Products of CES: What Counts? Who Benefits?

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February 11, 2010
Mission

To promote health (broadly defined) through partnerships between communities and higher educational institutions
At-A-Glance

- Nonprofit membership organization launched in January ‘97
- 11-member board of directors that follows a policy governance model
- 1,800 members from communities and campuses across Canada, the US & other countries
- Private & public funding
- Staff, students & senior consultants
Goals

- **Combine knowledge, wisdom & experience** in communities and in academic institutions to solve major health, social and economic challenges
- **Build capacity** of communities & higher educational institutions to engage each other in authentic partnerships
- **Support communities** in their relationships & work with academic partners
- **Recognize & reward** faculty for community engagement & community-engaged scholarship
- **Develop partnerships** that balance power & share resources equitably among partners
- **Ensure community-driven social change** central to service-learning & community-based participatory research (CBPR)
1. Quality processes

“We are not just talking about a process that involves partners. There needs to be a process of shared decision making.”

~ Ella Greene-Moton, Flint, MI

Relationship focused…open, honest and respectful….trust-building…acknowledging of history…committed to mutual learning…sharing credit
2. Meaningful outcomes that are tangible and relevant to communities

“OK, we can work together on community-based participatory research, but only if you support our kids in the pipeline. Bring them to campus for programs, teach them skills they use to be more marketable, give them academic credit.”

•~ Vickie Ybarra, Toppenish, WA

Eliminating health disparities…affordable housing…education, economic development…
3. Transformation at multiple levels

“We build social capital when we’re doing this work. We don’t often talk about that.”

~ Douglas Taylor, Atlanta, GA

- Personal transformation, including self reflection and heightened political consciousness
- Institutional transformation, including changing policies and systems
- Community transformation, including community capacity building
- Transformation of science and knowledge, including how knowledge is generated, used and valued and what constitutes “evidence”
- Political transformation, including social justice
1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
9. Partners share the benefits of the partnership's accomplishments.
10. Partnerships can dissolve and need to plan a process for closure.
In creating a dissemination plan, partnerships should consider several key questions:

- **Goal:** What are the goals and objectives of the dissemination effort? What impact do you hope to have?
- **Audience:** Who is affected most by this research? Who would be interested in learning about the study findings? Is this of interest to a broader community?
- **Medium:** What is the most effective way to reach each audience? What resources does each group typically access?
- **Execution:** When should each aspect of the dissemination plan occur (e.g. at which points during the study and afterwards)? Who will be responsible for dissemination activities?
Key Characteristics of an Effective Dissemination Plan

Orient toward the needs of the audience, using appropriate language and information levels

Include various dissemination methods:
- written text including illustrations, graphs and figures
- electronic and web-based tools
- arts-based approaches including photos, videos, performances
- oral presentations at community meetings and scientific conferences

Leverage resources, relationships, and networks fully.
Examples of Written Products of CES

- Journal article
- Book chapter
- Press release
- Research brief
- Flyers, posters, brochures
- Policy brief
- Study newsletters, websites
- Community publications, websites, listservs
- Letter of thanks to study participants
Questions that Partnerships Should Consider

- What is the process for developing a potential article?
- Who needs to be involved?
- What is process for obtaining partnership agreement to write the article?
- Who needs to agree?
- What is process for soliciting partner interest in contributing?
- What are the criteria for authorship?
- How is authorship order determined?
- Should a parallel lay audience document be create
- What will the writing process look like?
- Are there any partners who, if not authors, need to review manuscript before submission?

Writing About CES for Peer-Reviewed Journals

Key Points to Remember When Writing About CBPR: The PRESS Mnemonic

Pay attention to general principles for organizing each part of a paper.
Reinforce text with strategically selected and clearly labeled tables and figures.
Explain why a CBPR approach was used.
Specify how a CBPR approach was used.
Specify what the CBPR approach added to your project.

Detroit URC Procedures for Dissemination-Related Activities

Criteria for who attends, participates and/or is a representative:

- To the extent feasible, there should always be at least one university and one community partner co-presenting
- Board members who have the most expertise on the given topic will have first priority to be a co-presenter
- Priority will also be given to those Board members who have been most involved with the particular topic to be addressed in the presentation
- A rotating system for selecting participants will be used when more than one person meets the criteria for attending conferences
- Flexibility will be maintained in choosing participants for conferences based on the needs of the presentation
Detroit URC Procedures for Dissemination-Related Activities

Criteria for authorship:

- To the extent feasible, there should always be at least one university and one community partner as co-authors.
- Board members who have the most expertise on the topic will have first priority to be a co-author.
- The number of co-authors will depend on the requirements of the publication. If the publications guidelines limit the number of authors, rotating system will be used for selecting co-authors.
- Priority will also be given to those Board members who have been most involved with the particular topic that will be addressed in the article.
Detroit URC Procedures for Dissemination-Related Activities

Community/policy dissemination:

- Develop one-page summaries of relevant results from and policy implications related to URC-affiliated projects
- Develop list of key policy makers from organizational, local, state and offices to meet with regarding the benefits and results of CBPR
- Develop list of key funders to meet with regarding benefits and results of CBPR
- Develop list of key policy-focused organizations and/or individuals who could assist the URC in communicating findings and policy implications related to URC projects
- Prioritize list of policy-makers, funders, and policy-focused organizations and develop a plan for meeting with them
- Attend and participate in meetings focusing on CBPR to communicate findings from and policy implications of URC projects
Challenges to CES

• Time involved in developing partnerships
• Collaborative and interdisciplinary nature of CES
• 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
Challenges to Products of CES

- CES requires diverse products that reach and benefit community members, practitioners and policy makers
  - Often not disseminated beyond immediate communities
- Few peer-reviewed journals publish diverse products
- Diverse products often perceived to not “count” towards P&T since typically not peer-reviewed or published like journal articles
- Difficult to determine quality and impact of different products
- “Peers” in CES come from community and academy but “peer review” favors academic peers
**Solutions**

- Creation of CES4Health.info – new online resource
- Products peer-reviewed and published are comparable to articles published through peer-reviewed print or online journals
- Editorial and peer review processes mirror most journals, based on accepted standards of scholarship
- All products are reviewed by expert academic and community reviewers
- Recognition that “peers” in community-engaged scholarship come from community and academy
Solutions

- Authors can note the products as peer-reviewed publications in their curriculum vitae
- Products can be described as peer-reviewed scholarly products
- CES4Health.info provides authors with a measure of impact by tracking how often product is accessed and how it is used
What Can Be Submitted?

- Diverse products of health-related community-engaged scholarship in English from anywhere in the world
- ‘Health-related’ is defined broadly to include health services, public health, health policy, social determinants of health including education, food security, housing, etc.
- Products can include: syllabi, videos, policy briefs, training manuals, toolkits, assessment tools, etc.
- Product is submitted along with an application that describes the work that led to it, other relevant information
Review Criteria

- Clear goals
- Adequate preparation
- Methodological rigor
- Significance
- Effective presentation
- Reflective critique
- Ethical behavior
Editor: Cathy Jordan, Associate Professor of Pediatrics and Neurology and Director of the Children, Youth and Family Consortium at the University of Minnesota, Minneapolis

Associate Editors:
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- Suzanne Cashman, Professor, University of Massachusetts Medical School, Worcester, MA
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Editorial Board: Under development
Community-Engaged Scholarship for Health

CES4Health.info is a free online mechanism for peer-reviewing, publishing and disseminating products of health-related community-engaged scholarship that are in forms other than journal articles. For example, videos, manuals, curricula and products developed through service-learning, community-based participatory research and other community-engaged work.

Through CES4Health.info, you can:
- Search for high quality tools and resources
- Submit products for peer review
- Apply to be a peer reviewer
- Contribute to the field of community-engaged scholarship... and ultimately the health of communities!

NEW PRODUCTS
- Guide to Enhance Grassroots Risk Communication Among Improving the Health of Canadians: Mental Health: Social Capital and Concerns Facing Lower Income Youth Community Approaches to Mobilizing Partnerships an...

HOT TOPICS
- Join Community-Campus Partnerships for Health Today Stay on Top of CBPR Funding Opportunities Attend the CPHP Conference, May 12-15, in Portland, OR Faculty: Make Your Best Case for Promotion & Tenure

Apply Today to be a Peer Reviewer...
In Harmony: Reflections, Thoughts, and Hopes of Central City, New Orleans (video)
Caricia Catalani, Anthony Veneziale, Larry Campbell, Shawna Herbst, Anthony Wilson, Craig McCullough, Darrel Barnes, Jackie Alexander, Jeremiah Sherman, Michele Burton-Oatis, Michael Oatis, Rev. Samson "Skip" Alexander, Benjamin Springgate, Brittany Butler, Meredith Minkler

Community Based Participatory Research with Indigenous People (video)
Fay Fletcher, Cecelia Zoe-Martin, Jim Martin, Nancy Gibson, Rose James, Randy Elliott, La Belle V. Urbanec, Pamela L. James, Greg Miller

The CEAL-UNC Collaborative. A Manual for Community Based Participatory Research: Using Research to Improve Practice and Inform Policy in Assisted Living (manual)
Karen Love, Sheryl Zimmerman, Lauren Cohen
Training for Better Health: A Cultural Competency Curriculum for the Health Professions (guide)
Dodi Meyer, Julia Michie, Milagros Batista, Hetty Cunningham, Patricia Hametz, Mary McCord

Community Approaches to Mobilizing Partnerships and Service-Learning (guide)
Lorece Edwards, Anita Hawkins

The Heredity Project: A Web-based Introduction to Genetics for the Purpose of Health Promotion (website)
Vicki Park, Robert Shreve

Toolkit to Establish and Sustain Year-Long Walking in Rural Communities (toolkit)
Anna Zendell, Mary Riley-Jacome
Online Database of Faculty Mentors & Portfolio Reviewers

**Challenges**

- Peer reviewers in a given faculty member’s discipline/profession who understand and can assess the rigor, quality and impact of their CES are often not readily identifiable.

- External reviewers who are not familiar with or biased against CES may not fairly review a community-engaged faculty member’s portfolio.

- CCPH receives on average of one request a month to serve as an external peer reviewer for a health professional faculty member being considered for promotion and/or tenure. These invitations demonstrate the need for an established pool of reviewers.
Online Database of Faculty Mentors & Portfolio Reviewers

Solutions

- Searchable online database of community-engaged faculty members who are able and willing to serve as mentors and portfolio reviewers
- Mentoring can take place by email, phone or in person
- Users (e.g., deans, department chairs, community-engaged faculty) can search database and make direct contact with faculty who appear to be a good match
Resources

CCPH website: www.ccph.info
  CES for Health Collaborative page: assessment tools
  CES resources page: reports, model RPT policies
  Electronic discussion groups on CES, CBPR, SL
  CCPH Consultancy Network: training, technical assistance

CES toolkit: www.communityengagedscholarship.info

CES4Health.info: www.CES4Health.info

Database of faculty mentors & portfolio reviewers: www.facultydatabase.info
Contact CES4Health.info: info@CES4Health.info
Contact CCPH: ccph.info@gmail.com