

Community-Engaged Scholarship for Health Collaborative Action Planning Document Summary 2006

As you know, the Action Planning document was designed to assist your team in further developing its goals and strategies for achieving them over the remaining two years of the Collaborative. Using the information collected in the past two months from this document, we may observe the progress of Collaborative participants in realizing their established goals in relation to community-engaged scholarship (CES), as well as examine further development and evolution of their goals and strategies. The following is a summary of participants' responses to three of the questions presented in the Action Planning document.

What do you hope to accomplish by the end of the three years of the Community-Engaged Scholarship for Health Collaborative project?

"We would hope to have identified and developed improved ways for our faculty to develop and document CES. While many of the [School of Pharmacy's] faculty members are significantly engaged in CES (which we refer to as outreach), the typical scholarly end-product has remained the peer reviewed journal article. Clearly there are other ways that CES can be documented and broadening the accepted methods of documentation would be of great assistance to the [School] as it focuses greater energy toward dealing with community needs for health care services. We would hope this would stimulate our faculty to greater engagement in the community." **Auburn University School of Pharmacy**

"1) Include CES as a component: a) of our revised strategic plan; b) mission statement; c) and University-wide planning document. 2) Bring a member of a FIPSE grant participating college or a recommended expert to facilitate the process of discussion and discovery related to community-engaged scholarship. 3) Begin the process of incorporating criteria CES across college department RPT documents." **University of Cincinnati College of Allied Health Sciences**

"1) Both the School of Nursing and the University as a whole will engage in a dialog resulting in a common definition and understanding of what CES is. 2) CES will be considered as a legitimate form of scholarship meeting the promotion and tenure criteria." **Case Western Reserve University School of Nursing**

"By the end of three years, we hope to 1) have significantly more faculty routinely involved with CES, 2) have 2 or more faculty members promoted on service annually- using [the School of Dentistry's] newly adopted criteria, and 3) have community engagement integrated throughout the curriculum, thus creating more opportunities for CES." **Indiana University School of Dentistry**

"1) Develop stronger participation in Community-based Participatory research projects, locally, and globally. We have partly accomplished this with our NIH funded Health Disparities Research Center. 2) Make CES an integral part of the strategic plans or goals of the school. We have planned strategic planning meeting in the spring. 3) Provide faculty incentives and support for CES (partially met, in progress). 4) Clear definitions and metrics for Rank, Tenure and Promotion." **Loma Linda University School of Public Health**

"1) To ensure credit is given for [CES] activities in promotion and tenure decisions; 2) to create meaningful ways to document such activities; 3) to implement and monitor the first two goals to see if they are indeed working. We are working on a major visioning effort entitled Carolina 2010 which includes a set of core values, vision and goals for Service/ Engagement which are currently in draft form." **University of North Carolina-Chapel Hill School of Dentistry**

"Development of portfolio for CES; dissemination of this tool to faculty members." **Vanderbilt University School of Medicine**

What have you accomplished in the first year of your participation in the Collaborative?

“At this point we have begun the ‘unfreezing process’ and have begun the dialog. We have also identified colleagues throughout the campus who are committed to this kind of work.” **Case Western Reserve University School of Nursing**

“During the first year of our participation two major goals have been achieved: 1) Promotion and Tenure Guidelines were changed to incorporate specific language defining and requiring service to be a scholarly activity in order to be considered an area of excellence. 2) formation of a proposal and approval by the Dean for the initiation of a Committee on Community Engaged Scholarship.” **Indiana University School of Dentistry**

“1) We will likely have a written definition of ‘Community-engagement’. 2) Develop a system for recognizing community-based research. 3) Include the term Community-engagement into vision and/or mission at least at the department level 4) Revisit these goals throughout the year to measure and promote progress (benchmark). 5) Educate faculty regarding CES in order to increase awareness. 6) Develop a business plan. 7) Develop a system for recognizing community-based research. 8) Started the process of educating faculty regarding CES in order to increase awareness. 9) Published several public health practice peer-reviewed articles. 10) Increased Public Health Practice funded activities. 11) Faculty promotion to full professor based on public health practice portfolio.” **Loma Linda University School of Public Health**

“1) Include CES as a component: a) of our revised strategic plan; b) mission statement; c) UC/21 plan (university wide planning document): During the 2004-2005 academic year, the University of Cincinnati embarked on a new strategic vision for the university, referred to as UC/21. This vision identifies six goals that underscore the university’s commitment to serve the community on a local, national and international level. Our Dean and faculty have adopted the UC/21 plan as our College strategic plan. Among the goals highlighted by this plan are two that are particularly relevant to the goals of this Collaborative. These include growing our research excellence and forging key relationships and partnerships. To attain the goal of enhancing research excellence our College has outlined a strategy of expanding interdisciplinary research collaboration within UC and community partners in an effort to increase research productivity and external support. [Additionally], the UC/21 goal of “forging key relationships and partnerships” is closely aligned with the goals of this Collaborative. In an effort to move community engagement to community engaged scholarship within our College, we have established the goal of “instilling community engaged scholarship as an integral activity within the College”. In steps toward meeting this goal, our College has adopted the goals established by our FIPSE team including revising our strategic plan, mission and University strategic plan to recognize and assign value to this form of scholarship.

2) [Bring] a member of a FIPSE grant participating college or a recommended expert to facilitate the process of discussion and discovery related to CES: In an effort to give our faculty a clear understanding of the nature and process of CES, the FIPSE team thought it critical to secure funding to host a consultant who could assist faculty in better understanding the nuances involved in conducting community engaged research. With this objective in mind the team submitted a proposal for funding to the university’s Faculty Development Council with the aim of facilitating the promotion of CES to enhance teaching and learning outcomes in the College of Allied Health Sciences (CAHS). The team received notification in late May that our grant was funded for implementation during the 2005-2006 academic year. The FIPSE team is now in the process of selecting a consultant and planning the grant’s activities. We included CCPH in the project last spring when we contacted them to obtain information we needed to write the proposal; we have now recently reconnected with them as we begin planning for execution of the faculty development workshops outlined in the grant proposal. The team believes that the receipt of grant monies to underwrite the costs associated with providing this type of faculty development on the topic of CES is evidence of the team’s progress and is a crucial first step in achieving our long term goal of including CES in Reappointment Promotion and Tenure (RPT) documents as a recognized and valued scholarship criteria.

3) Begin the process of incorporating criteria CES across college department RPT documents: Dean Elizabeth King has initiated a College-wide task force to establish RPT standards for CAHS. To date, all RPT decisions have been based on department-level criteria. This College-wide RPT committee was convened this summer and will continue its work into the academic year. Given the changes made to our College strategic plan, it is the expectation of the FIPSE team that some examples of CES will be included in the RPT document as an avenue for scholarship.” **University of Cincinnati College of Allied Health Sciences**

“We have adjusted the promotions and tenure criteria to explicitly mention community engaged scholarship as worthy and legitimate. Members of the Vanderbilt team have also participated on the working groups.” **Vanderbilt University School of Medicine**

What do you hope your school/college will accomplish with regard to community-engaged scholarship over the next six months to a year?

“At this point, our team needs some additional time to plan and develop specific goals. We believe that our goals will be more clearly crystallized after the meeting in Nashville. In the coming year the [School of Pharmacy] will actively participate in two initiatives that are currently being developed at Auburn University. They are a bus-tour across Alabama to help our faculty more clearly identify community needs that they can address and a campus-wide seminar series where AU faculty from the different academic units can discuss their CES.” **Auburn University School of Pharmacy**

“1) The [College of Allied Health Sciences] faculty will meet in October and monthly thereafter to begin working on concrete benchmarks, timelines and key faculty to spearhead our effort to achieve the goals set in our College’s strategic plan. 2) Our team will continue to meet monthly as we plan the grant’s activities. We anticipate having the consultant conduct the first workshop in February and we will continue to carry out the components of the grant as we proceed through this academic year. We began planning for this event earlier this month, by contacting CCPH for a potential speaker’s list, securing a room on campus and getting the event recorded on the university calendar. 3) The [College of Allied Health Sciences] RPT task force will continue to work through the academic year with the goal of having a set of revised college RPT criteria/guidelines by June 2006.” **University of Cincinnati College of Allied Health Sciences**

“1) Organize an information session with the School of Nursing Promotion and Tenure Committee to discuss what CES is and how CES could become part of our promotion and tenure criteria. 2) Organize a general faculty forum to discuss what CES is and how it could become part of our promotion and tenure criteria. 3) Open the discussion of CES in the Faculty Senate.” **Case Western Reserve University School of Nursing**

“We hope for better understanding and faculty support/appreciation of CES and publication of articles in peer reviewed journals that will reflect IUSD’s work in this area.” **Indiana University School of Dentistry**

“1) Develop a working definition. 2) Include the term ‘Community-engagement’ into vision and/or mission at least at the department level. 3) Achieve consensus on C-B Scholarship priorities. 4) Increase the visibility and spectrum of [CES] within the school. It holds us accountable and puts us in context with nationwide development of these issues.” **Loma Linda University School of Public Health**

“1) To implement credit for these activities and see that such credit is used for promotion and tenure decisions at the School and University levels. 2) To adopt a new vision and core values statement and finalize a planning document for 2010. 3) To present ideas to the faculty and gain their acceptance.” **University of North Carolina-Chapel Hill School of Dentistry**

“Our team should meet on a regular basis to discuss plans and goals. We should build a collaborative group with our nursing school.” **Vanderbilt University School of Medicine**