

Competencies Required for Successful Practice of Community-Engaged Scholarship	
Novice	1. Understanding of the concepts of community engagement and community-engaged scholarship (CES), and familiarity with basic literature and history of CES (i.e.: Boyer, Glassick, etc.).
Novice	2. Understanding of social determinants of health (economic, social, behavioral, political, environmental); developing skills and commitment for fostering community and social change.
Novice to Intermediate	3. Knowledge of and skills in applying the principles of CES in theory and practice, including: <ul style="list-style-type: none"> • Principles • Theoretical frameworks • Models and methods of planning • Implementation and evaluation <p>(For example: community governance, equitable participation at all levels, local relevance of public health problems, dissemination of findings, trust building, benefits to community involved community partnerships, service & learning objectives, fostering critical reflection, meaningful community service activities in response to community-identified concerns)</p>
Intermediate	4. Ability to work effectively in and with diverse communities.
Intermediate	5. Ability to negotiate across community-academic groups.
Intermediate	6. Ability to write grants expressing CES principles and approaches.
Intermediate	7. Ability to write articles based on CES processes and outcomes for peer-reviewed publications.
Intermediate to Advanced	8. Ability to transfer skills to the community, thereby enhancing community capacity, and ability to share skills with other faculty. Recognition by the community.
Intermediate to Advanced	9. Knowledge and successful application of definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality.
Advanced	10. Understanding of the policy implications of CES and ability to work with communities in translating the process and findings of CES into policy.
Advanced	11. Ability to balance tasks in academia (e.g., research, teaching, service) posing special challenges to those engaged in CES in order to thrive in an academic environment.
Advanced	12. Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion and/or tenure.
Advanced	13. Knowledge of RPT process and its relationship with CES, ability to serve on RPT committee.
Advanced	14. Ability to mentor student and junior faculty in establishing and building CES-based portfolio.

Blanchard, L., Hanssmann, C., Strauss, R., Belliard, J., Krichbaum, K., Waters, E., & Seifer, S. (under review). Models for faculty development: What does it take to be a community-engaged scholar? *Metropolitan Universities*.