



Products of CES: What Counts? Who Benefits?

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Community-Campus
Partnerships for Health

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)



Framework for Authentic Partnerships

*Citation: Achieving the Promise of Authentic Community-Higher
Education Partnerships: Community Partners Speak Out! CCPH, 2007*

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



Framework for Authentic Partnerships

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Education Partnerships: Community Partners Speak Out! CCPH, 2007*

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...



Framework for Authentic Partnerships

Citation: Achieving the Promise of Authentic Community-Higher Education Partnerships: Community Partners Speak Out! CCPH, 2007

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



Principles of Partnership

CCPH board of directors, 1998 & 2006

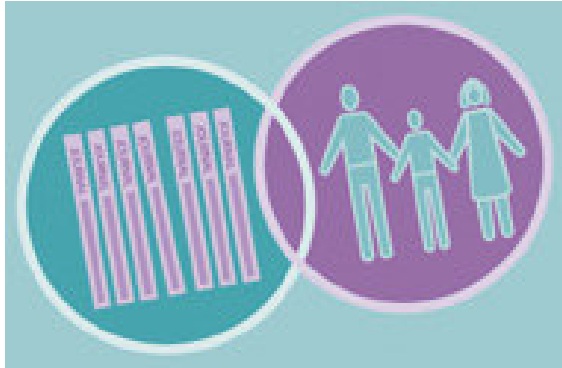
1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
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.



Principles of Partnership

CCPH board of directors, 1998 & 2006

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.

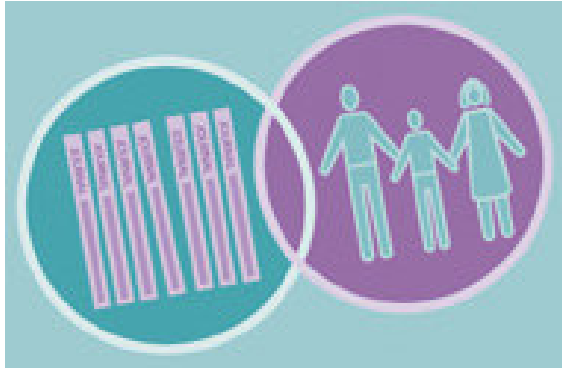


Dissemination Plan

CARE: Community Alliance for Research and Engagement. Beyond Scientific Publication: Strategies for Disseminating Research Findings.

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? :

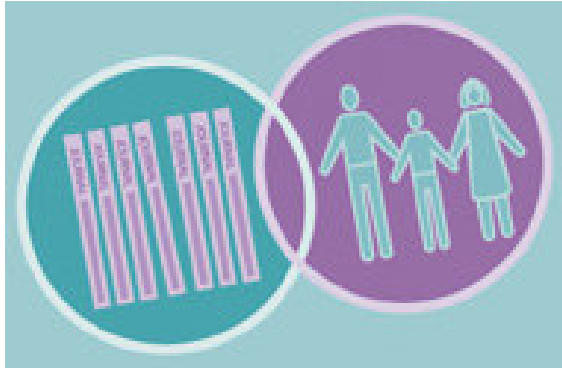


Key Characteristics of an Effective Dissemination Plan

NIDRR. Developing an Effective Dissemination Plan. January 2001.

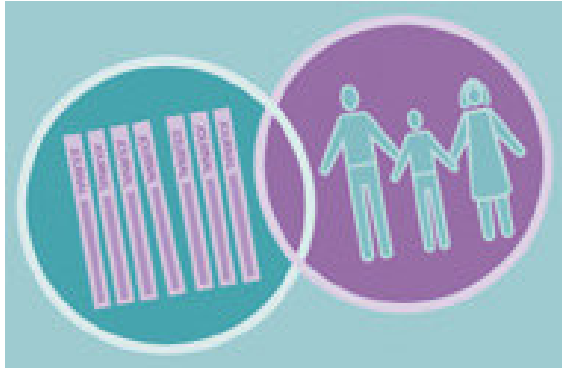
<http://www.ncddr.org/du/products/dissplan.html>

- 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

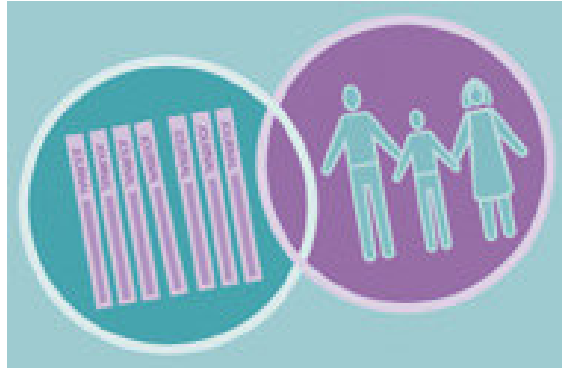
- Journal article
- Book chapter
- Press release
- Research brief
- Flyers, posters, brochures
- Policy brief
- Study newsletters, websites
- Community publications, websites, listservs
- Letter of thanks to study participants



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?

Bordeaux BC et. al. Guidelines for Writing Manuscripts About Community-Based Participatory Research for Peer-Reviewed Journals. (2007). Progress in Community Health Partnerships. 1(3): 281-288.



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.

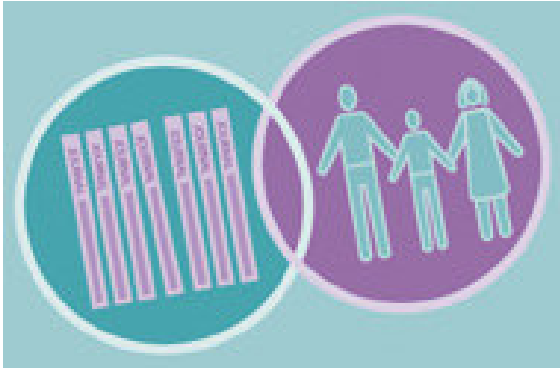
Reinforce text with strategically selected and clearly labeled tables and figures.

Explain why a CBPR approach was used.

Specify how a CBPR approach was used.

Specify what the CBPR approach added to your project.

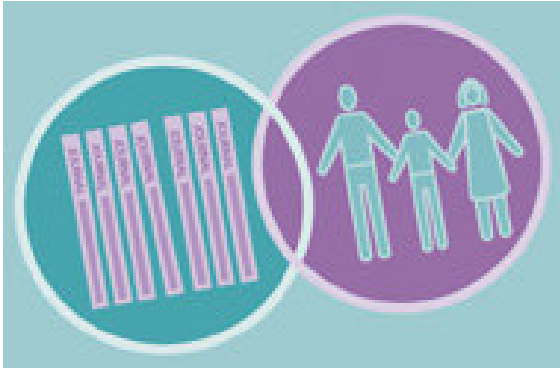
Bordeaux BC et. al. Guidelines for Writing Manuscripts About Community-Based Participatory Research for Peer-Reviewed Journals. (2007). Progress in Community Health Partnerships. 1(3): 281-288.



Detroit URC Procedures for Dissemination-Related Activities

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

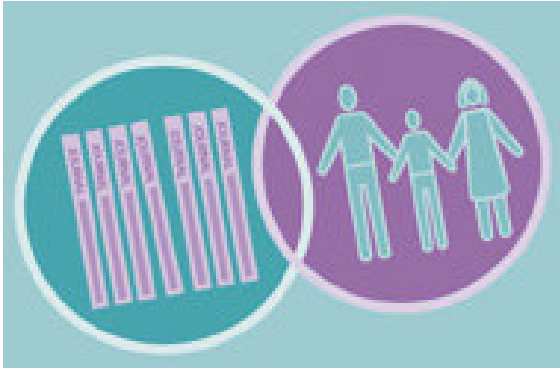
- To the extent feasible, there should always be at least one university and one community partner co-presenting
- Board members who have the most expertise on the given topic will have first priority to be a co-presenter
- Priority will also be given to those Board members who have been most involved 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:

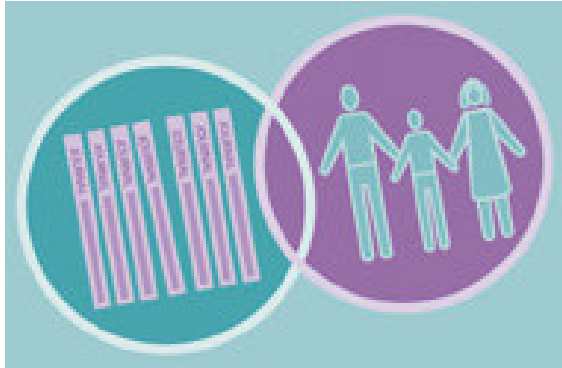
- To the extent feasible, there should always be at least one university and one community partner as co-authors
- Board members who have the most expertise on the topic will have first priority to be a co-author
- The number of co-authors will depend on the requirements of the publication. If the publications 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

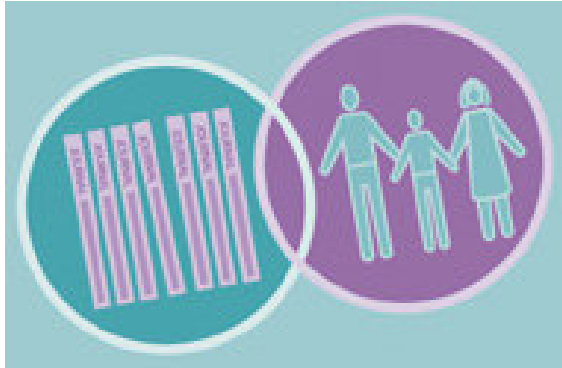
Community/policy dissemination:

- 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:

- Janice Bowie, Associate Professor, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
- Suzanne Cashman, Professor, University of Massachusetts Medical School, Worcester, MA
- Jay Schensul, Senior Scientist and Founding Director of the Institute for Community Research, Hartford, CT

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 Amo...](#)
[Improving the Health of Canadians: Mental Health, ...](#)
[Social Capital and Concerns Facing Lower Income Yo...](#)
[Community Approaches to Mobilizing Partnerships an...](#)

HOT TOPICS

[Join Community-Campus Partnerships for Health Today!](#)
[Stay on Top of CBPR Funding Opportunities!](#)
[Attend the CCPH Conference, May 12-15, in Portland, OR!](#)
[Faculty: Make Your Best Case for Promotion & Tenure!](#)





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

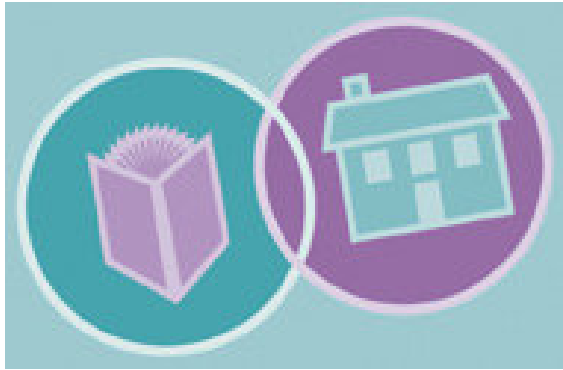
Challenges

- 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

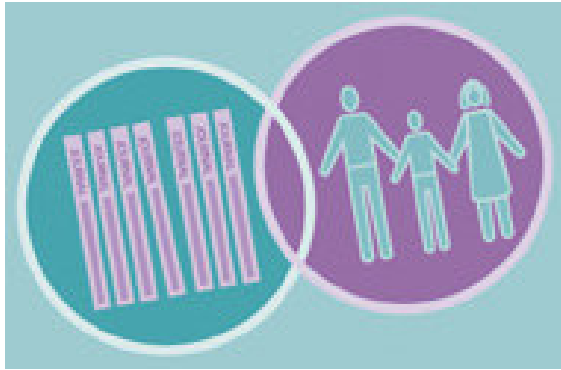
 Electronic discussion groups on CES, CBPR, SL

 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



For More Information

- Contact CES4Health.info: info@CES4Health.info
- Contact CCPH: ccph.info@gmail.com
- Jordan CM, Seifer S, Sandmann L, Gelmon S. (2009) CES4Health: Development of a Peer-Review Mechanism for Disseminating Innovative Products of Community-Engaged Scholarship. Intl J Prevention Pract and Res. 1(1): 21-28: www.gocpub.org/ojs/index.php/ijppr
- Calleson DC, Jordan C and Seifer SD. (2005) Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? Acad Med. 80(4):317-21: depts.washington.edu/ccph/pdf_files/ComEngScholar.pdf