

## Community-Engaged Scholarship for Health Collaborative Review, Promotion and Tenure Policy Analysis Aggregated Summary -- 2005

One of the goals of the Collaborative is to identify promising practices with respect to community-engaged scholarship, and to share those practices among Collaborative members to help them learn in their own work. Towards accomplishment of this goal, individual university teams have agreed to share the results of the analyses of their Review, Promotion and Tenure Policies with each other. Please note that these analyses were completed using information and feedback collected during the Summer of 2005. Since that time, some schools within the Collaborative have undergone significant changes in their policies, and others are currently in the process of revising their policies. Any progress made since the first analyses will be reflected in an updated analysis of all policies in the Summer of 2006.

The goals of this analysis were:

- To assess the school/university RPT guidelines against the set of criteria established by the Commission on Community-Engaged Scholarship in the Health Professions;
- To monitor changes in school/university guidelines over the three years of the Collaborative against the same set of criteria;
- To identify promising practices among members of the Collaborative; and
- To inform Collaborative team actions around RPT policy revisions.

The process for completion of the analysis was:

- To locate the RPT policies for the school participating in the Collaborative, but using university policies as a default if school policies do not exist. Where possible these were to be located online. When necessary, the team was to be contacted in order to obtain the policies.
- To review the policies specifically for those terms and concepts relevant to the work of the Collaborative on Community-Engaged Scholarship.
- To send the individual analysis to each school for their own review.

All elements were assessed on a three-point scale as either **Absent**, **Some Activity** or **Potential Role Model**. Of the RPT policies reviewed (see the list below), only Indiana University’s policies had elements that were assessed as “some activity” or “potential role model” for those policies in place at the time of the review. These are marked with an “X” in the table below.

Summary of RPT Policy Review, Summer 2005	Potential Role Model	Some Activity
<b>1. The RPT policies cite or use the Boyer framework or a similar approach that broadly defines scholarship in terms of discovery, teaching, integration, application, and engagement.</b>	<b>X</b>	
<b>2. Community-engaged scholarship is recognized and valued for all categories of appointments, regardless of tenure and/or clinical, teaching and/or practice emphasis.</b>		<b>X</b>
<b>3. Community-engaged scholarship is explicitly included in the review, tenure and promotion policies and procedures.</b>		<b>X</b>
<b>4. Review, promotion and tenure policies support, encourage and value dissemination of scholarship through multiple venues.</b>	<b>X</b>	

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<b>5. The review, promotion and tenure process actively supports and encourages collaborative interdisciplinary scholarship.</b>	<b>X</b>	
<b>6. The review, promotion and tenure policies recognize and value funding of community-engaged scholarship from a wide variety of sources.</b>		
<b>7. There is mandatory training for members of review, promotion and tenure committees to ensure a broad understanding of the definition, nature, documentation and assessment of community-engaged scholarship.</b>		
<b>8. Community partners are regularly invited to participate in the review, tenure or promotion processes in ways that go beyond writing letters of support (e.g., serving on a faculty review committee).</b>		<b>X</b>
<b>9. Community impact of community-engaged scholarship is valued and rewarded in the review, promotion and tenure process, with at least equal emphasis placed upon local community impact as that placed on regional, national and/or international impact.</b>		<b>X</b>

The policies used in the review are listed below:

Auburn University School of Pharmacy: <http://www.auburn.edu/academic/provost/handbook/policies.html#rank>

Case Western Reserve University School of Nursing:  
<http://www.cwru.edu/president/facsen/frames/handbook/CWRUFH2005.pdf>

University of Cincinnati College of Allied Health Sciences:  
 Guidelines for Appointment, Reappointment, Promotion, and Tenure Department of Analytical and Diagnostic Sciences College of Allied Health Sciences, University of Cincinnati and Communication Sciences and Disorders College of Allied Health Sciences University of Cincinnati Department Handbook. (Forwarded by email by CCPH staff on 11.30.04)

University of Colorado School of Pharmacy:  
 Department of Clinical Pharmacy, School of Pharmacy University of Colorado Health Sciences Center Guidelines for Appointment, Promotion and Tenure Version 1, Adopted July 28, 2003. (Forwarded by email by CCPH staff on 11.30.04)

Indiana University School of Dentistry:  
[http://www.iusd.iupui.edu/outside\\_site\\_url/default.htm?Outside\\_Site\\_URL=http://www.iupui.edu/](http://www.iusd.iupui.edu/outside_site_url/default.htm?Outside_Site_URL=http://www.iupui.edu/)

Loma Linda University School of Public Health:  
 Promotion Policy, Tenure Policy. (Forwarded by email by CCPH staff on 11/30/04)

University of Massachusetts School of Nursing:  
[http://www.umass.edu/senate/trustee/T76-081\\_academic\\_personnel\\_policy.pdf](http://www.umass.edu/senate/trustee/T76-081_academic_personnel_policy.pdf)

University of Minnesota Academic Health Center:  
<http://www1.umn.edu/regents/policies/humanresources/FacultyTenure.pdf>

University of North Carolina School of Dentistry:  
<http://www.dent.unc.edu/admin/policies/admin/promotion/promotion.pdf>

Vanderbilt University School of Medicine:  
[http://www.mc.vanderbilt.edu/medschool/fac\\_text.php#PROCESS](http://www.mc.vanderbilt.edu/medschool/fac_text.php#PROCESS)