

## Creating a Community-Engaged Scholarship (CES) Faculty Development Program

### Phase One: Program and Skill Mapping

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Faculty development is a necessary piece of infrastructure for the institutionalization of public engagement at the University of Minnesota. The Office for Public Engagement is facilitating a collaborative process to map available faculty development resources, and begin to identify gaps in our faculty development system.

During fall 2010, we held a series of individual and small group conversations with faculty, community partners, and public engagement centers to ask the following questions:

- What faculty development programs are you offering?
- What capacities and perspectives should faculty develop?

An overview of the findings from this series of conversations is presented below.

#### Past and Current Programs

In mapping faculty development that is currently available, an overarching theme emerged. There is a history of programs starting up, often with grant support, and then shutting down a short time later, due to lack of sustained funding and over-taxed human resources.

When looking at current programs, two trends emerge. First, there has been an increase in place-based or problem-based programs, in which faculty and community members meet for dialogue and capacity-building related to a certain geographical or issue area. Second, there is a developing infrastructure for CES faculty development within the health sciences.

A listing of programs and their sponsoring units appears in Table 1. **We invite readers of this report to contribute their knowledge of additional programs and resources.** For a listing of current offerings, see [http://www.engagement.umn.edu/university/resources/prof\\_development.html](http://www.engagement.umn.edu/university/resources/prof_development.html) .

In addition to formal faculty development programs, a number of individuals and units provide more informal, one-on-one consulting and support for faculty, including the Community Service Learning Center, Center for Urban and Regional Affairs, CHANCE/Center for Integrative Leadership, Community-Campus Health Liaison, Urban Research and Outreach/Engagement Center, Hennepin University Partnership, Center for Teaching and Learning, and Program in Health Disparities Research. Some colleges and departments also have formal or informal resource people to support faculty in their community-engaged scholarship.

Table 1. Past, Current, and Planned CES Faculty Development Programs

<b>Program</b>	<b>Sponsoring Unit</b>
<b>Past Programs</b>	
Service-Learning Fellows Program (early 2000s)	Community Service Learning Center
Service Learning Mid-Semester Gatherings (early 2000s)	Community Service Learning Center
Ethics and Community Based Research (2008?)	Health Disparities Working Group (SPH)
Red Lake Immersion (2008)	Extension
Foundations of Participatory Action Research (2009)	University-Northside Partnership
Cedar-Riverside Place-Based Learning (2009)	CHANCE and Community Service Learning Center
Faculty for the Engaged Campus (2008-2010)	Children Youth and Family Consortium
Partners in Research (2008-2010)	Medical School
Introduction to Health Disparities and Community-Based Research (2009-2010)	Program in Health Disparities Research
Community Engaged Scholarship Cohort Program (2010)	Extension
<b>Ongoing/Recurrent Programs</b>	
New Faculty Orientation	Faculty and Academic Affairs
Distinguished Visiting Scholars Program	Center for Health Equity
Community-Based Participatory Research	School of Social Work
CTSI Awardee Technical Assistance Workshop	Clinical Translational Sciences Institute
Service Learning Orientation	Community Service-Learning Center
Southeast Food Shed Planning Initiative	Regional Sustainable Development Partnership
Sustainable Development Resource Team	Regional Sustainable Development Partnership
People Protecting Manoomin: Manoomin Protecting People	College of Food, Agriculture, and Natural Resource Sciences and White Earth Nation
Cultural Knowledge Systems and Cross-Cultural Interfacing	Cultural Wellness Center
Engaged Departments Program	Office of Public Engagement
Community Partner Network	Program in Health Disparities Research
<b>Planned Programs</b>	
Orientation to the Northside	Urban Research Outreach/Engagement Center
Developing a Community-Engaged Course	Center for Teaching and Learning, Community Service Learning Center

Skills and Capacities

Development opportunities should be provided both to faculty who are engaged in CES, and those who interface with community-engaged scholars. In particular, development resources are needed for members of promotion and tenure (P & T) committees, and others who review faculty dossiers, as well as for graduate faculty who advise students who wish to pursue CES.

For community-engaged scholars, we need sustained faculty development programs, appropriate for a range of seniority levels and levels of CES experience. We need both programs that spark interest in faculty who have not engaged in CES, and programs that support and build capacity in faculty who are already engaged in community-campus partnership work.

Skills and capacities for faculty appear to fall into a number of domains. Five domains describe skills and capacities needed for any form of CES: Engagement Framework, Career Development, Critical Reflection, Building and Sustaining Partnerships, and Navigating/Changing University Systems. Five forms of engaged scholarship were also identified, each with a particular associated skill set: Engaged Teaching, Engaged Research, Engaged Practice, Engaged Outreach and Engaged Administration. The following tables and figure detail the skills that fall into each of these domains and forms of CES, and suggest a possible framework for the domains to fit together into a coherent whole.

The first two domains, **Engagement Framework** and **Career Development**, include fundamental understandings about the nature of our work and how we articulate it. Engagement framework focuses on how the work we are doing connects to a broader social context, and tries to recognize the spectrum of approaches to community engaged scholarship, in terms of both the methodological approach and the conceptual framework that guides the work.

Table 2. Skills for Developing an Engagement Framework

Engagement Framework
<ul style="list-style-type: none"> <li>✓ Understand how your own work is connected with broader societal issues</li> <li>✓ Place your work on a methodological continuum, ranging from completely community-led to completely university-led</li> <li>✓ Understand and articulate the conceptual framework or anchor guiding your work, such as a social justice or equity framework or a public land-grant framework, and articulate how this framework coheres with frameworks others are utilizing</li> </ul>

**Career Development** includes skills for articulating our work to professional colleagues and building a career based on CES.

Table 3. Skills for Career Development for Community-Engaged Scholars

Career Development
<ul style="list-style-type: none"> <li>✓ Understand historical grounding of CES in higher education</li> <li>✓ Understand history of CES in your discipline</li> <li>✓ Articulate your engaged work, particularly when it is challenged</li> <li>✓ Present work in P &amp; T process               <ul style="list-style-type: none"> <li>• Develop teaching and research statements that reflect your engaged work</li> <li>• Assess and document the impact of your work</li> <li>• Define your CES agenda</li> </ul> </li> <li>✓ Engage in self-assessment of your CES</li> <li>✓ Develop creative ways to “get credit” for CES</li> <li>✓ Understand the rigor and standards of CES, regardless of form.</li> </ul>

The next two domains, **Critical Reflection** and **Building and Sustaining Relationships**, include skills necessary for building the strong relationships needed for CES. **Critical Reflection** encompasses the capacity for becoming open to learning from community experiences, and living with the tensions and contradictions that often surface during partnerships.

Table 4. Skills for Critical Reflection.

Critical Reflection
<p><u>Power Relations and Community Strengths:</u></p> <ul style="list-style-type: none"> <li>✓ See community members and community organizations as equal partners</li> <li>✓ Work from critical action, rather than missionary mindset</li> <li>✓ Understand class issues between large institutions and small grassroots organizations</li> <li>✓ Understand ways in which your actions/work can potentially undermine a community</li> <li>✓ Examine myths, biases, and stereotypes</li> <li>✓ See communities in terms of assets</li> </ul> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>✓ Understand limits of your own knowledge/dismantle expert knowledge</li> <li>✓ Value community knowledge</li> <li>✓ Learn from community knowledge</li> <li>✓ Be open to new learning about the community</li> </ul> <p><u>Self-knowledge:</u></p> <ul style="list-style-type: none"> <li>✓ Be open to your own transformation</li> <li>✓ Use who you are as a person to integrate personal self with academic self</li> <li>✓ Understand and articulate what you and the university are able to contribute in a particular situation</li> <li>✓ Identify self-interest in CES work</li> <li>✓ Practice humility</li> </ul> <p><u>Accountability:</u></p> <ul style="list-style-type: none"> <li>✓ See yourself not as individual, but as part of the institution</li> <li>✓ Understand expectations people have of you and the institution</li> </ul> <p><u>Conflict and ambiguity:</u></p> <ul style="list-style-type: none"> <li>✓ Live with ambiguity</li> <li>✓ Be present in discussion without becoming defensive</li> <li>✓ Live with unanswerable questions, or questions that have answers that are messy</li> <li>✓ Be prepared to make, acknowledge, repair, and recover from mistakes</li> <li>✓ Stay in touch with tensions and work through them</li> <li>✓ Have conflict and be comfortable with it, embrace it as necessary</li> </ul>

**Building and Sustaining Partnerships** includes the skills to develop and maintain relationships with community partners.

Table 5. Skills for Building and Sustaining Partnerships.

<b>Building and Sustaining Partnerships</b>
<p><u>Communication:</u></p> <ul style="list-style-type: none"><li>✓ Communicate about expectations</li><li>✓ Engage in deep listening</li><li>✓ Speak without using jargon</li><li>✓ Read signals about when our requests might overwhelm a community</li><li>✓ Ask questions</li><li>✓ Use language that reflects authentic partnership</li><li>✓ Communicate clearly, without “dumbing down” language</li><li>✓ Communicate clearly about resources that are available</li><li>✓ Learn from story</li><li>✓ Value story as medium for shared power</li><li>✓ Negotiate about problems in relationship, and about differing priorities</li></ul>
<p><u>Project management:</u></p> <ul style="list-style-type: none"><li>✓ Discuss roles in project</li><li>✓ Be flexible about roles</li><li>✓ Project management, eg., checking in with partners about project progress</li><li>✓ Bring groups together, and facilitate co-working</li><li>✓ Involve partner from beginning of planning project</li><li>✓ Negotiate differences in rhythm on and off campus</li><li>✓ Transition from consultation to collaboration</li></ul>
<p><u>Relationship skills:</u></p> <ul style="list-style-type: none"><li>✓ Practice perspective-taking</li><li>✓ Share authority—intellectual, financial, etc.</li><li>✓ Navigate cross-cultural partnerships</li><li>✓ Preserve relationship even when project does not work out</li><li>✓ Behave appropriately in other people’s space—be a good guest</li><li>✓ Work through transition of relationship at the conclusion of a project</li><li>✓ Develop/restore trust in you and institution</li></ul>
<p><u>Learn about community and university</u></p> <ul style="list-style-type: none"><li>✓ Understand history of community relationship with university</li><li>✓ Learn basic “lay of the land” of community, but understand that your knowledge is incomplete</li><li>✓ Work with community navigator</li><li>✓ Avoid involvement in community politics</li><li>✓ Examine power relations</li></ul>
<p><u>Understand how pieces fit together</u></p> <ul style="list-style-type: none"><li>✓ Understand and collaborate to achieve mutual benefit</li><li>✓ See how university and community assets complement each other</li><li>✓ Listen to interconnections among issues, and also see starting points</li></ul>

The fifth domain, **Navigating/Changing University Systems**, involves navigating university policies and procedures so that partnerships can operate as smoothly as possible. It also involves working with others to create a culture that is supportive of CES, and to change policies and procedures that may hinder partnerships.

Table 6. Skills for Navigating and Changing University Systems

<b>Navigating/Changing University Systems</b>
<ul style="list-style-type: none"> <li>✓ Act as a buffer between community partners and university systems, procedures and policies, that is, help to “smooth the road” for partners’ interaction with university systems</li> <li>✓ Navigate intellectual property policies and protocols</li> <li>✓ Put into place logistics of partnerships so that community has some control (e.g., over finances of project)</li> <li>✓ Troubleshoot problems that arise working within institution</li> <li>✓ Engage in systems advocacy to create policies and procedures that support CES</li> <li>✓ Identify and coordinate with other CES scholars and partnerships that are doing work related to your project</li> <li>✓ Help build a culture for CES at university</li> <li>✓ Understand and articulate benefits of engagement to academic programs</li> </ul>

Five forms of CES were identified, each associated with particular skills and capacities: **teaching, research, practice, outreach, and administration**. The following tables detail skills particular to two of these forms of scholarship.

Table 7. Skills for Engaged Teaching

<b>Engaged Teaching</b>
<ul style="list-style-type: none"> <li>✓ Talk to students about service-learning and other community-based learning</li> <li>✓ Be aware of community opportunities available to students</li> <li>✓ Understand what your students are able to contribute</li> <li>✓ Prepare students for multicultural engagement</li> <li>✓ Develop syllabi for service-learning and other community-based and experiential courses</li> <li>✓ Develop appropriate assignments for experiential learning</li> <li>✓ Develop appropriate assessments for experiential learning</li> <li>✓ Structure and facilitate reflective sessions</li> <li>✓ Respond to student reflections, and integrate academic content</li> <li>✓ Hold students accountable for their community work</li> <li>✓ Integrate classroom and community learning experiences</li> <li>✓ Integrate skill development into understanding of larger social issues</li> <li>✓ Pull learning out of “bad” experiences</li> <li>✓ Grant students credit for community work in creative ways</li> </ul>

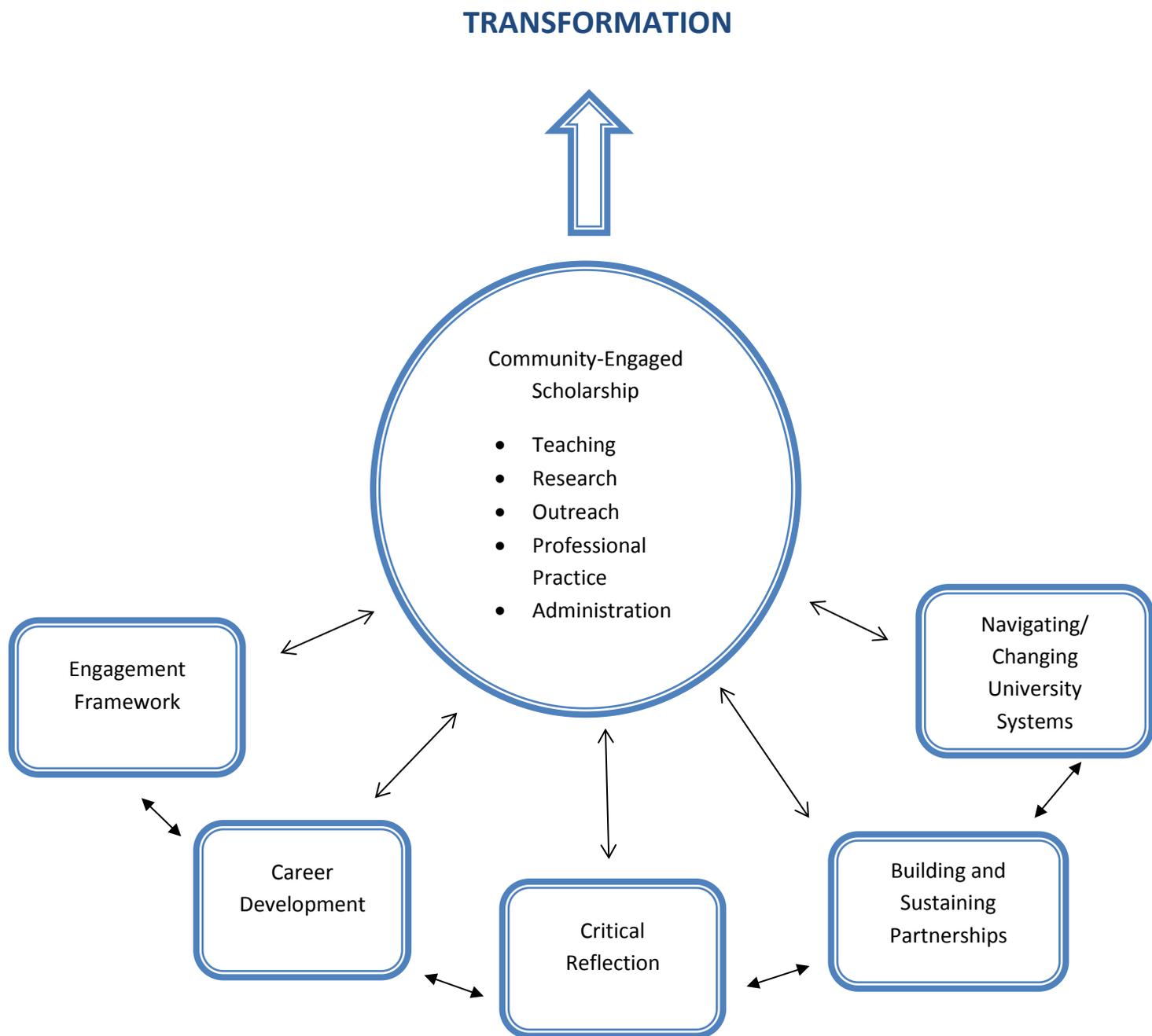
Table 8. Skills for Engaged Research.

Engaged Research	
✓	Start with community-defined problem/issue, and work with partners to turn it into a researchable question
✓	Build agreement about research questions with community partners
✓	Align community definition of problem with the state of the scientific literature
✓	Link CES project to theory and literature in discipline
✓	Build agreement about appropriate measurement
✓	Reconcile evidence-based interventions with community appropriateness and cultural knowledge systems
✓	Share knowledge about academic research with community partners and learn from knowledge community shares about community's knowledge production systems
✓	Engage in process evaluation with other team members
✓	Work with IRB to comply with standards in a way that is consistent with participatory research principles and practices
✓	Facilitate community researchers receiving IRB training
✓	Secure funding for research, collaborate on grant development
✓	Manage tensions between what funding agency wants and what community needs
✓	Articulate work so that it is meaningful to communities
✓	Disseminate research results in ways that are meaningful to and benefit communities
✓	Maximize real impact of research, in terms of social and policy change, and change within communities and institutions

In addition to engaged teaching and engaged research, faculty members and administrators highlighted three other forms of engaged scholarship: **engaged professional practice, engaged outreach, and engaged administration.** The skills and capacities for these forms of engaged scholarship are not yet developed fully, but suggest that any of our professional or scholarly work can be approached in an engaged fashion, and particular skills and capacities are required in order to do the work effectively in an engaged manner.

The ten skill domains described here might be seen as a system in which the first five domains provide a foundation and build a context for the practice of community engaged scholarship. All of the domains come together in creating transformation--for communities, for societal institutions, and for faculty, staff, and students. Relationships between domains are reciprocal—what we know about building partnerships informs how we carry out our teaching and research; what we learn from our experience of community-engaged scholarship changes what we know about partnership. We learn from each new interaction with partners, and this changes our practice of scholarship.

Figure 1. Model of Learning Domains for CES Faculty Development



## Recommended Learning Experiences

A range of learning experiences, of various intensities and to fit different learning styles, should be offered to faculty, staff and graduate students. Recommended learning experiences include:

- Long-term, cohort-based experiences
- Experiential, community-based learning
- Reading/writing groups for junior faculty, post-docs, and Extension Educators
- Web-based resources
- Workshops at faculty meetings
- Place-based workgroups like University Northside Partnership
- Long-term groups for support, feedback, discussion of dilemmas, trouble shooting
- Town hall meetings to listen for possible research ideas
- Short, just-in-time learning resources on particular topics
- Experiences that have strong connections to faculty members' departments and scholarly agendas.

## How Do We Compare?

There is a small literature focusing on the characteristics and skills of effective community engaged scholars. Much of this literature examines either characteristics of scholars or factors which promote or inhibit scholars' engaged activity. But two recent papers detail the skills and capacities needed by engaged scholars. O'Meara (2008) described both skills and critical experiences for engaged scholars. The chapter included a number of the engaged research, teaching and career development skills that also surfaced in our process. Additional skills that did not appear on our lists related to presenting/disseminating research results in multiple ways, as well as finding colleagues and participating in professional associations inside and outside of the academy. Blanchard et al. (2009) also aligned well with the skills that surfaced in our mapping process. The authors included both attitudes related to valuing community knowledge and expertise, as well as skills related to collaborating with communities on engaged research. They included a more detailed discussion of career development skills, including such skills as evaluating other scholars' engaged work, and skills for mentoring students and more junior faculty. Our mapping process appears to have surfaced a more detailed description of critical reflection and partnership building skills than either O'Meara or Blanchard et al.

A number of universities and professional organizations provide faculty development programs related to CES. For example, Wake Forest (<http://ipe.wfu.edu/faculty-resources/programs-initiatives/ace-fellows-program/>), Montclair State University (<http://www.montclair.edu/academy/servicelearning/facultyfellowsprogram.html>), and Indiana University-Purdue University (<http://csl.iupui.edu/OSL/2b.asp>) all offer multi-session, cohort-based development programs for community engaged scholars, all of which appear to emphasize service-learning and the scholarship of engaged teaching. Both Community-Campus Partnerships for Health (e.g., <http://depts.washington.edu/ccph/toolkit.html>) and Campus Compact (e.g., <http://compact.org/advancedtoolkit/default.html>) offer web-based tool kits and faculty development institutes related to engaged scholarship.<sup>1</sup>

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<sup>1</sup> Thanks to Beth Dierker and Yi Cao for their review of relevant literature and programs.

## Conclusions

Based on the mapping process, we can draw several conclusions about the status of faculty development programs related to community engaged scholarship that are offered on the University of Minnesota-Twin Cities campus.

1. A number of units are offering faculty development programs related to community engaged scholarship.
2. Many of these programs are offered for a specialized audience, and not accessible to faculty campus-wide.
3. The majority of programs are offered in health or agriculture/rural development.
4. No programs appear to be offered specifically in science and technology fields or in humanities.
5. Few programs are offered to assist scholars with career development issues, such as creating and documenting scholarship based on their community engaged work.
6. It does not appear that resources about CES are currently offered to those who review scholars' engaged dossiers.

## Recommendations

The following are recommendations for building a comprehensive community engagement faculty development system.

1. Convene CES faculty developers 1-2 times per year to oversee coordination of programs.
2. Work with CES faculty developers to offer at least one basic and one advanced CES learning opportunity each semester that is open to scholars campus-wide.
3. Consider re-establishing successful programs that have been developed but discontinued, and/or expanding current programs to serve broader constituencies.
4. Explore incentivizing faculty participation in programs, for example, through providing Responsible Conduct of Research credit.
5. Work with Vice Provost for Faculty and Academic Affairs to offer workshop on promotion and tenure for CES scholars once each semester. The Children Youth and Family Consortium with the Program in Health Disparities Research offered such a workshop in May of 2011.
6. Work with Vice Provost for Faculty and Academic Affairs to develop strategy to orient promotion and tenure committees and other relevant decision makers about how to understand and evaluate engaged faculty dossiers.
7. Explore the possibility of developing a senior faculty group that could review and provide feedback on promotion and tenure portfolios.
8. Develop website with faculty development schedule, links to programs, and tools and resources.
9. Develop system of internal consultants or resource people to assist scholars in navigating challenges of CES.
10. Work with CES faculty developers to develop common program outcome measures that align with the Public Engagement Metrics Committee plan.
11. Re-evaluate faculty development priorities after three years.

### Priorities for 2011-2012

Goals for the next academic year include the following:

1. Offer workshop each semester about documenting CES for the promotion and tenure process, open to any junior faculty on campus.
2. Provide resources for those reviewing the dossiers of community-engaged scholars by working with tenured faculty in departments that have pockets of junior faculty preparing for the promotion and tenure process.
3. Work with faculty developers to ensure one workshop each semester on community-engaged teaching, open to any faculty on campus.
4. Work with faculty developers to ensure one workshop each semester on community-engaged research, open to any faculty on campus.
5. Create a central website that provides a calendar of faculty development opportunities and links to web-based resources.

### References

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