Community Engaged Scholarship ... 

... It’s Not Rocket Science

...it’s a helluva lot harder!

Winning Big through Health Partnerships
University of New Mexico, Master of Public Health Program
April 30, 2010
Presented by Lynn W. Blanchard, MPH, PhD
University of North Carolina at Chapel Hill
Overview

 vad we are talking about?
 • Theoretical perspectives
 • Definitions

Building partnerships: Everything I needed to know I learned in 1955.

If it’s so great...why isn’t everyone doing it?

If it’s so difficult, what can we do about it?
But what about the Felmans?
Responsiveness and Reciprocity!
Disclaimer

- The remaining slides are examples of how not to do PowerPoint and I apologize.

- Your handout has the information that will be presented in more readable form.

- They could be worse…
"When we understand that slide, we'll have won the war"

General Stanley McChrystal, August 2009
Definitions

- **Public service** is the application of knowledge, skills and resources for the common good.

- **Engagement** is public service that occurs in reciprocal and mutually beneficial partnerships between the university and the community.

- **Engaged scholarship**, while fully grounded as disciplined inquiry according to the highest academic standards, strengthens university-community relationships and contributes to the common good.

*Carolina Center for Public Service
University of North Carolina at Chapel Hill*
More Definitions

The meaning of faculty engagement

- scholarly, creative or pedagogical activities for public good
- directed toward persons /groups outside the University
- research, teaching, and/or service as collaborative interactions that respond to short and long-term societal needs
- serves people through a continuum of academically informed activities
- varies among disciplines
- is planned and carried out by University and community partners, and includes:
  - **Engaged scholarship**: Scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences.
  - **Engaged activities**: Artistic, critical, scientific and humanistic work that influences, enriches and improves the lives of people in the community.

*UNC Taskforce on Future of Promotion and Tenure Policies and Practices (2009)*
Community engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities.

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

Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community.

Linking Scholarship and Communities, Commission Report, 2005
(can download from Community-Campus Partnerships for Health www.ccph.info)
Figure 1 | Community-Engaged Teaching, Research, and Service

- Community-based participatory research
- Practice-based research
- Community service
- Academic public health practice
- Clinical service
- Community-oriented primary care
- Community-based learning
- Practice-based learning
- Service-learning

Community Engaged - Research - Teaching - Service
### Comparison to traditional scholarship

<table>
<thead>
<tr>
<th>SCHOLARSHIP OF DISCOVERY</th>
<th>ENGAGED SCHOLARSHIP</th>
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<tbody>
<tr>
<td>Breaks new ground in the discipline</td>
<td>Breaks new ground in the discipline <em>and has direct application to broader public issues</em></td>
</tr>
<tr>
<td>Answers significant questions in the discipline</td>
<td>Answers significant questions in the discipline <em>which have relevance to public or community issues</em></td>
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<tr>
<td>Is reviewed and validated by qualified peers in the discipline</td>
<td>Is reviewed and validated by qualified peers in the discipline <em>and by members of the community</em></td>
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<tr>
<td>Is based on solid theoretical basis</td>
<td>Is based on solid theoretical basis <em>and practical bases</em></td>
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<tr>
<td>Applies appropriate investigative methods</td>
<td>Applies appropriate investigative methods</td>
</tr>
<tr>
<td>Is disseminated to appropriate audiences</td>
<td>Is disseminated to appropriate audiences <em>and community audiences</em></td>
</tr>
<tr>
<td>Makes significant advances in knowledge and understanding the discipline</td>
<td>Makes significant advances in knowledge and understanding the discipline <em>and public social issues</em></td>
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*Furco, 2008*
Raleigh, North Carolina (circa 1955)
An initiative of Community-Campus Partnerships for Health funded by the Fund for Post Secondary Education (FIPSE) of the US Dept. of Education

In partnership with the University of Minnesota and University of North Carolina at Chapel Hill
Faculty with commitment and competencies for CES are central to institutionalizing and sustaining community-academic partnerships.

Persistent challenges:

- Few professional development pathways
- Not easy to identify peer reviewers
- No accepted method/vehicle for peer review, publication and dissemination of non-journal products
- No clearly defined/accepted community partner roles
- Institutional cultures slow to change/adapt
Challenges for Faculty in Current System

- Time involved in developing partnerships
- Collaborative and interdisciplinary nature of CES
- Expectations of funding agencies
- Funding and journal hierarchy
- Diverse dissemination pathways and products
- Diverse measures of quality, productivity and impact
- Lack of peer review
- Limited opportunities for community partners
- Traditions of senior scholars and institutions
Leadership support
Explicit recognition of CES
Key faculty commitment
Partnerships of various kinds
Institutional coordinating structures
Faculty development capacity
Fiscal support
Campus CES Weaknesses

- Lack of institutional support
- Heavy teaching loads and time pressures
- Limited faculty knowledge or training
- Lack of models and rewards
- Limited partnerships and collaborations
- No institutional infrastructure
- Low motivation and morale
- Little communication
Community interest and receptivity
Recruitment of faculty
External funding opportunities
National dialogue/trends
Institutional support
Changes in P&T structures
Faculty development
Threats to CES

- Competition
  - With other institutions
  - For funding
  - Among priorities -- individual and institutional

- Lack of clear definition of CES
- Disconnect with communities’ interests
- Lack of CES capacity
- Faculty work constraints
Faculty for the Engaged Campus Components

- Innovative competency-based models of CES faculty development
- CES4Health.info – peer review, publication and dissemination of products of CES
  - Redefining “peer” in peer review to include community partners
- Online database of faculty mentors and portfolio reviewers
Competency-based Faculty Development

- General CES competencies
  - e.g., possess basic ability to evaluate scholarly products of CES
- Competencies for successful CES practice
  - Developmental: novice, intermediate, advanced
- Faculty development by level of expertise
  - Learning content, guidance and support, incentives, portfolio development
- Faculty development by level and scope
  - Informal network, school, university and association/organizationally based

CBPR, service-learning and other community-engaged faculty work require diverse products that reach and benefit community members, practitioners and policy makers.

- Often not disseminated beyond immediate communities.

Products often are perceived to not “count” towards faculty promotion and tenure since typically not peer-reviewed or published like journal articles.

- Difficult to determine quality and impact of different products.

- “Peers” in community-engaged scholarship come from the community and the academy but “peer review” favors academic peers.
New online resource: www.ces4health.info

Products peer-reviewed and published through CES4Health.info comparable to article published through peer-reviewed print or online journal

Editorial and peer review processes mirror most journals, based on accepted standards of scholarship

All products posted on CES4Health.info reviewed by expert academic and community reviewers

Recognition that “peers” in community-engaged scholarship come from community and academy
Often difficult to identify peer reviewers in faculty member’s discipline/profession who understand and can assess rigor, quality and impact of CES

External reviewers not familiar with CES or grounded in different evaluative mindset may not fairly review a CES faculty member’s portfolio

CCPH receives requests each month to identify external peer reviewers for health professional faculty members being considered for promotion and/or tenure

Demonstrated need for established pool of reviewers
Searchable online database of community-engaged faculty members who are able and willing to serve as mentors and portfolio reviewers

Mentoring can take place by email, phone or in person

Users (e.g., deans, department chairs, community-engaged faculty) can search database and make direct contact with faculty who appear to be a good match

Website: http://www.facultydatabase.info/
Resources

Community-Campus Partnerships for Health website: www.ccph.info

CES toolkit: www.communityengagedscholarship.info

CES4Health.info: www.CES4Health.info

Online Faculty Database: http://www.facultydatabase.info/

August 2009 issue of Metropolitan Universities Journal

Research University Engaged Scholarship Toolkit
http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-overview/
Fuzzy, messy, continuously exploring systems bent on discovering what works are far more practical and successful than our attempts at efficiency. Such systems slosh around in the mess, involve many individuals, encourage discoveries, and move quickly past mistakes. They are learning all the time, engaging everyone in finding what works. The system succeeds because it involves many tinkerers focused on figuring out what's possible.

*Margaret Wheatley*

*From A Simpler Way, 1996, p. 25*
Bring on the Tinkerers

- slosh around in the mess,
- involve many individuals,
- encourage discoveries, and
- move quickly past mistakes,
- learn all the time,
- engaging everyone in finding what works

*Remember, it’s NOT rocket science!*