

THE COMMUNITY-ENGAGED SCHOLARSHIP FOR HEALTH COLLABORATIVE

Draft minutes from the December 9, 2004 Conference Call #2

Please send comments, edits, corrections to Annika Robbins at annikalr@u.washington.edu

Please mark your calendars with these important project dates:

Team and Provost Self Assessments Due – January 24, 2005

Planning Document Due – February 2, 2005

If you are missing any of these documents, please contact Megan Mikkelsen at mnm@pdx.edu

In-Person Meeting of the Collaborative – February 16-18, 2005, Nashville

Reception and poster/exhibit session starting at 6 pm on Wed Feb 16

Meeting 8-5 on Thur Feb 17

Meeting 8-12 on Fri Feb 18

If you have questions about meeting travel or logistics, please contact Annika Robbins (above)

Objectives for the call

- to continue to get to know the project staff and members of each school's team
- to discuss the team-based self-assessment and action planning process
- to shape the agenda for our first annual in-person meeting in February
- to identify cross-cutting issues to form work groups around

Acronyms used in these minutes

CCPH Community-Campus Partnerships for Health
RPT Review, promotion and tenure

Welcome and Roll Call

Members of Project Team – Seattle and Portland

1. Sarena D. Seifer, principal investigator
2. Jen Kauper-Brown, project director
3. Christine Rutherford-Stuart, graduate research assistant
4. Annika Robbins, administrative director
5. Sherril Gelmon, project evaluator
6. Megan Mikkelsen, graduate research assistant
7. Diane Calleson, University of North Carolina-Chapel Hill, CCPH senior consultant

School Teams

- Auburn University Harrison School of Pharmacy (Wendy Duncan Hewitt, Janelle Kreuger)
- Case Western University School of Nursing (Georgia Narsavage, Beverly Roberts, Carol Severn, Catherine Karipedes)
- Indiana University School of Dentistry (Karen Yoder, Peggy Markley)
- Loma Linda University School of Public Health (Dave Dyjack, Juan Carlos Belliard, Susanne Montgomery)
- University of Cincinnati School of Allied Health (Gill Hagman [sub for Elizabeth King], Rebecca Lugar, Carol Christensen, Sara Couch, Joanne Prendevill)
- University of Colorado School of Pharmacy (Cathy Jarvis, David Hill)
- University of Massachusetts School of Nursing (Joanne Klova [sub for Dodie Harper], Suzanne Cashman)
- University of Minnesota Academic Health Center (____ Hopkins, Barbara Brandt)
- University of North Carolina-Chapel Hill School of Dentistry (Ron Strauss, Lynn Blanchard, _____)

- Vanderbilt University School of Medicine in Nashville, Tennessee (Steve Gabbe, Lewis Lefkowitz, Bonnie Miller, Mary C. _____, Elizabeth Heitman, Pat Temple, Tom Hazinski, Larry Churchill)

Item 1: Planning for the Collaborative's 1st Annual Meeting

- **The 1st Annual Meeting will be held on February 16-18, 2005 in Nashville at the Vanderbilt Center for Better Health** (<http://www.mc.vanderbilt.edu/vcbh/>)
- Annika Robbins, CCPH staff, will be sending out travel logistics information before the end of December for making flight plans and hotel reservations. Arrangements will be made for Collaborative members to arrive in Nashville on Wednesday afternoon and return home on Friday afternoon.
- Please complete the Team Identification Form that Sarena emailed on December 7 and email to Annika at AnnikaLR@u.washington.edu. It is important that CCPH staff have this information in order to plan for the upcoming meeting. Please note that the grant will pay for 5 people from each team to attend the meeting. If your team wishes to bring more than 5 people, your institution is responsible for covering all associated costs.

1. Meeting goals/agenda review:

A rough draft of the agenda for the meeting was presented. The meeting will be designed to be very interactive with very little talking heads. The goal is for a useful and collaborative meeting with lots of breaks that allow opportunities for working in and across teams. The meeting will incorporate some brief presentations on relevant topics (e.g. the results of the self-assessments, Diane Calleson's faculty toolkit) and a combination of large and small group discussions.

Wed Feb 16

- Reception/Dinner
- "Campus Best Practices" Poster/Exhibit Session
- Welcome and Introductions

During the reception, teams will have the opportunity to share information about the steps their institution has taken related to community engagement and community-engaged scholarship. Each team should bring materials for an informal poster/exhibit session to highlight these best practices. Teams can bring previously produced materials or a set of printed PowerPoint slides to be put up on poster board or laid out on an exhibit table.

The meeting's agenda has been drafted around John Kotter's model's eight essential steps to achieving sustained organizational change and transformation. Note: Subsequent to the call, two articles on this model were sent to the Collaborative's listserv.

Thurs Feb 17

- Introductions
- Review of agenda and goals for the meeting
- Icebreaker
- Kotter Step #1: How can we establish a need for change and a sense of urgency nationally?
 - Presentation and discussion of what needs to be done: Project context and background
 - Discussion: The compelling case and context for community-engaged scholarship
- Kotter Step #2: Form a powerful guiding coalition and equip it with resources
 - Presentation and discussion: Where are we now? Results of the team self-assessments
 - Discussion: Campus and team strengths, assets, challenges, priority areas of focus

- Lunch in campus teams
- Kotter Step #3: Create a clear vision and plan for achieving and evaluating achievement of vision
 - Presentation and discussion: Where do we want to be? Results of the team action planning and conversations with national professional associations
 - Discussion: How are we going to get there? Strategies for change and the resources needed to achieve them
 - Confirm work group topics and facilitators

Fri Feb 18

- Breakfast meetings of the work groups
- Kotter Steps #4: Communicate the vision and strategies to others and #5: Empower others for broad-based action
 - Team reports and discussion on planned next steps
 - Work group reports and discussion on planned next steps
- Kotter Steps #6: Plan for and create short-term accomplishments, #7: Consolidate gains and produce more change, and #8: Anchor new changes in the culture
 - Presentation and discussion: Project documentation, learning and assessment strategies
 - Discussion: Opportunities and strategies for dissemination
 - Confirm topics for teleconferences
- Reflection on the meeting
- Meeting evaluation

CCPH seeks feedback from the Collaborative members on topics to include in the pre-meeting materials or the meeting agenda. Please send these to Jen Kauper-Brown at jenbr@u.washington.edu

2. Responses on proposed agenda, what do people want to see accomplished?

- ❖ Further information regarding Wednesday's poster/exhibit session
 - We know that each institution is not starting from scratch with respect to community engagement and community-engaged scholarship. Schools may already have made great strides in addressing these issues on their campus. This is intended to highlight some best practices and allow others to learn from these experiences. Because of the length of the meeting, and the desire for the meeting to be highly interactive, there is not adequate time for each institution to give a formal presentation.
 - The poster/exhibit should highlight your school's accomplishments in community engagement and community-engaged scholarship. For example, innovative community-based initiatives, community-based research, faculty development programs, etc. It can also include information about the university as a whole if you wish.
 - This is not intended to be an oral presentation where team members stand next to a table and answer questions, but more as a visual for people to see what great things are going on in each university. The reception and posters will also serve as way to break the ice and get people talking.
 - It should be something that doesn't take a lot of extra work. For instance, bring materials you already have that could be put out on tables, create a poster from PowerPoint presentations that you use. If bring handouts, approximately 60 copies will be needed.
 - Information presented can be regarding the university as a whole or one specific school (including those not represented in the collaborative).
 - Teams will have a table top with wall space behind (for a 6x4 poster size) available to them.

- ❖ UNC-Chapel Hill requested examples or a draft/template of promotion and tenure guidelines that includes community-based scholarship. Please send examples or information to the FIPSE Collaborative listserv at FIPSE_collaborative@u.washington.edu. Note: Subsequent to the call some examples and referrals were made available on the listserv.
- ❖ How many schools will be re-writing/changing promotion and tenure guidelines?
 - Loma Linda is looking to modify their guidelines to reflect community-based scholarship.
 - Colorado has created a new division of professional education and practice and will need to revise the promotion and tenure criteria to fit the specific needs of those in that division.
 - Case Western Reserve University will be exploring this idea but is unsure whether they will change the actual guidelines.
 - Minnesota will be exploring this idea but is unsure whether they will.
 - Vanderbilt has recently revised their guidelines to explicitly state that the community is a suitable laboratory for teaching and learning.
 - Another Collaborative member commented on the use of the term “community as lab” noting that because the bridge goes both ways and we’re always learning and teaching this term should not be used.
- ❖ A collaborative member noted that there is a need for a group to lobby journals to accept articles on community-based scholarship. This item will be included on the 1st annual meeting agenda for Friday. At this time, the group will consider how the project will document learning and assessing and can also consider the role of advocacy by the Collaborative in helping to stimulate change in a number of areas.

Action:

- **CCPH** will send more information on John Kotter’s model that will be used during the In-Person meeting.
- **CCPH** will email final number of handouts needed for the Wednesday reception, if teams want to bring handouts.
- **Teams** will email their website links to the FIPSE listserv, which is available for information sharing with the entire group.

Item 2: Discussion of cross-cutting issues to form work groups around

Work groups comprised of team members from each school will be formed at the annual meeting, with others formed during the three-year project as needed, to work collaboratively on issues relevant to multiple institutions. They will meet in by conference call and in person at the annual meetings of the Collaborative, with Collaborative staff providing administrative support for their work.

The Collaborative members discussed several cross-cutting areas that seem to be important across the schools that could be worked on as a Collaborative.

1. **Peer Review of Community-Engaged Scholarship:** to develop criteria and a system that participating schools can use for peer-reviewing products of community-engaged scholarship that are not currently peer-reviewed; test and refine this system with the participating schools; seek the endorsement and financial co-sponsorship of the national associations of health professional schools and make it available to their members in the final year of FIPSE funding.

The work of this group would be informed by the National Review Board on the Scholarship of Engagement and recommendations in the Commission’s soon to be released report.

2. **Community-Engaged Scholarship Portfolio Development:** to develop portfolio templates that faculty can use to document their community-engaged scholarship for RPT decisions; to develop guidance and tools that RPT committees can use to assess these portfolios

The work of this group would be informed by Diane Calleson's toolkit for community-engaged faculty.

3. **Faculty Recruitment, Retention, and Development:** to develop recruiting and hiring protocols that participating schools can use to recruit community-engaged faculty and students; to develop, test, and refine strategies and materials for developing community-engaged faculty and for training faculty more broadly about community-engaged scholarship; to develop, test, and refine strategies and materials for educating and training RPT committee members about community-engaged scholarship
4. **Sustainable Funding of Community-Engaged Scholarship:** to identify sources of institutional and external funding support for community-engaged scholarship; to develop, test and refine materials for providing faculty development around proposal development and grantwriting; to develop strategies for expanding institutional and external funding support for community-engaged scholarship.
5. **Rules of engagement/partnership principles between the university and the community.** To ensure that work is done with consent and agreement by both. This group would build on the work of CCPH and others to put this in the context of promotion and tenure. This topic and defining what is meant by community-engaged scholarship and community-university partnerships will also be added to the agenda of the 1st annual meeting.

Discussion

- A Collaborative member noted that peer review can be difficult when you are unsure about how to find your peers. It was noted the Commission recommends the creation of a national peer review body or some structure/mechanism similar to the existing National Review Board of the Scholarship of Engagement.
- A Collaborative member suggested that we should research and understand models in this area from other countries. It was noted that the Science Shop model, originating in the Netherlands, may provide relevant examples. More information on this model is available from Living Knowledge, the International Science Shop Network, <http://www.livingknowledge.org/>.
- It was suggested that there is a need for understanding of the types of challenges encountered by those involved in community-engaged scholarship.
- Diane Calleson provided a brief description of the toolkit for community-engaged faculty. The toolkit formed out of interviews with 20 faculty who received tenure for their community-engaged scholarship and focused on better understanding how they planned and produced their portfolio for promotion and tenure. It includes tips and strategies, suggested literature, faculty examples, and sections on planning and portfolio development. The toolkit will be available online soon.

Action:

- **CCPH** will post the PowerPoint and handouts from APHA presentation
- **CCPH** will post principles of partnerships and a hotlink to the National Review Board to the FIPSE listserv

Item 3: Self-Assessment and Action Planning

1. **Self Assessment for each team to complete – Deadline: Monday, January 24**

- Sherril Gelmon provided a brief description of the self assessment. This tool will provide a snapshot of the 10 participating teams indicating the level at which the schools and institutions are in terms of community-engaged scholarship.
- The self-assessment tool will be sent on the FIPSE Collaborative listserv at the end of next week and include detailed instructions for completing and returning the form.
- The self-assessment should be completed by school teams. This is ideally done as a two-phase process: first, team members review the assessment independently and complete it in a draft format. Then, teams come together for a meeting in early January and the actual completion of the assessment is done through team conversation and discussion. This will provide an opportunity for teams to think through issues about community engagement together, and ideally will help to build team knowledge about school and institutional context and practices. For teams in the current project, the focus is on their own school or college. A second version of the assessment will be completed by the team representative from the Provost's office and their focus is on the entire institution. This will help to contextualize school/college practices with respect to overall institutional practices, recognizing that some health professions schools are able to operate with considerable autonomy and to make change at a pace different than the entire university.
- The self-assessment is constructed around six dimensions:
 - I: Definition and Vision of Community Engagement (8 elements)
 - II: Faculty Support For and Involvement in Community Engagement (6 elements)
 - III: Student Support For and Involvement in Community Engagement (3 elements)
 - IV: Community Support For and Involvement in Community Engagement (5 elements)
 - V: Institutional Leadership and Support For Community Engagement (9 elements)
 - VI: Community-Engaged Scholarship (10 elements)

For each element of each dimension, four "levels" are articulated which represent a summary of the literature and knowledge on institutional best practices with respect to commitment to community engagement and community-engaged scholarship. It is not expected that a single institution or school would necessarily align on the same level throughout the entire self-assessment. Rather, the results of the assessment can be used to offer a profile of where the institution is at present with respect to community engagement, and where opportunities for change might be identified. The self assessment is a quantitative document with a small section for notes.

- The results will be presented back to each team as a map of their institution. Additional information comparing the institutions across the collaborative will be presented at the annual meeting. These results are not intended to mean that one school or institution is better than other but to provide information about issues some institution's may want to address and to identify some areas to look for potential best practices.
- 2. Planning Document – Deadline: February 2**
- The planning document is a tool to help teams assess their readiness and prepare for the work taking place at the annual meeting. This tool provides brief qualitative answers to a series of questions that describe where your school/college is in terms of community-based scholarship. The document also prompts to teams to develop their goals over the next 6 months, first year, and all 3 years. Teams are also asked to consider how their participation in the collaborative will help them to achieve their goals.
 - The planning document should be completed as a full team

Action:

- **Sherril** will send out the Self Assessment and Planning Document early next week (sent on project listserv – Thursday, Dec. 16).
- **Teams and the Provost representative** will return the Self Assessment by January 24th and the Planning Document by February 4th.

Item 4: Report on meetings with National Associations

- Project staff have been having meetings and conference calls with the national associations representing health professional schools to determine how to increase capacity and be an influence on this issue in this field nationally. Meetings have been conducted with the Executive Directors from the American Dental Association, the American Association of Nursing, the Association of Nurse Practitioners, the Association of Academic Health Centers, and the Association of Schools of Public Health. Meetings are being scheduled with the American Association of Medical Colleges, Association of University Programs in Health Administration, American Association of Colleges of Pharmacy, and Association of Schools of Allied Health Professions.
- The discussions elicit information about the association's support for these issues and ideas for ways that the FIPSE collaborative and related outcomes can be shared with the membership, boards, and staff of the associations.
- All of the associations thus far have been very supportive, interested, and have come up with concrete ideas for sessions at conferences, presentations with boards of directors, publications, etc. Notes from these discussions and background briefings on the associations will be shared with the Collaborative members. Project staff will work to follow up with each team to consider possible next steps related to each association.

Item 5: Q & A

- A draft of the FIPSE Project press release will be sent out on the project listserv for review and comments, with an anticipated public release early in the new year.
- Collaborative members requested that calls be held to an hour or hour and a half.