



## **Faculty for the Engaged Campus**

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# Session Agenda

- Definitions & acronyms
- Current reality
- History of CCPH activities
- Faculty competencies
- Faculty development strategies
- Indicators of success

*Leave with...ideas for developing community-engaged faculty*

*Community engagement* is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities





# Definitions

- *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*



# Acronyms

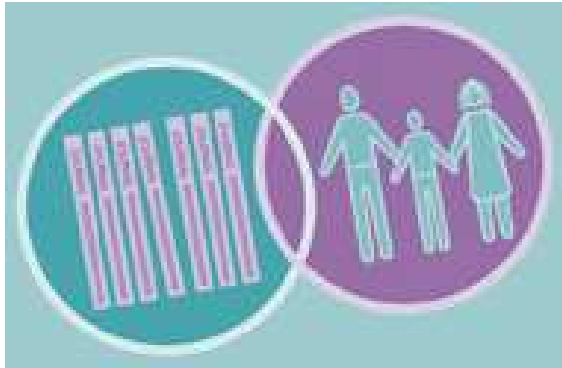
- *CBPR* is Community-Based Participatory Research
- *CCPH* is Community-Campus Partnerships for Health
- *CES* is Community-Engaged Scholarship
- *FIPSE* is Fund for the Improvement of Postsecondary Education
- *P&T* is Promotion & Tenure
- *RPT* is Review, Promotion & Tenure
- *SL* is Service-Learning



# From Service to Scholarship

- The activity requires a high level of expertise.
- The activity breaks new ground or is innovative.
- The activity can be replicated and elaborated.
- The work and its results can be documented.
- The work and its results can be peer reviewed.
- The activity has significance or impact

*Adapted from Recognizing Faculty Work, by Robert Diamond and Bronwyn Adam (1993)*



# Community Engagement

*An Essential Strategy  
for Change*

- Preparing graduates to enter the workforce
- Translating research into policy and practice
- Ensuring the success of democracies
- Solving the complex challenges facing our society

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



# Current Reality

“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*



# Current Reality

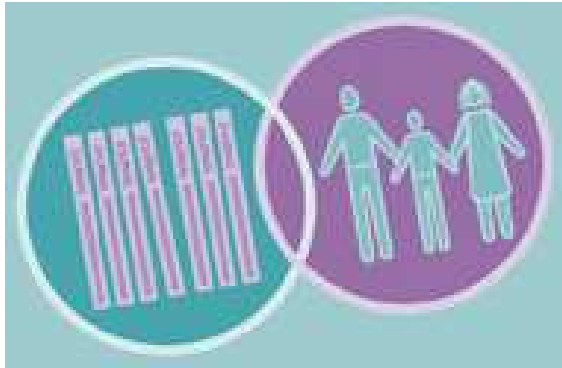
“Many untenured faculty find they must chose between doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students.”

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

“Federal funders of research and academic institutions should recognize and reward faculty scholarship related to public health practice research.”

*Institute of Medicine, 2002*

# Challenges in Current System



- 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 community partners
- Traditions of senior scholars and institutions



**Community-Campus  
Partnerships for Health**  
Transforming Communities & Higher Education

# History

**1997-now:** Consistent theme from start of CCPH

**1998:** Sponsored studies

- Gelmon S et al. (1999) Health Professions Schools in Service to the Nation Program Final Evaluation Report. San Francisco: UCSF. Available at [www.ccph.info](http://www.ccph.info)
- Calleson D, Seifer SD and Maurana CA. (2000) Forces Affecting Community Involvement of AHCs: Perspectives of Institutional and Faculty Leaders. Acad Med. 77;72-81.

**2000:** Commissioned paper

- Maurana CA, Wolff M, Beck BJ, Simpson DE. (2001) Working with our communities: moving from service to scholarship in the health professions. Educ Health;14(2):207-20.

**2002-2003:** Scholarship project & online faculty toolkit

[www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)



**Community-Campus  
Partnerships for Health**  
Transforming Communities & Higher Education

# History

## **2004-2005: Kellogg-funded Commission**

- 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.
- Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions. Seattle: Community-Campus Partnerships for Health, 2005. Available at [www.ccph.info](http://www.ccph.info)

## **2004-2007: CES for Health Collaborative (“FIPSE 1”)**

- Jordan C (Editor). Community-Engaged Scholarship Review, Promotion & Tenure Package. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health, 2007.
- Self-assessment tools, including: Gelmon S, Seifer SD, Kauper-Brown J, Mikkelsen M. Community-Engaged Scholarship for Health Collaborative: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health, 2004.
- Use of self-assessment tools by individual campuses, other multi-institutional projects
- Invitational symposium on community-engaged scholarship in February 2007
- Forthcoming theme issue of Metropolitan Universities



**Community-Engaged  
Scholarship for Health  
Collaborative**

# 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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# Participating 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 Minnesota Academic Health Center
- University of North Carolina-Chapel Hill School of Dentistry



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# 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

## 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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# Change Strategies

Self-assessment

Carnegie elective classification application

Campus-wide conversations

New institutional structures and positions

Faculty development

RPT committee training

Mock portfolio reviews

RPT policy revisions



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# Outcomes & Products

- Significant changes in RPT policies & practices
- National professional association activities
- Institutional self-assessment tools
- Faculty competencies for CES
- RPT package with characteristics of quality CES, mock dossier and exercise
- Enhancements to CES toolkit at [www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)

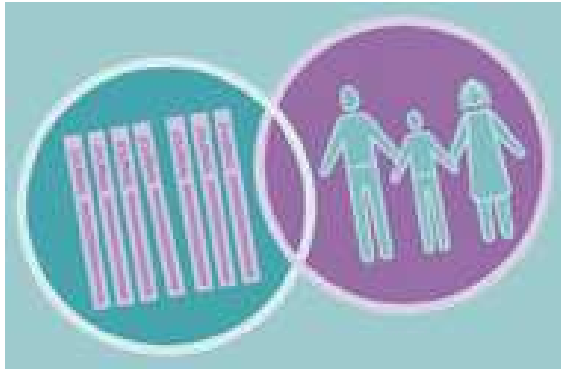
# Faculty for the Engaged Campus ("FIPSE 2")

- 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



# Components

- **Innovative competency-based models of CES faculty development**
- Online clearinghouse for peer review, publication and dissemination of products of CES
- Online roster of peer reviewers and mentors
- Redefining “peer” in peer review to include community partners



# Participating Campuses

Auburn University, AL  
Langston University, OK  
Medical College of Wisconsin  
Medical University of South  
Carolina  
Messiah College, PA  
Metropolitan State University,  
MN  
North Carolina State University  
Northwestern University, IL  
Ohio University  
Texas Christian University

Tougaloo College, MS  
University of California, Merced  
University of Denver, CO  
University of Massachusetts  
University of Michigan  
University of Minnesota Twin Cities  
University of New Mexico  
University of North Carolina at  
Chapel Hill  
Virginia Commonwealth University  
Xavier University, OH



# Charrette Goals

*May 28-30, 2008 in Chapel Hill, NC*

- Provide a forum for discussion of professional development for those who seek community-engaged careers in the academy
- Develop models for faculty development that can be piloted and shared
- Establish network of institutions interested in continued discussion and advancement of faculty development in CES



# Example Competencies

- **General:** Value and understand legitimacy and significance of CES
- **Novice:** Familiarity with basic literature and history of CES
- **Intermediate:** Ability to negotiate across community-academic groups
- **Advanced:** Expertise in working with communities to translate CES into policy



# Group Discussion

- Agree on 2-4 competencies to successfully “do” CES.
- How would you prepare novice faculty members to achieve the competencies?
  - Strategies
  - Program components
  - Roles for community partners
- What would you look for as indicators of your program’s success?

# Faculty Development by Level of Expertise

	<b>Novice</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Learning Content</b>	Introductory workshops on different forms of CE & CES	CES workshop/seminar series	Advanced workshops/seminars
<b>Guidance and Support</b>	Introduction to individuals and campus units doing CES for potential collaboration	CES faculty support group	Inter-disciplinary and/or inter-institution network and/or CES faculty support group
<b>Incentives</b>	Information on resources on CES resources and opportunities	Seed grants for developing partnerships, courses, research projects	CES leadership and mentorship positions
<b>Portfolio development</b>	Review of RPT guidelines in regard to CES	Tutorials and workshops specific to CES portfolio development	Mini-sabbatical grants to work on portfolio

From: Blanchard, Hanssmann, Strauss, Belliard, Krichbaum, Waters and Seifer  
 Faculty Development Models for Community Engaged Scholarship. Under review.



# Resources

*Help expand the collection!*

CCPH Website: [www.ccph.info](http://www.ccph.info)

Collaborative Website: self-assessment tools

<http://depts.washington.edu/ccph/healthcollab.html>

Community-Engaged Scholarship Toolkit: “making the best case for P&T”

<http://www.communityengagedscholarship.info>

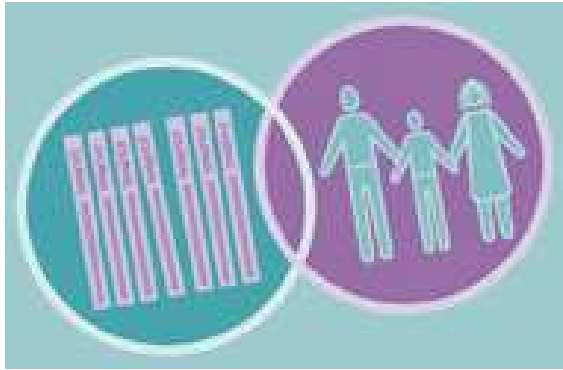
Electronic Discussion Groups on CES, CBPR, SL

<http://depts.washington.edu/ccph/faq.html#Listservs>

Community-Engaged Scholarship Resources: reports, model RPT policies

<http://depts.washington.edu/ccph/scholarship.html>

Forthcoming theme issue of Metropolitan Universities Journal



## For More Information

- Project email: [fipse2@u.washington.edu](mailto:fipse2@u.washington.edu)
- *Faculty for the Engaged Campus* website <http://depts.washington.edu/ccph/faculty-engaged.html>
- Sherril Gelmon: [gelmons@pdx.edu](mailto:gelmons@pdx.edu)
- Sarena D. Seifer: [sarena@u.washington.edu](mailto:sarena@u.washington.edu)