



Community-Engaged Scholarship for Health Collaborative

Highlights: Interim Report of Collaborative Team Progress (2004 – 2005)

The Community-Engaged Scholarship for Health Collaborative, funded by a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, is comprised of a diverse group of ten health professional schools¹ that seek to recognize and reward community engagement as central to the role of faculty members at their own institutions and nationally. Campus teams composed of provosts, deans, department chairs, promotion & tenure committees, faculty members and community partners have worked to foster change in their health professional schools and universities during the 2004-2005 academic year. Each team has developed and implemented efforts to better recognize and reward community-engaged scholarship (CES) on their campus.

The work of the Community-Engaged Scholarship for Health Collaborative is supported by staff and senior consultants of Community-Campus Partnerships for Health (CCPH). In the spring of 2005, representatives from each of the Collaborative teams had discussions with CCPH staff to review the team's work to date. This document gives an overview of the progress made by the Collaborative teams and challenges that have arisen.

The Kotter model² for implementing transformational change is being used as a framework for developing efforts to support community-engaged scholarship among the Collaborative teams. In the Kotter model, the eight stages of change build upon one another, and must be fully accomplished in order to develop a pervasive and sustained change. Along these lines, the Collaborative teams have been focused on the first three stages of the model during this first year: (1) establishing a sense of urgency, (2) creating a strong guiding coalition, and (3) developing a vision and strategy. Most of the work of the teams to date has focused on developing relationships with stakeholders in community-engaged scholarship and developing an effective strategy for change. Products at this stage of the Collaborative are strong coalitions for change and well-developed action plans.

Progress in Supporting Community-Engaged Scholarship:

- The Collaborative schools described efforts to develop coalitions for supporting CES through engaging key stakeholders, communicating about the Collaborative to key administrative and faculty bodies, and forming connections with centers and programs on campus that are involved in community-engagement. The ability of teams to develop these connections is aided in that many team members are well-respected leaders on their campuses and serve on campus-wide committees and thus in a strong position to communicate the work of the Collaborative.
- Teams have demonstrated variation in their level of emphasis within the institution: on the department, the health professional school, or university. This focus depends upon the makeup of teams and strategic opportunities for change at these different academic levels.
- Several schools are in the process of reviewing or rewriting review, promotion and tenure (RPT) policies and are incorporating language that is supportive of CES. One has submitted a draft set of revisions for faculty discussion and action.

- Several Collaborative teams are preparing materials to submit to association meetings and other national conferences on the work they are doing on their campuses. One will be making a peer-reviewed presentation at a national professional conference this fall.
- One Collaborative team applied for and received an internal interdisciplinary grant to host a three-day conference on promoting CES at the university.

Challenges in Institutionalizing Change:

- A number of schools have found that the Dean is having a significant role in shaping the direction of the team's change efforts. Deans have in some cases been supportive and involved; others have been less invested and engaged. In cases where the dean may be unable or unwilling to promote revision of RPT policies or other administrative changes to support CES, teams have had to consider alternatives to actual policy change, such as facilitating faculty development activities or working to change the school's culture around the definition of scholarship through presentations and workshops.
- Several Collaborative schools have had changes in the composition of their team during this first year. In some cases, changes in administrators and other key stakeholders at the university have posed challenges to developing a strong coalition for supporting CES.
- At some Collaborative schools there have been instances of faculty being denied promotion and/or tenure, apparently due to their community-engaged scholarship not being viewed as meeting current promotion and tenure guidelines. This has been discouraging to these teams, but also appears to have strengthened the sense of urgency to advance their agenda for action. In some cases it appears that it may be the RPT committees' interpretation of policies that is at issue, underscoring the need to work with RPT committees and provide training on CES.

Next Steps for Collaborative Teams:

- Teams may need to review their initial goals and action plans in light of their experiences over the past year.
- In cases where immediate opportunities for direct policy change may be limited or unnecessary, teams may need to further develop other strategies for supporting CES and building their case. For example:
 - One team is considering developing a campus-wide symposia series on CES with other units on campus.
 - Another team is considering forming a committee within the school to act as a resource on CES, advise faculty, and help promote CES. The new committee would parallel an existing committee that was established to support faculty research.
- Teams may want to identify community-engaged scholars at their institution than can illustrate the issues that arise in recognizing and rewarding CES. These individuals and their portfolios of work may be useful in demonstrating the value of CES to the school and highlighting the need for change in faculty roles and rewards.

For questions regarding the Collaborative, please contact program director Jen Kauper-Brown (jenbr@u.washington.edu or 206-543-7954). Additional information is posted on the Collaborative website at <http://depts.washington.edu/ccph/healthcollab.html>

¹ The schools participating in the collaborative, in alphabetical order, are: 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 and Vanderbilt University School of Medicine.

² Kotter, J. P. (1996). *Leading Change*. Boston, Massachusetts, Harvard Business School Press.