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

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Abstract

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

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

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

Definitions

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

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

Current Landscape for Community-Engaged Scholarship Faculty Development

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

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

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

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

- a comprehensive and coherent plan;

- administrative support through academic leaders' words and actions;

- policy support through revised promotion and tenure guidelines;

- graduation requirements for engagement in curricula;

- the presence of coordinating structures that are provided the resources to support the implementation, advancement, and institutionalization of community engagement;

- allocation of resources for paid staff and/or faculty members who understand community engagement and who have the authority and resources to influence the advancement of community engagement;

- recruitment and recognition of faculty with interests and expertise in community engagement;

- systematic evaluation of engagement efforts; and

- dissemination of the results and insights derived from engagement activities *(Gelmon, Seifer, Kauper-Brown, & Mikkelsen, 2004)*.

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

The Faculty for the Engaged Campus Initiative

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

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

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

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

2.   Select 20 universities to send teams to the charrette.

3.   After the charrette, provide six teams with modest seed funding over a 2-year period to support their ability to design, implement, and evaluate their proposed innovations, and to participate in a collaborative learning process with peers and project leadership.

4.   Implement university- and project-wide assessment tools.

5.   Share experiences, lessons learned, and products among participant universities and with peers nationally.

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

Community-Engaged Scholarship Faculty Development Charrette

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

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

How participating institutions were selected.

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

- supportive leadership in place at multiple levels;

- an institutional mission, vision, values, and strategic goals explicitly supportive of community-engaged scholarship;

- a university-wide administrative position or organizational structure in place to support community-engaged scholarship;

- community partners meaningfully involved with the university;

- alignment of community-engaged scholarship with the university's strategic plan;

- a sense that "the time was right" to participate in the endeavor; and

- the inclusion of at least one senior-level community-engaged faculty member on the proposed team.

Charrette participants.

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

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

Pre-Charrette Self-Assessment Activities

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

Institutional self-assessment.

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

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

1. definition and vision of community engagement (5 items);

2. faculty support for and involvement in community engagement (6 items);

3. community support for and involvement in community engagement (1 item);

4. institutional leadership and support for community engagement (5 items);

5. community-engaged scholarship (12 items).

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

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

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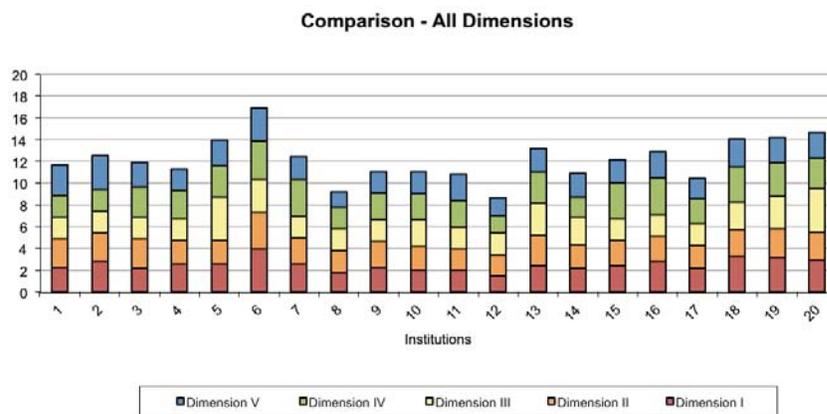
Comparison - All Dimensions

Figure 1. Self-Assessment Results for Charrette Attendee Institutions

SWOT analysis.

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

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

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

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

Curriculum for the Charrette

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

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

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

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

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

Peer review materials.

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

Strategies for faculty development.

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

Table 2. Faculty Development Strategies by Level of Expertise

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

Development of team action plans.

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

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

Post-Charrette Activities

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

Evaluating the Impact of the Charrette and Post-Charrette Activities

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

The Sample

The evaluation assessed actions taken by three categories of institutions:

1. institutions that applied to attend the charrette but were not accepted ($N = 80$);

2. institutions that attended the charrette but received no funding ($N = 14$); and

3. institutions that attended the charrette and received funding and support after its conclusion ($N = 6$).

Data Collection

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

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

Data Analysis Methods

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

The Findings

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

Characteristics of Responding Institutions

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

Table 3. Nature of Higher Education Institution

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

Faculty Development Programs Established

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

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

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

Institutional Support for Community-Engaged Scholarship

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

> *"For both attendees and those subsequently funded. . . the charrette served as a catalyst to 'define goals for our institution related to community-engaged scholarship.'"*
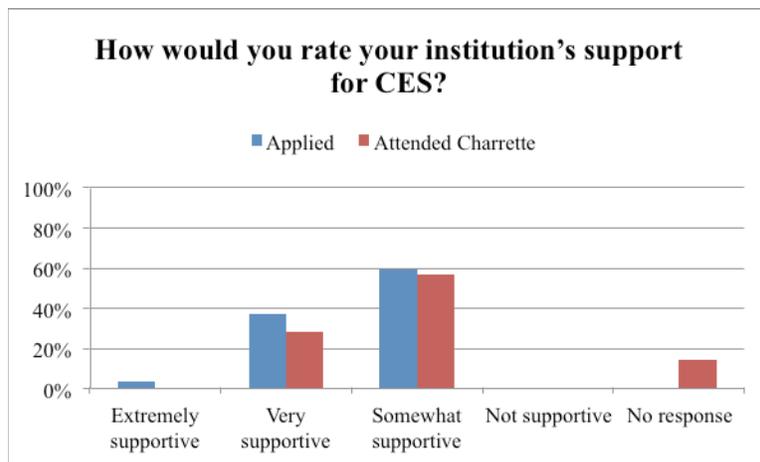

Figure 2. **Institutional Support for Community-Engaged Scholarship**

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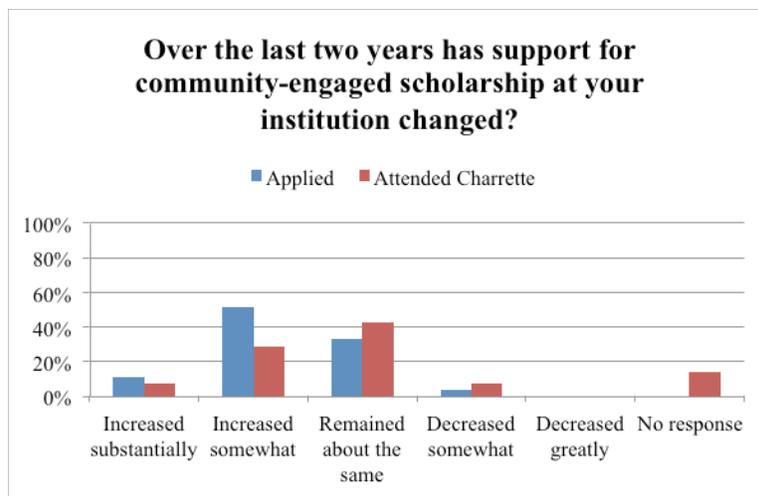

Figure 3. **Change in Institutional Support for Community-Engaged Scholarship**

Leverage Opportunities for Community-Engaged Scholarship

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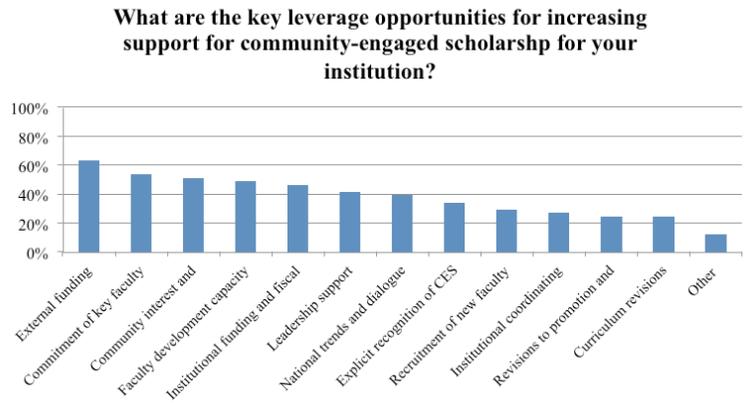
What are the key leverage opportunities for increasing support for community-engaged scholarshp for your institution?

Figure 4. Key Leverage Opportunities for Community-Engaged Scholarship

(All respondents, N=41)

Barriers to Community Engagement and Community-Engaged Scholarship

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

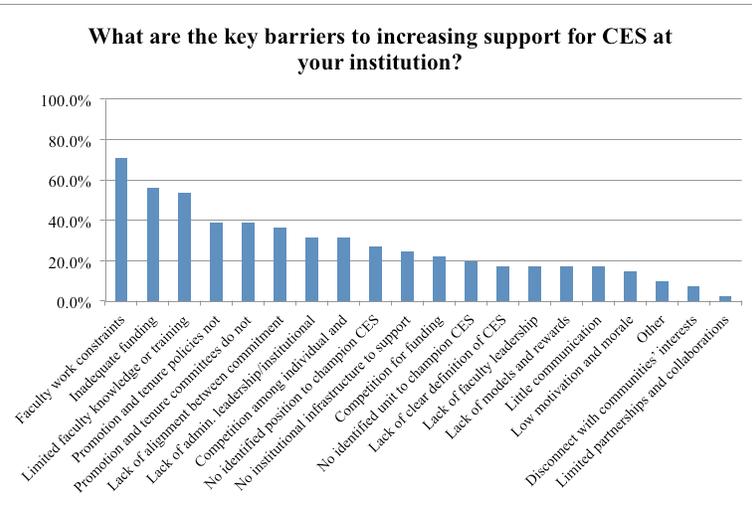**What are the key barriers to increasing support for CES at your institution?**

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

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

- "We are offering workshops and have faculty interest, [but] our current policies are not supportive and the administration and faculty leaders resist changes."

- "Although our University can talk the talk, they don't know how to walk the walk for community-engaged scholarship."

Activities of the Charrette Teams after Two Years

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

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

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

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

Ongoing Team Functions Post-Charrette

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

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

Most Helpful Aspects of the Charrette

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

- networking with similar institutions of higher education (such as faith-based or research intensive) to learn how they are institutionalizing community-engaged scholarship;

- development of the action plan, coupled with listening to descriptions of action plans by representatives from other institutions and sharing of ideas across teams;

- networking with the charrette leadership team and community-engaged scholarship champions/experts;

- panels on promotion and tenure;

- critical friend exercise, providing immediate feedback from a respected peer; and

- ability to bring a team and have dedicated time for that team to plan and reflect during the charrette itself.

Future Opportunities to Support Community-Engaged Scholarship Faculty Development

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

Table 4. Future Professional Development Topics

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

Conclusion

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

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

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

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

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

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

Acknowledgments

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About the Authors

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

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

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

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

Appendix A.— Institutions Participating in the Charrette

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

Auburn University, Auburn, AL
Langston University, Langston, OK
Medical College of Wisconsin, Milwaukee, WI
Medical University of South Carolina, Charleston, SC
Messiah College, Grantham, PA
Metropolitan State University, St. Paul, MN
*North Carolina State University, Raleigh, NC
*Northwestern University, Chicago, IL
*Ohio University, Athens, OH
Texas Christian University, Fort Worth, TX
Tougaloo College, Tougaloo, MS
University of California Merced, Merced, CA
University of Denver, Denver, CO
University of Massachusetts, Amherst, MA
*University of Michigan, Ann Arbor, MI
*University of Minnesota Twin Cities, Minneapolis, MN
University of New Mexico, Albuquerque, NM
*University of North Carolina at Chapel Hill, Chapel Hill, NC
Virginia Commonwealth University, Richmond, VA
Xavier University, Cincinnati, OH

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

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

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

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

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

Susan Ann Gust; community activist, Minneapolis, MN

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

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

Lorilee R. Sandmann; associate professor, University of Georgia

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

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