

Unit 1: Planning for Promotion and Tenure

Section 1.1: Developing Your Vision For Community-Engaged Scholarship

Introduction

What is Vision?

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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

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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."

Appendix B: References & Resources

Citations & Recommended Resources

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