



**Community-Engaged  
Scholarship for Health  
Collaborative**

**2<sup>nd</sup> Annual Meeting of the Collaborative  
February 22 – 24, 2006  
Nashville, TN**

*A project of Community-Campus Partnerships for Health funded by a grant from the Fund for the Improvement of Postsecondary Education in the US Department of Education*

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**What Have We Accomplished in Our First Year?**

**What Will We Accomplish Over the Next 1 ½ Days?**

**What Will We Accomplish in the Year Ahead?**





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# Community Engagement

*An Essential Strategy  
for Change*

Health professional education  
Health workforce diversity  
Research relevance and translation into practice  
Access to health care  
Eliminating health disparities  
Health and economic vitality of communities

*Faculty roles are changing but the Review, Promotion &  
Tenure (RPT) system has not kept pace...*



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# Collaborative Two Major Goals

- Increase capacity for community-engaged scholarship (CES) in participating schools
- Increase capacity for CES in health professional schools nationally



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# Definitions

that inform the Collaborative

- *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*



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# Collaborative Objectives

- Increase capacity for CES in participating schools
  - assess each school’s capacity
  - increase knowledge and support for CES among administrators and faculty
  - align RPT policies and practices with CES
  - share experiences, expertise, lessons learned



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# Collaborative Objectives

- Increase capacity for CES in health professional schools nationally
  - assess capacity for CES within the associations
  - increase knowledge and support for CES among association staff, leadership, members
  - share experiences, expertise, lessons learned



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# Proposed Outcomes

- Significant changes in RPT policies and practices to recognize and reward CES
- Peer review board established
- Each national professional association has taken a substantive action to support CES



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**Change Model**  
that informs the Collaborative

1. Establish a need for change and a sense of urgency
2. Form a powerful guiding coalition and equip it with resources
3. Create a clear vision and plan for achieving and evaluating achievement of vision
4. Communicate the vision
5. Empower others for broad-based action
6. Plan for and create short-term wins
7. Consolidate gains and produce more change
8. Anchor new changes in the culture

Kotter, J.P. (1996) "Leading Change." Harvard Business Review.

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**What Have We Accomplished in Year One?**



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Explanation of “Dimensions”  
in next slide

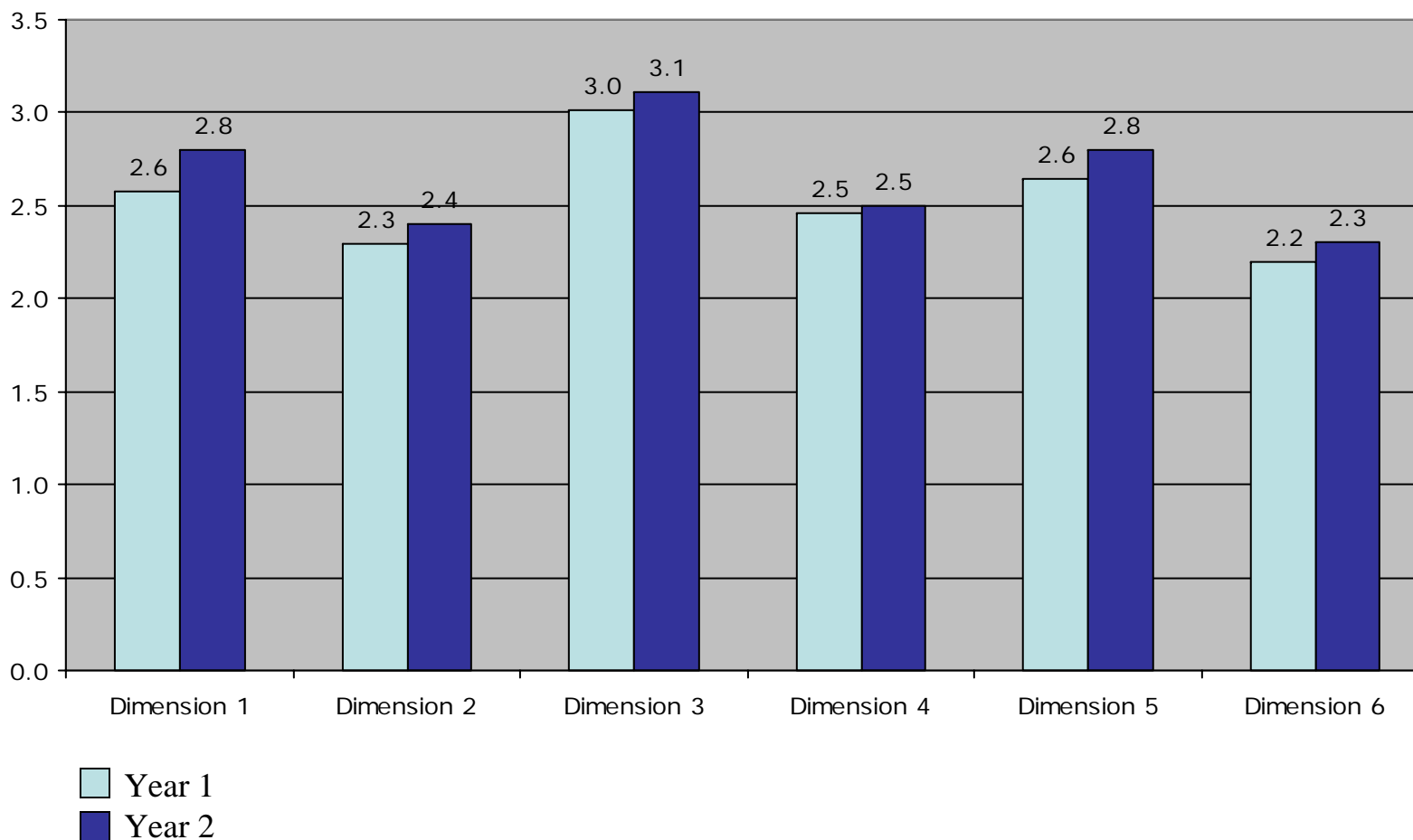
- 1: Definition and Vision of Community Engagement
- 2: Faculty Support For & Involvement in Community Engagement
- 3: Student Support For & Involvement in Community Engagement
- 4: Community Support For & Involvement in Community Engagement
- 5: Institutional Leadership & Support For Community Engagement
- 6: Community-Engaged Scholarship

Gelmon SB, Seifer SD, Kauper-Brown J., Mikkelsen M. Community-Engaged Scholarship for Health Collaborative: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health, 2004.



# Community-Engaged Scholarship for Health Collaborative

Assess & Increase Capacity for CES  
Average Scores by Dimension  
Year 1-Year 2 Comparison





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Increase Knowledge & Support  
Align RPT Policies & Practices

Auburn University (Pharmacy): Many of our pharmacy practice faculty have been promoted based on scholarship that was completed in their community-based practices.

Case Western Reserve University (Nursing): We have begun the dialogue and identified colleagues throughout the campus who are committed to CES.

Indiana University (Dentistry): Promotion and tenure guidelines changed that define and require service to be a scholarly activity in order to be considered an area of excellence; Formation of CES Committee



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Increase Knowledge & Support  
Align RPT Policies & Practices

Loma Linda University (Public Health): Started the process of educating faculty regarding CES; promotion of faculty to full professor based on public health practice portfolio.

University of Cincinnati (Allied Health): Received internal grant for CES faculty development; College-wide task force to establish RPT standards that include CES.

University of Colorado (Pharmacy): University RPT system review underway.



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Increase Knowledge & Support  
Align RPT Policies & Practices

University of Minnesota (Academic Health Center):  
University-wide initiative has created task force on  
faculty culture and RPT involving CES in its goals.

University of North Carolina (Dentistry): Proposed revision  
of the promotion and tenure guidelines which include the  
scholarship of engagement in a prominent and  
noteworthy manner.

Vanderbilt University (Public Health): Adjusted the  
promotions and tenure criteria to explicitly mention  
community engaged scholarship as worthy and  
legitimate.



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Increase Knowledge & Support  
Align RPT Policies & Practices

- **Resource Materials**  
Self-assessment tools, FAQ, annotated bibliography, CES listserv
- **Tele-briefing**  
Community Engagement and Community-Engaged Scholarship: Clarifying Meanings When Using These Terms
- **Faculty Development Workgroup**  
Chair: Lynn Blanchard, UNC
- **Peer Review Workgroup**  
Chair: Cathy Jordan, UMN
- **Sustainable Funding Workgroup**  
Chair: Lynn Lotas, Case Western



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Increase Knowledge & Support  
Align RPT Policies & Practices

American Association of Colleges of Pharmacy Argus Commission 2005  
Report on “Engaging Communities: Academic Pharmacy Addressing Unmet  
Public Health Needs”

Each school and college of pharmacy is encouraged to examine its mission and strategic objectives related to engaging communities in socially meaningful ways and to identify additional programs through which students and faculty can strengthen community engagement, especially in underserved communities.

The Council of Deans task force on metrics of scholarly activity should specifically examine and make recommendations related to recognition of interdisciplinary and collaborative research activities addressing community engagement and public health issues.

AACP should invite leaders in the effort to recognize and reward community engagement to present their work in a variety of formats and venues, and encourage member institutions to incorporate recommendations from the project into faculty evaluation activities.



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Share Experiences, Expertise &  
Lessons Learned

## Presentations

- Western Region Campus Compact, 4/05
- National Outreach Scholarship, 10/05
- International Service-Learning Research, 11/05
- American Public Health Association, 12/05
- Community-Campus Partnerships for Health, 6/06

## Publications

- Academic Medicine, 4/05
- Journal of Dental Education, 2/06
- Michigan Journal of Community Service Learning (invited to submit full paper for peer review)

## Leadership Opportunities

- National Advisory Panel for Carnegie's Community Engagement Classification



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**What Will We Accomplish over the Next 1 ½ Days?**



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# Agenda & Meeting Goals

Continue to...

- Develop shared understanding of goals and objectives
- Build knowledge about CES and institutional change
- Develop a culture of collaboration and shared learning
- Develop team-based action plans
- Develop discipline-wide action plans
- Develop Collaborative-wide action plans (including future directions for work groups)
- Refine project documentation, learning and dissemination strategies



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# References

Commission on Community-Engaged Scholarship for Health Collaborative. Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions. Seattle: Community-Campus Partnerships for Health, 2005.

Calleson DC, Jordan C and Seifer SD. Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? Acad Med. 2005 Apr; 80(4):317-21.