
- **Cite publications and presentations on innovative community-based education from courses.**
- **Describe presentations on community-engaged teaching.**
- **Include excerpts from student reflection journals (with student permission) that detail what students have learned.**
- **Include excerpts of letters from community partners describing how the service-learning projects have impacted the community.**

Tips & Strategies for Documenting Community-Engaged Teaching in Your Overall Portfolio

After developing the teaching statement as the philosophical foundation for your teaching portfolio, you can document your teaching activity and scholarship in other sections of your portfolio. As with each section of the portfolio, the more organized you are in its presentation, the better. Experienced promotion & tenure committee members and academic leaders have indicated that a well-organized portfolio plays an important role in its outcome. Many of the documents will be routine ones that the university has been collecting and organizing, such as standard end-of-course learner evaluations. In other areas, you may have some latitude in highlighting community-engaged teaching. Here are some tips you may want to consider:

- **Create a summary page in your course syllabi materials that ties how and why you developed your courses back to your teaching statement.**
- **Solicit evaluations and letters of support from former students.** Ask them to send letters directly to your department chair or other appropriate person.
- **Involve peers to evaluate your teaching and ask them to assess the components that involve student partnerships with communities.**
- **Solicit letters from community partners who have been involved in your courses.**
- **Bold or point to student end-of course summaries that highlight excellence in your teaching.**

Faculty Examples

The following portfolio examples of faculty members' teaching statements are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

- Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill
- Teaching Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

Unit 2: Creating a Strong Portfolio

Section 2.4: Letters From External Reviewers

Introduction

Tips & Strategies for Creating a List of External Reviewers

Promotion & Tenure Review Letter Request: An Example

Set of Questions to Guide External Reviewers

Portfolio Examples

Introduction

"I chose a mix of academics and leaders in practice-oriented institutions with whom I had served on panels, co-served as consultant on someone else's projects, invited to speak at one of my own events, was member of same task force, or had cited my work in their publications."

In developing your portfolio for promotion & tenure, many of you will be asked by your department chair or others to submit a list of individuals who could serve as external reviewers. These individuals will provide external peer review of your scholarly activity and will provide your chair with letters of recommendation for your promotion and/or tenure. As with all promotion and tenure processes, there is a great level of variability in how much involvement you can have in creating this list. Some institutions do not even require external peer review letters of your portfolio for promotion and/or tenure.

In this section, we have provided tools, tips & strategies for you to use to better understand this part of the P&T process and to create a list of potential peer reviewers who are prepared to write you strong letters of support.

Tips & Strategies for Creating a List of External Reviewers

In developing your portfolio for promotion & tenure, many of you will be asked by your department chair or others to submit a list of individuals who could serve as external reviewers. It is important to be strategic in developing a list of peers to review your portfolio. Here are some suggested tips and strategies. **Select peers who...**

- **Are from academic and practice organizations and are familiar with your field(s) of scholarship.**
 - Work with your subcommittee chair and/or other appropriate individuals at your institution to determine the best and appropriate mix of academic peers and those from outside of the academy.
 - If you are able to select local community partners as part of this list, we suggest that you review the toolkit section on "Letters from Community Partners."
- **You have met, and established some relationship with, and they are familiar with your area of scholarship**
- **Understand the definition and value of community-engaged scholarship**

- **Will write about your national excellence in your field(s) of community scholarship**
- **Will write about the impact your work has had on the academic and practice communities, with specific examples**
- **Will write about your integrity, commitment and passion for working with communities in long-term relationships with specific examples**

Faculty in the Scholarship Project reiterate many of the above points with examples from their experiences:

"[I sought] people that I believed would say unequivocally that I am Nationally recognized- have achieved excellence in my field- who will go over and beyond a "good" letter- to make it an excellent letter. I want the letters to speak to different aspects of my skills-and I would say such to those that I ask for a letter- help them "frame" what I expect them to write if they feel they can...I want them to include specific examples."

Associate Professor

"They have to be individuals more senior than you, i.e., full professors, chairs, deans, heads of units at Washington, DC, World Health Organization, Health Resources and Services Administration and the Agency for Health Care Quality etc. and cannot be co-authors or co-investigators on any of your work.

I chose a mix of academics and leaders in practice-oriented institutions with whom I had served on panels, co-served as consultant on someone else's projects, invited to speak at one of my own events, was member of same task force, or had cited my work in their publications. It was important that they understand and value academic practice, and was somewhat familiar with my work. I did not want to include anyone that I had never met personally. The criteria for demonstrating excellence in practice is not general knowledge out there so, at least, if they had met me in some capacity, I felt more assured that they would understand the chair's letter indicating what the criteria are. Typically, faculty wanting to demonstrate excellence in research only name academics as possible external reviewers."

Full Professor

"We are not expected to get external recommendation letters; however, this may change soon. Internally I have sought letters of recommendation from people for specific areas. For example, service-learning falls under the Vice President. I asked him for a letter of recommendation that would specifically speak to my "service" in meeting the Mission of the University. An undergraduate English professor that I work closely with on promoting service learning through out the whole University is going to address these activities as and example of Boyer's Scholarship of Integration for the letter she will write for me.

As for external letters, I would probably send those I asked for a letter of recommendation an explanation of Boyer's model of scholarship and request that their letter specifically address the areas of scholarship that are applicable."

Associate Professor

Promotion & Tenure Review Letter Request: An Example

When soliciting external review letters, many health professional schools ask reviewers to address a set of items or questions regarding the faculty member's portfolio. Not all reviewer letter requests, however, include this much guiding information for reviewers including materials beyond the faculty's curriculum vitae or what specific information is desired from the external reviewers. As a faculty member, you may, or may not, have the opportunity to know who your reviewers are. Thus, we have provided an example letter as a way to shed light on the type of items reviewers may be asked to assess.

Instructions to Provide to Those You Suggest as External Reviewers

If you are able to communicate with your external reviewers before or during the review process, you may want to provide them with guidance to help them focus on your community-engaged scholarship. We have provided a set of questions that may better equip your reviewers to develop a strong letter focused on your community-engaged scholarship. You might want to emphasize what areas you would like the reviewer to highlight since you may know best what your committee will be looking for.

1) What contributions has this faculty member brought to the communities s/he worked with?

As a reviewer, you might want to highlight how this individual:

- Secured grant funding for the community-based organization or project
- Developed training manuals, brochures and other educational materials
- Led seminars related to their area of expertise
- Developed and implemented an innovative intervention
- Involved students who addressed unmet needs in the organization
- Improved the quality and management of the organization
- Provided direct services to clients
- Published journal articles or newspaper articles about the project, etc.

2) Briefly describe the faculty member's ability to identify and meet needs that were relevant to the community and/or the organization's mission and goals. Please also describe their ability to collaborate throughout the process of developing and implementing the project.

3) Please identify the impact they have made on their field of scholarship. In other words, how would you describe the tangible benefits of their work? Note whether this project included an evaluation where impact is being measured and if documentation is available.

4) If applicable, please note whether the project or work has been replicated in other communities.

Unit 2: Creating a Strong Portfolio

Section 2.5: Letters From Community Partners

Introduction

Tips & Strategies for Selecting Community Partners

Tips & Strategies for Preparing Your Community Partners to Write Letters of Support

Portfolio Examples

References & Resources

Introduction

"Work with community partners to help make your case. Gives specifics to community partners and educate them about the review process."

Leaders of community-based organizations and other agencies with whom you have collaborated can play an important role in conveying the substance and impact of your work to promotion & tenure committees. Most institutions, however, do not require letters from community partners as they do from external academic peer reviewers. We recommend that you work with your department chair or promotion and tenure committee to determine whether the inclusion of community letters will strengthen your portfolio and be seriously considered.

If you are able to solicit these letters, you will want to ask your community partners to emphasize your ability to sustain the collaboration and your ability to make a significant impact in the community. These letters can speak to your personal integrity, ethical behaviors and ability to sustain relationships outside of the university walls, in a way that no other aspect of your portfolio can do! You may also find it important and necessary to educate your community partners about the promotion and tenure process so that they understand the context and importance of this letter.

Many faculty place these letters in the teaching and service sections of their portfolios, but this doesn't have to be the case. If your work in communities is integrated across research, teaching and service, place these letters in the portfolio section that will work best for you and best reflect the nature of the scholarship you are seeking to highlight. One point to consider, as noted in the faculty response below: be thoughtful about the number of community letters you include. You know the norms of your institution better than anyone. Including too many letters could detract from your portfolio.

Tips & Strategies for Selecting Community Partners to Write Your Letters

In most cases, selecting community partners to write letters of support for you will be straightforward. **We recommend selecting partners:**

- With whom you have the strongest relationship
- With whom your work has had the greatest impact
- Who are familiar with the requirements of promotion and tenure at your institution

Tips & Strategies for Preparing Your Community Partners to Write Letters of Support

If you are able to involve a community partner in your review process, here is a template of questions that can serve as a guide for the letter they write. You might want to provide your partner with the documents you are putting together for your portfolio and give them time to review them and ask questions about the process. For example, you may want to share with them a draft of your career statement and give them a copy of the promotion and tenure guidelines and highlight certain relevant sections for them to review.

1) Briefly describe the projects I have been involved with in your organization and how long we have worked together and if it would be beneficial to your organization to continue working with me.

2) What contributions have I brought to the community? My contributions could include but are not limited to:

- Securing grant funding to the organization
- Developing training manuals, brochures, other educational materials
- Leading educational seminars related to my area of expertise
- Developing and implementing an innovative intervention
- Involving students who addressed unmet needs in the organization
- Improving the quality and management of the organization
- Providing direct services to clients
- Publishing journal articles or newspaper articles about the project, etc.

3) Briefly describe my ability to identify assets and meet needs that were relevant for your community or organization's mission and goals. Please describe how I collaborated throughout the process of developing and implementing the project or activity.

4) What impact has our work had on your community or agency? In other words, how would you describe the tangible benefits of our work together?

- Please note whether this project included an evaluation where impact was measured and if documentation is available and mention specific reports or other documents produced in the letter.

5) If applicable, please note whether our work together has been replicated in other communities. Have other communities requested information about how to replicate this project?

Faculty in the Scholarship Project offer these additional comments:

"[It is] even more important to be specific and demonstrate how this relationship/contribution has provided value since it is not intuitively obvious to those reviewing the contributions."

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

"Letters of support are different from external reviewer letters. I always let my community partners and former advisees know that I am coming up for promotion review. I have had to explain the process to them as well. If they want to send an unsolicited letter of support to the chair, then great. I do know that chairs don't want to include too many unsolicited letters because it could look like overcompensating for some weakness."

"For the community partner, I might format topic areas for them to address in the letter. These topic areas/questions should model the language that the review committee is looking for. Usually people will use the language of the request information in their answer."

Unit 2: Creating a Strong Portfolio

Section 2.6: Table of Accomplishments: A Concise Way to Provide Evidence of Your Community-Engaged Work

Two faculty in the Scholarship Project used an innovative technique to document their accomplishments. They created a table that listed the institution's guidelines on the left hand column and then on the right hand column provided evidence that they had accomplished each of these criteria. One faculty indicated whether her work on each criteria in the guideline was 'high', 'medium', or 'low.' Please visit <http://depts.washington.edu/ccph/toolkit-portexamples.html> to review these examples.

Both faculty indicated that this technique enabled them to have productive conversations with their mentors or subcommittee chairs as they were preparing their portfolio materials, and saved these senior faculty time in making an overall assessment of their ability to gain promotion and/or tenure.

This concise method of documenting your work will enable you to clearly lay out your community-engaged work and scholarship across the academic missions. It supports work by Glassick of showing 'significant results' (Glassick et al. 1997: 23). You can use this form of documentation as a way to frame your career statement and teaching statements.

We encourage you to consider using this strategy in developing your portfolio and using it to show evidence of your community-engaged work and scholarship.

Appendix A: Portfolio Examples

The following portfolio examples of faculty members' teaching statements are available on the toolkit website at <http://depts.washington.edu/ccph/toolkit-portexamples.html>.

Developing and Sustaining Your Vision

Philosophy Statement, Elizabeth C. King, PhD, Dean, College of Allied Health Sciences, University of Cincinnati

Career Goals, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Career Statement

Career Goals, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Research Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

Teaching Portfolio

Reflective Statement, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Teaching Statement, Jesus Ramirez-Valles, PhD, MPH, Associate Professor, Community Health Sciences, School of Public Health, University of Illinois-Chicago

Table of Accomplishments

Table of Accomplishments, Janice Dodds, EdD, RD, Professor, Department of Nutrition, Department of Maternal and Child Health, School of Public Health, University of North Carolina at Chapel Hill

Table of Accomplishments, Suzanne Landis, MD, MPH, Professor, Mountain Area Health Education Center, Department of Family Medicine, University of North Carolina at Chapel Hill

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Appendix B: References & Resources

Citations & Recommended Resources

Toolkit Introduction

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Educator's or Teaching Portfolio

East Carolina University School of Medicine,
<http://deptmed.med.som.jhmi.edu/faculty/body11.html>

Medical College of Georgia, <http://www.mcg.edu/som/educatorportfolio.htm>

Faculty Development Resources, Society of Teachers of Family Medicine

Rothman AI, Poldre P, & Cohen R. (1989). Evaluating clinical teachers for promotion. *Academic Medicine*. 64(12): 774-776.

Simpson DE, Beecher AC Lindemann JC, & Morzinski JA (1998). The Educator's Portfolio. 4th ed., Milwaukee, WI: Medical College of Wisconsin. This resource, available in both wire-bound and electronic versions, illustrates how educators can document their accomplishments. Explanations are provided for nine areas (e.g., curriculum development and instructional design, teaching skills). Examples from actual portfolios are included.

Diamond, R.M. (1995). *Preparing for Promotion and Tenure Review: A Faculty Guide*. Anker Publishing Company, Inc.

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Service-Learning/Community-Based Education in the Teaching Portfolio

The Association of Schools of Public Health (ASPH) Council of Public Health Practice Coordinators has recently released "Demonstrating Excellence in Practice-Based Teaching for

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Public Health". The report builds on the framework provided in the previously published "Demonstrating Excellence in Public Health Practice" and provides a description and explanation of terms, guiding principles, and suggestions on methodologies for implementation. The report also provides a framework for evaluating the scholarship and rigor of practice-based teaching for the purposes of faculty promotion and tenure.

The resources below focus primarily on the review, tenure and promotion process in four-year colleges and universities, although many links include general information that is also applicable to two-year colleges. Those interested in resources specifically for community colleges should check with the Community College National Center for Community Engagement or the American Association of Community Colleges.

National Service-Learning Clearinghouse Fact Sheet on "Opportunities for Service-Learning Research and Scholarship in Higher Education"

Service-Learning and Tenure: <http://csf.colorado.edu/forums/service-learning/96/apr96/0034.html>

Service Learning and the Retention, Tenure, and Promotion (RTP) Process, Center for Service Learning at San Jose State University: http://csl.cob.sjsu.edu/fac-topics_rtp.html

Service Learning and RTP Guide, California State University, Long Beach Community Service Learning Center

Resources on Writing a Strong Teaching Statement

Ohio State University guidelines

A posting to the Professional and Organizational Development Network by an Ohio State University faculty member

Letters from Community Partners

Driscoll, A. & Lynton E. A. (1999). Making outreach visible: A guide to documenting professional service and outreach. Washington, DC: American Association for Higher Education.

Diamond, R.M. (1995). Preparing for Promotion and Tenure Review: A Faculty Guide. Anker Publishing Company, Inc.

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Glossary of Relevant Terms

Academic Public Health Practice is defined as "the applied interdisciplinary pursuit of scholarship in the field of public health. The application of academic public health is accomplished through practice based research, practice-based teaching and practice-based service."

Citation: Council of Practice Coordinators (1999). Demonstrating Excellence in Academic Public Health Practice. Washington, D.C.: Association of Schools of Public Health (pg. 9)

Community-Based Participatory Research: "Community-based participatory research (CBPR) in health is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities"

Citation: W.K. Kellogg Foundation, Community Health Scholars Program

Community-Based Clinical Practice: Clinical work by its very mission is focused on contributing to the overall health of the community at the level of the individual patient. Many clinical departments in academic health centers and health professional schools also provide care to indigent patients and frequently provide charity care. How does community-based clinical practice differ from that provided in academic or private practice settings? Community-based clinical practice seeks to improve the health of the local community and takes into account the community context of patients. Examples might include physician involvement in community-based health prevention and promotion projects.

Citation: Steiner, B., Calleson, D. Curtis, P. Goldstein, A. George, G. How Can Medical Faculty in AHCs Engage with Communities?: A Case Study. Unpublished manuscript.

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

Citation: Commission on Community-Engaged Scholarship in the Health Professions. Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.

Community Engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. These resources include, for example, the knowledge and expertise of students, faculty, and staff; the institution's

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

political position; campus buildings; and land. The methods for community engagement of academic institutions include community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, and economic development.

Citation: Commission on Community-Engaged Scholarship in the Health Professions. Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.

Community Engagement and/or Outreach when used in specific reference to scholarship describes scholarly work that is done with, and for, members of a group outside of higher education. It may be contrasted with scholarly work that is performed solely for the university, department, disciplines, or professional associations. This is virtually identical to the notion of "outreach" as defined by Michigan State University: "a form of scholarship that cuts across teaching, research and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions."

Note: The term outreach is used frequently by land grant universities.

Citation: University Outreach at Michigan State University: Extending Knowledge to Serve Society. Michigan State University, October 1993; Campus Compact

Community-Oriented Primary Care has five essential elements including (1) the clinical practice of primary medical care, (2) a diagnosis by the practice of the health problems of its community, using epidemiologic methods (along with simple observation and intuition), (3) a means of soliciting and using the concerns, opinions, and observations of members of the community being cared for, (4) the implementation of such programs of care, information, and other community health actions as are suggested by the intelligence the practice has gathered (these programs and actions may be undertaken by the practice itself or by some other community agency or institution in response to the expressed concern of the practice), and (5) a continuing surveillance of the community's health and an evaluation of the practice's programs, again using an epidemiologic approach, applying the results, as in a feedback loop, to make further changes.

Citation: Madison, D. JAMA, March 11, 1983, Vol. 249.

Community Service refers to action taken to meet the needs of others and better the community as a whole. Benjamin Barber writes that community service is an essential component of democratic citizenship. "Service to the neighborhood and to the nation are not the gifts of altruists but a duty of free men and women whose freedom is itself wholly dependent on the assumption of political responsibilities."

Citations: Barber, Benjamin R. Aristocracy of Everyone. New York: Oxford University Press, 1992, p. 246; Campus Compact.

Community Service refers to "Services which are identified by an institution of higher education, through formal or informal consultation with local nonprofit, governmental, and community-based organizations, as designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs, including:

- Such fields as health care, child care, literacy training, education (including tutorial services), welfare, social services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, rural development, and community improvement;
- Work in service opportunities or youth corps as defined in the National and Community Service Act of 1990;
- Support services to students with disabilities; and
- Activities in which a student serves as a mentor for such purposes as tutoring, supporting educational and recreational activities; and counseling, including career counseling."

Citation: Higher Education Act of 1965, as amended by the Higher Education Amendments of 1992, and the Higher Education Technical Amendments of 1993.

External Review: After faculty have developed their dossier or portfolio, many departments and schools send out all or parts of the dossier to academic or peers in practice. These individuals then are asked to review the faculty member's documents as part of an external review process.

Professional Service: In its broadest sense, professional service has been defined as "work based on [a] faculty member's professional expertise that contributes to the mission of the institution." Nancy L. Thomas further clarifies the idea by distinguishing five ways in which service is commonly understood in colleges and universities: service to the department or institution; service to students; service to a profession; service to a local community organization; public service. It is the last of these five that most closely approximates professional service as a form of community engagement.

Ernest Lynton points out that this aspect of professional service been expanded upon by several institutions, arriving at three general criteria for professional service: 1) It contributes to the public welfare or the common good. 2) It calls upon faculty members' academic and/or professional expertise. 3) It directly addresses or responds to real-world problems, issues, interests, or concerns.

Professional service can include training, technical assistance, consultation and providing continuing education. In the health professions, these terms might also be considered public health practice. To the extent that this is conducted on a voluntary basis, it can be considered community service

Citations: Thomas, Nancy L. The Institution as Citizen: How Colleges and Universities Can Enhance their Civic Roles. New England Resource Center for Higher Education. Unpublished; Lynton, Ernest. Making the Case for Professional Service. American Association for Higher Education, 1995; Campus Compact.

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

Scholarship: "Scholarship is demonstrated when knowledge is advanced or transformed by application of one's intellect in an informed, disciplined, and creative manner. The resulting products must be assessed for quality by peer review and made public" (pg. 888).

Citations: Fincher et al. Scholarship in Teaching: An Imperative for the 21st Century. Acad. Med. 75;9: 887-894. Fincher cites Hansen PA, Roberts KB. Putting Teaching Back at the Center. Teach Learn Med. 1992; 4:136-9.

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

Citation: Commission on Community-Engaged Scholarship in the Health Professions. Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, 2005.

Scholarship of Teaching: "Teaching becomes scholarship when "it demonstrates current knowledge of the field and current findings about teaching invites peer review, and involves exploration of student's learning. Essential features of teaching as scholarship include the teaching being public, being open to evaluation, and being presented in a form that other's can build upon." (p. 888)

Citations: Fincher et al. Scholarship in Teaching: An Imperative for the 21st Century. Acad. Med. 75;9: 887-894. Fincher cites Hutchings P, Schulman LS. The scholarship of teaching new elaborations and developments. Change. 1999; Sept/Oct: 11-15.

Scholarship of Engagement means "connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and our cities..."

Citation: Boyer, 1996, p. 14.

Service-Learning: "Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens. Service-learning has the following characteristics:

- Strives to achieve a balance between service and learning objective - in service-learning, partners must negotiate the differences in their needs and expectations.
- Places an emphasis on addressing community concerns and broad determinants of health
- Integrally involves community partners
- Involves a principle-centered partnership between communities and health professions schools.
- Emphasizes reciprocal learning by intentionally blurring traditional definitions of "faculty," "teacher" and "learner"

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005. <http://www.communityengagedscholarship.info>.

- Emphasizes reflective practice
- Facilitates the connection between practice and theory and fosters critical thinking
- Places an emphasis on developing citizenship skills and achieving social change

Citation: Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. Academic Medicine, 73(3):273-277

Teaching Portfolio: "A teaching portfolio is a factual description of a professor's teaching accomplishments." The portfolio includes

- a statement of teaching responsibilities including both courses and individual instruction,
- a description of how the course is taught,
- a reflective statement by the faculty member describing their personal teaching philosophy, strategies and objectives and future goals,
- representative course syllabi, and
- learner and peer evaluations of teaching.

Some institutions also use the term 'educator's portfolio.'

Citation: University of North Carolina at Chapel Hill, School of Public Health Promotion and Tenure manual.

University Service: Finsen (2002) identifies three areas of institutionalized citizenship (that is, internal campus service):

Academic oversight: Faculty service that supports the academic mission of the campus and is tied to faculty expertise. Without faculty contributions in these areas, the academic mission of the campus would suffer. Examples are program review or accreditation, general education, academic advising, faculty evaluation, and academic appeals.

Institutional governance: Faculty support institutional governance roles through decision-making responsibilities that support the campus at the institutional level. Examples are budget oversight, strategic planning, campus assessment, administrative hiring, and mission and goal oversight.

Institutional support: Service in this area supports the overall building and maintenance of campus life and is not tied to faculty disciplinary expertise. Examples are student recruitment, alumni relations, and the cultural arts.

Ward, K. Faculty Service Roles and the Scholarship of Engagement. ASHE-ERIC Higher Education Report: Volume 29, Number 5, pg. 55.