



Linking Scholarship and Communities: The Commission on Community-Engaged Scholarship in the Health Professions

**Presented by Commission Member
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*This work is supported by a grant from
the WK Kellogg Foundation*



Community Engagement

An Essential Strategy

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



Question

Faculty roles are changing but is the Review, Promotion and Tenure (RPT) system keeping pace?



Challenges of Community-Engaged Scholars

“If we want faculty to be involved in communities, but reward them for other activities, we are our own worst enemy.”

“Research support and manuscript generation is the name of the game...community-based anything takes time, length, and breadth.”

“Without leadership from the top, inclusion in mission statements and budget priorities, and faculty incentives, community efforts cannot succeed.”



“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*



Scholarship in the Health Professions

“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

“Applied scholarly research, teaching and service need clearly-articulated scholarship criteria. More appropriate and inclusive forms of documentation and peer review standards should be established. Sustained recognition and support for the applied interdisciplinary scholarship of academic public health practice should be institutionalized both within each school and the university.”

Association of Schools of Public Health, 1999



Scholarship in the Health Professions

“Publication in peer-reviewed journals is the typical end point in the mind of many researchers. For a results-oriented philanthropy, this is not enough.”

*James R Knickman and Steven A. Schroeder
Robert Wood Johnson Foundation, 2000*

“Participatory approach at the front-end of the research pipeline is the best assurance of relevance and utilization of the research at the other end of the pipeline.”

*Lawrence Green,
Centers for Disease Control and Prevention*



Scholarship in the Health Professions

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

“Academic institutions should develop criteria for recognizing and rewarding faculty scholarship related to service activities that strengthen public health practice”

“Schools of public health should “provide increased academic recognition and reward for policy-related activities.”

Institute of Medicine, 2002



Current Reality

- Most frequently cited barrier is the risk associated with trying to achieve promotion and tenure
- Often viewed as service and perceived as an inferior activity, rather than being acknowledged as genuine scholarship
- Most academic institutions confer tenure and promote faculty based primarily on the quantity and caliber of peer-reviewed publications



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

To develop and disseminate a set of tools that faculty and health professional schools can use to advance community-engaged scholarship



Commission Members

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Working Definitions

Commission, 2004

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



Challenges in Current Review, Promotion & Tenure (RPT) 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 involvement of community partners



Commission Recommendations

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



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



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



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



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



Community-Engaged Scholarship Faculty Toolkit

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. Seattle: Community-Campus Partnerships for Health, 2005.

<http://www.communityengagedscholarship.info>



Faculty Toolkit

Planning for Promotion and Tenure

- developing and sustaining your vision
- identifying and working with mentors
- showcasing your work and soliciting peer review

Creating a Strong RPT Portfolio

- the faculty portfolio
- the career statement
- the CV
- the teaching portfolio
- external letters - academic and community



Faculty Toolkit

Appendices

- profiles of community-engaged scholars
- RPT guidelines
- annotated bibliography
- annotated websites
- glossary of terms
- journals that publish community-engaged scholarship
- funding sources for community-engaged scholarship



Question

What are the expectations for faculty rewards and recognition at this institution?



Community-Engaged Scholarship: Discussion Questions

“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...

*Commission on Community-Engaged Scholarship
in the Health Professions, 2004*

Does your community-engaged work meet this definition of scholarship? How? Why? Why Not? What needs to be strengthened?



Career Statement: Discussion Questions

- In 2 or 3 sentences, how would you describe your vision for community-engaged scholarship?
- In developing your promotion and tenure packet, are you expected to write a career statement? If so, what is expected in this statement?
- If you have written a career statement for your portfolio, what strategies did you find to be useful in developing this statement?



Showcasing Your Work

In what ways have you been successful in communicating your community-engaged work?

What strategies have you found to be useful in publishing your community-engaged work?

What strategies have been useful in securing external funding for your community-engaged work?



Showcasing Your Work: Discussion Questions

What are examples of additional products resulting from your community-engaged work?

Do these additional products “count” towards promotion and tenure at your institution?

If so, how does this work? If not, how might having them peer-reviewed change this?



Resources

www.ccph.info

Community-Engaged Scholarship

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

Commission

<http://depts.washington.edu/ccph/kellogg3.html>

Community-Engaged Scholarship Toolkit

<http://depts.washington.edu/ccph/2002fellows-calleson.html>

Community-Engaged Scholarship listserv

<https://mailman1.u.washington.edu/mailman/listinfo/comm-engagedscholarship>