



**Community-Engaged  
Scholarship for Health  
Collaborative**

**The Community-Engaged Scholarship for  
Health Collaborative:  
Building Capacity for Community-Engaged  
Scholarship in the Health Professions**

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## Acronyms Used

**CES: Community-Engaged Scholarship**

**RPT: Review, Promotion, and Tenure**

**CCPH: Community-Campus Partnerships  
for Health**

**FIPSE: Fund for the Improvement of  
Postsecondary Education**



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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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# The Role of RPT

“Many untenured faculty find they must choose between doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students.”

*Ron Richards, Building Partnerships: Educating Health Professionals for the Communities they Serve, 1996*

“A university’s values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members.”

*Conrad Weiser et al,  
Scholarship Unbound for the 21st Century, 2000*



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# Challenges in Current RPT System

Commission on Community-Engaged  
Scholarship in the Health Professions 2005

- Time involved in developing partnerships
- Collaborative and interdisciplinary nature
- 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 involvement of community partners



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# Commission's Charge

- *To provide national leadership* for creating a more supportive culture and reward system for health professional faculty involved in community-engaged scholarship (CES)
- *To develop and disseminate a set of tools* that faculty and health professional schools can use to advance CES



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# Commission Recommendations

*For health professional schools:*

- Adopt and promote a definition of scholarship that includes and values CES
- Adopt RPT policies that reflect this new definition of scholarship
- Ensure that community partners are meaningfully involved in the RPT process



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# Commission Recommendations

*For health professional schools:*

- Educate and prepare RPT committee
- Invest in faculty recruitment and retention
- Advocate for increased extramural support
- Take a leadership role on campus



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# Commission Recommendations

*For national associations of health  
professional schools:*

- Adopt and promote a definition of scholarship that explicitly includes CES
- Support member schools that recognize and reward CES
- Advocate for increased extramural support



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# Commission Recommendations

Recognizing that many products of CES are not currently peer-reviewed, a national board should be established to facilitate a peer review process



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# Collaborative Overview

- Ten health professional schools
- Seek to recognize and reward community engagement
- Campus teams of key stakeholders: faculty, community partners, academic administrators
- Collaborative funded by FIPSE, 2004-2007
- Facilitated by CCPH



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# Collaborative Schools

- Auburn University Harrison School of Pharmacy
- Case Western University School of Nursing
- Indiana University School of Dentistry
- Loma Linda University School of Public Health
- University of Cincinnati College of Allied Health Sciences
- University of Colorado School of Pharmacy
- University of Massachusetts Worcester School of Nursing
- University of Minnesota Academic Health Center
- University of North Carolina-Chapel Hill School of Dentistry
- Vanderbilt University School of Medicine



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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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# 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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# Definitions & Frameworks

that inform the Collaborative

- **Defining scholarship**
  - Ernest Boyer (1990, 1996)
- **Assessing scholarship**
  - Charles Glassick et al. (1997)
- **Changing systems of promotion and tenure**
  - Robert Diamond (1995)
- **Model of organizational change**
  - John Kotter (1996)



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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.

*Commission report, 2005*



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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, 1996.



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## Self-Assessment

- Assess capacity of each team regarding community engagement and CES
- Identify opportunities for action
- Two perspectives: school and institution
- Serve as baseline for tracking progress

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



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## Action Planning

- Develop team goals and strategies for achieving them
  - Where are you now?
  - Where do you want to be?
  - How are you going to get there?

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# Collaborative Workgroups

- Sustainable Funding of CES
- Faculty Recruitment, Retention & Development
- Peer Review of CES



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# Resources

- Collaborative Website:  
<http://depts.washington.edu/ccph/healthcollab.html>
- Community-Engaged Scholarship Electronic Discussion Group:  
<https://mailman1.u.washington.edu/mailman/listinfo/comm-engagedscholarship>
- Community-Engaged Scholarship Resources:  
<http://depts.washington.edu/ccph/scholarship.html>
- Community-Engaged Scholarship Toolkit:  
[www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)



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