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# **Institutional Change to Support Community-Engaged Scholarship: Testing New Methods**

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# Session Format and Content

- ◆ Goals of new self-assessment method
- ◆ Description of the six dimensions
- ◆ Summary instruments
- ◆ Applications/questions
- ◆ Website and RPT analyses
- ◆ Resources



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## **The Community Engaged Scholarship for Health Collaborative (2004-2007)**

- ◆ Diverse group of ten health professional schools
- ◆ Seek to recognize and reward community engagement as central to role of faculty members at own institutions and nationally
- ◆ Campus teams reflect key stakeholders
  - Community partners, provost representatives, deans, department chairs, promotion and tenure committees, faculty members



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# Collaborative Schools

- ◆ Auburn University Harrison School of Pharmacy
- ◆ Case Western University School of Nursing
- ◆ Indiana University School of Dentistry
- ◆ Loma Linda University School of Public Health
- ◆ University of Cincinnati College of Allied Health Sciences
- ◆ University of Colorado School of Pharmacy
- ◆ University of Massachusetts Worcester School of Nursing
- ◆ University of Minnesota Academic Health Center
- ◆ University of North Carolina-Chapel Hill School of Dentistry
- ◆ Vanderbilt University School of Medicine



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## **Goals of the Collaborative**

- ◆ Increase capacity for community-engaged scholarship in participating schools
- ◆ Increase capacity for community-engaged scholarship in health professional schools nationally



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# Definitions and Frameworks

- ◆ Ernest Boyer - defining scholarship
- ◆ Charles Glassick - assessing scholarship
- ◆ Robert Diamond - changing RPT systems
- ◆ John Kotter - changing organizations



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## Working Definitions

*Commission on Community-Engaged Scholarship in the Health Professions, 2005*

- ◆ **Community engagement:** application of institutional resources to address and solve challenges facing communities through collaboration with these communities
- ◆ **Scholarship:** teaching, discovery, integration, application and engagement; has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique; is rigorous and peer-reviewed
- ◆ **Community-engaged scholarship:** involves faculty member in mutually beneficial partnership with community



# Collaborative Objectives

- ◆ Increase capacity for CES in participating schools
  - Assess each school's capacity
  - Increase knowledge and support for CES among administrators and faculty
  - Align RPT policies and practices with CES
  - Share experiences, expertise, lessons learned
- ◆ Increase capacity for CES in health professional schools nationally
  - Assess capacity for CES within the associations
  - Increase knowledge and support for CES among association staff, leadership, members
  - Share experiences, expertise, lessons learned



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# Three Assessment Methods

- ◆ Institutional self-assessment
- ◆ Website analysis
- ◆ Analysis of review, promotion and tenure (RPT) policies



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# **Institutional Self-Assessment**



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# Goals of the Self-Assessment Instrument

- ◆ Assess the present status and capacity of a unit regarding community engagement and community-engaged scholarship
- ◆ Build knowledge about present status
- ◆ Identify future opportunities for action
- ◆ Serve as baseline for tracking progress over time



# Self-Assessment Instrument

- ◆ Draws upon similar self-assessment tools created by Andrew Furco and Barbara Holland
- ◆ Includes six dimensions with various elements within each dimension
- ◆ Four assessment levels to determine current stage of community engagement for each dimension and element



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## **Completion of the Self-Assessment**

- ◆ Two perspectives to examine differences and similarities between teams and institution
- ◆ Provost representatives completed independently
- ◆ Teams completed collectively, without Provost representative
- ◆ Established baseline for internal discussions
- ◆ Assign scores based on level; compute average and percentage scores



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# **Self-Assessment: Six Dimensions**

- I: The Definition and Vision of Community Engagement
- II: Faculty Support for and Involvement in Community Engagement
- III: Student Support for and Involvement in Community Engagement
- IV: Community Support for and Involvement in Community Engagement
- V: Institutional Leadership and Support for Community Engagement
- VI: Community-Engaged Scholarship



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# Example: Dimension II (Faculty)

	Level One	Level Two	Level Three	Level Four
2.3 Faculty Leadership in Community Engagement	None of the most influential faculty members serve as leaders for advancing community engagement.	There are one or two influential faculty members who provide leadership to the community engagement effort.	Some influential faculty members provide leadership to the community engagement effort.	A highly respected, influential group of faculty members serve as the community engagement leaders and/or advocates.
	Choose the stage that characterizes your school or college: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/> Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			



## Summaries of Data

### Aggregate:

- ◆ For each dimension, average score of all teams (pale blue bars) and of all provosts' representatives (dark blue bars)
- ◆ Aggregate of all 10 sites

### By Dimension:

- ◆ Comparison of team and provosts' representative scores
  - Team rating of the school (pale blue bars)
  - Provost's representative rating University as a whole (dark blue bars)



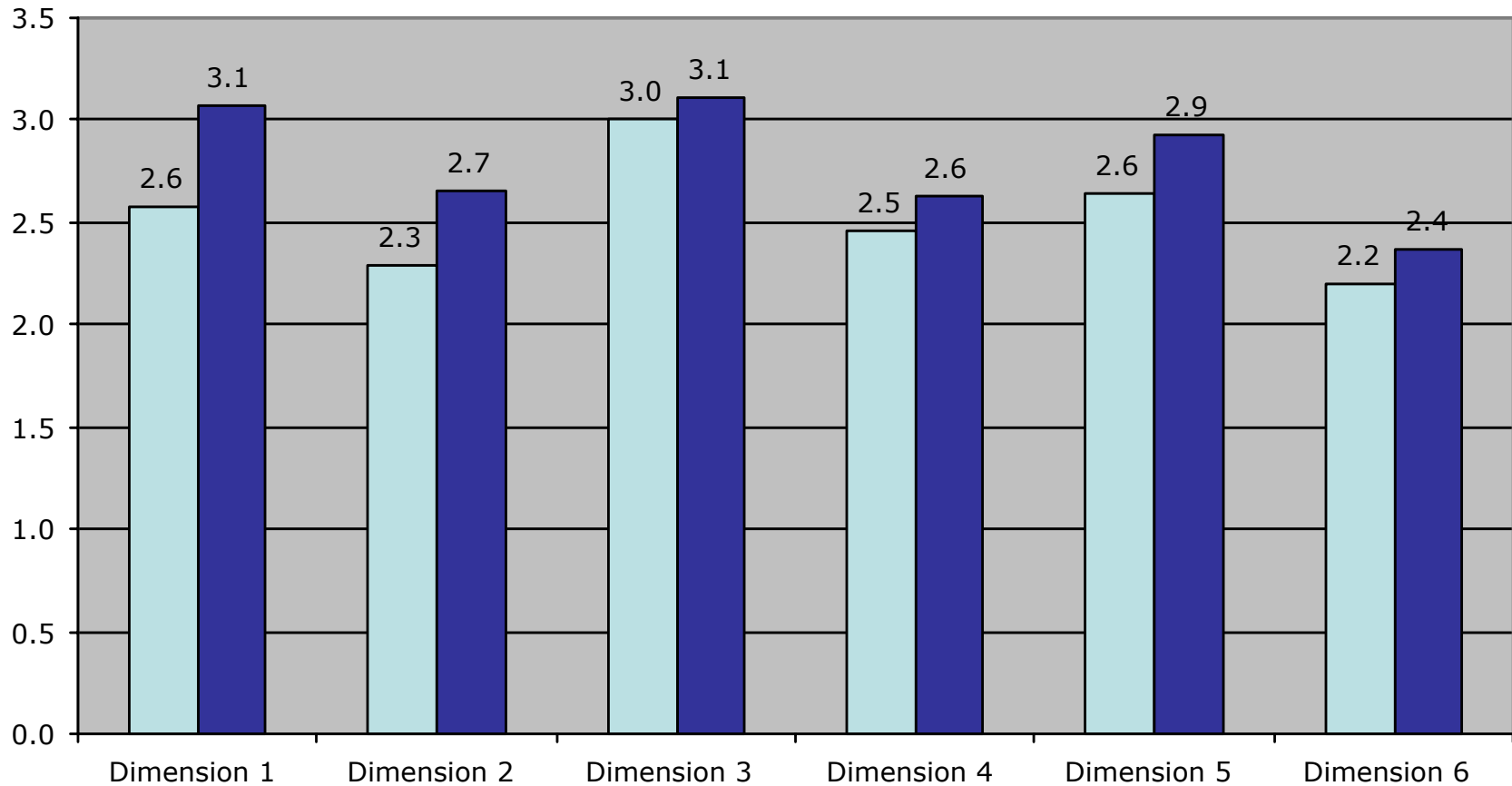
# Summaries By Team

- ◆ Detailed responses by team/provost's representative for each indicator
- ◆ Summary of “raw” scores for both by level
- ◆ Adjusted average score by dimension
- ◆ Average score expressed as percentage
- ◆ Aggregate of average score by dimension for all teams with identities blinded



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# Average Aggregate Scores by Dimension





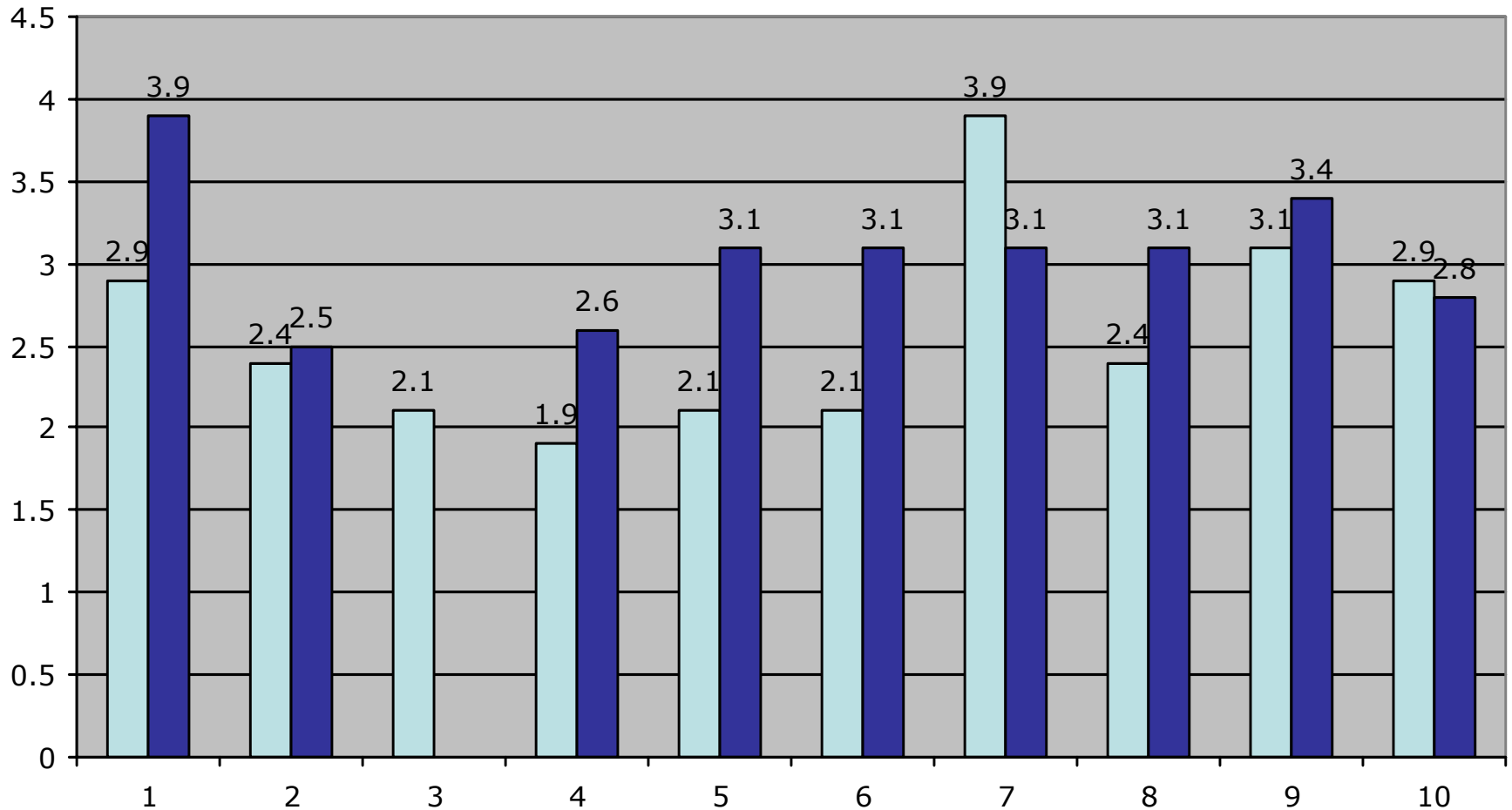
## **Dimension I: Definition and Vision of Community Engagement**

- ◆ Definition of community engagement
- ◆ Promotion of community engagement through mission
- ◆ Essential component of education, research and service
- ◆ Strategic planning for community engagement
- ◆ Alignment of community engagement with strategic goals and initiatives
- ◆ Applications of community engagement



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# Definition/Vision of Community Engagement





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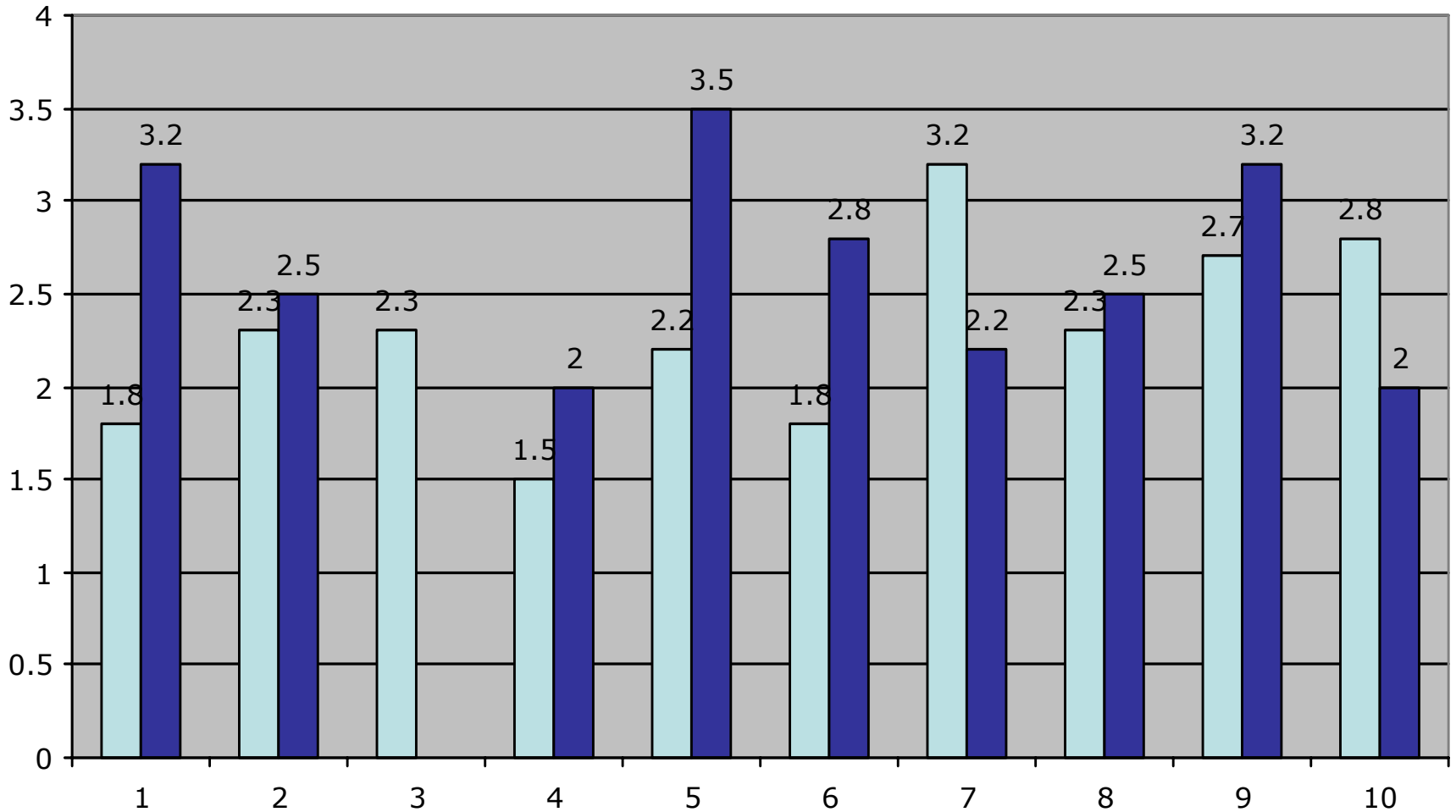
## **Dimension II: Faculty Support for and Involvement in Community Engagement**

- ◆ Faculty awareness
- ◆ Faculty involvement
- ◆ Faculty leadership
- ◆ Community engaged faculty as institutional leaders
- ◆ Institutional support for faculty development
- ◆ Faculty development and incentives



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# Faculty Support for Community Engagement





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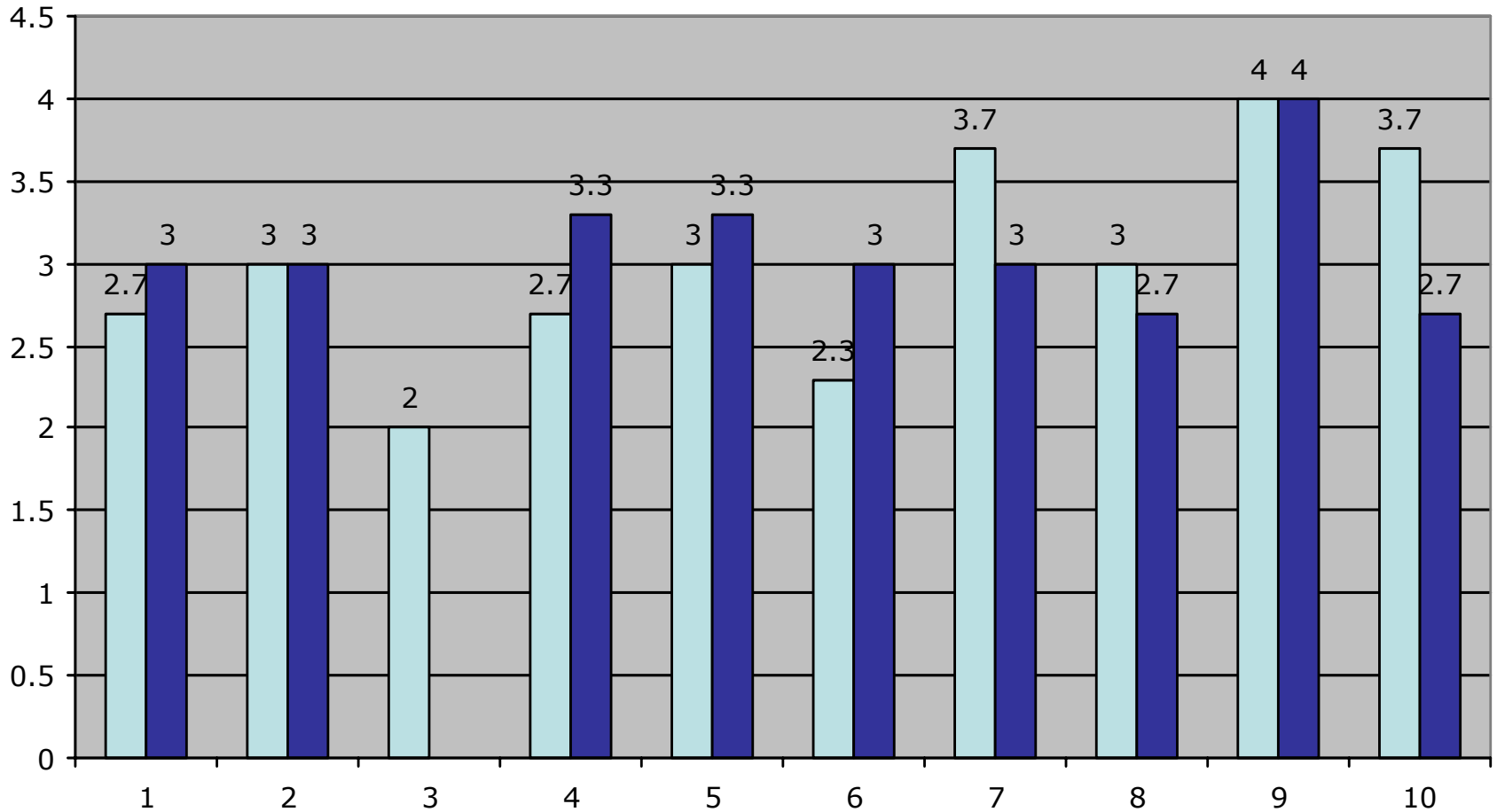
## **Dimension III: Student Support for and Involvement in Community Engagement**

- ◆ Student awareness
- ◆ Student involvement
- ◆ Student incentives and rewards



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# Student Support for Community Engagement





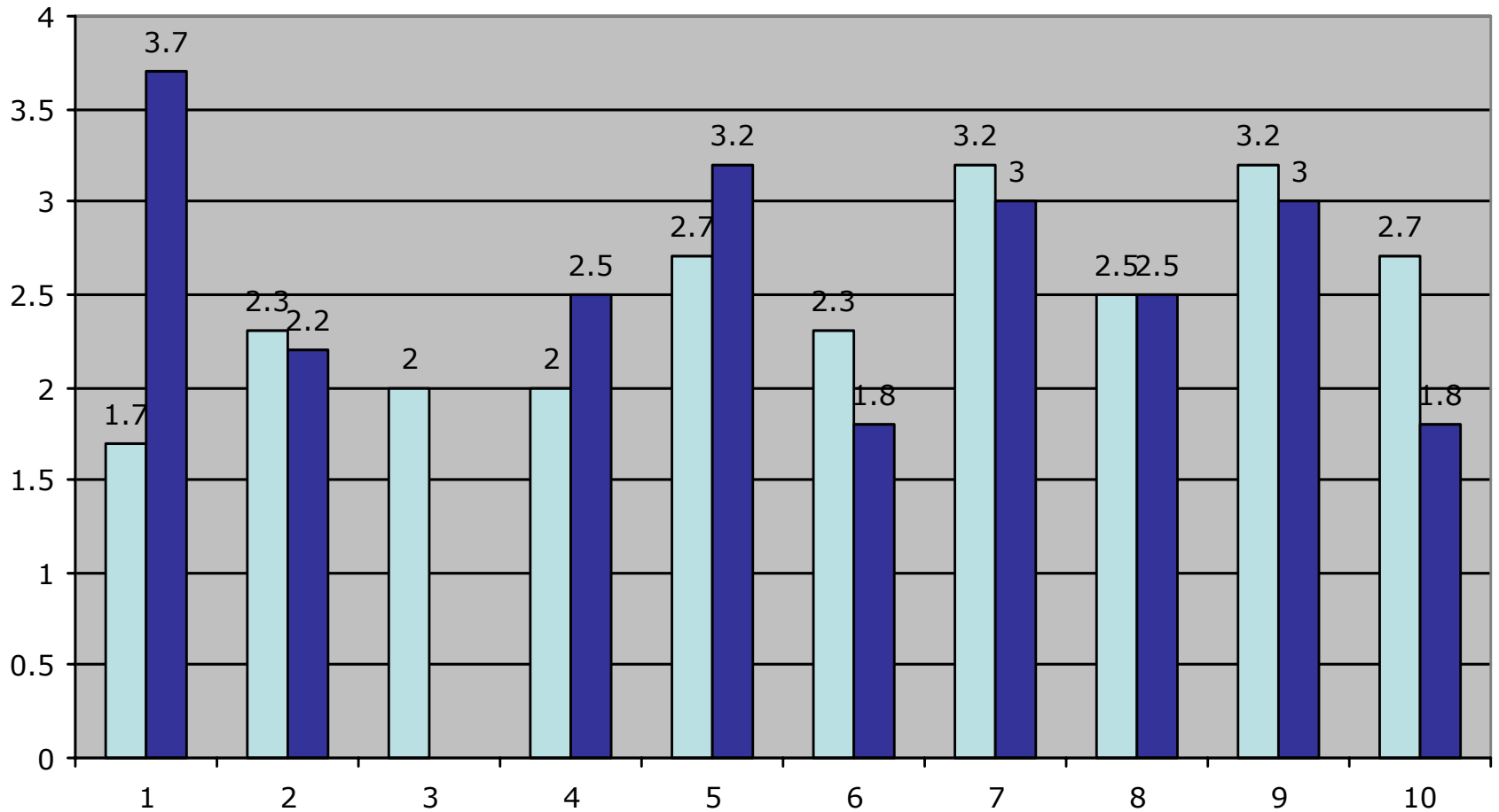
## **Dimension IV: Community Support for and Involvement in Institutional Community Engagement**

- ◆ Community recognition as “engaged campus”
- ◆ Nature/extent of partnerships
- ◆ Community access to institutional resources
- ◆ Community partner voice and leadership in the institution
- ◆ Community partner incentives and recognition



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# Community Support for Engagement





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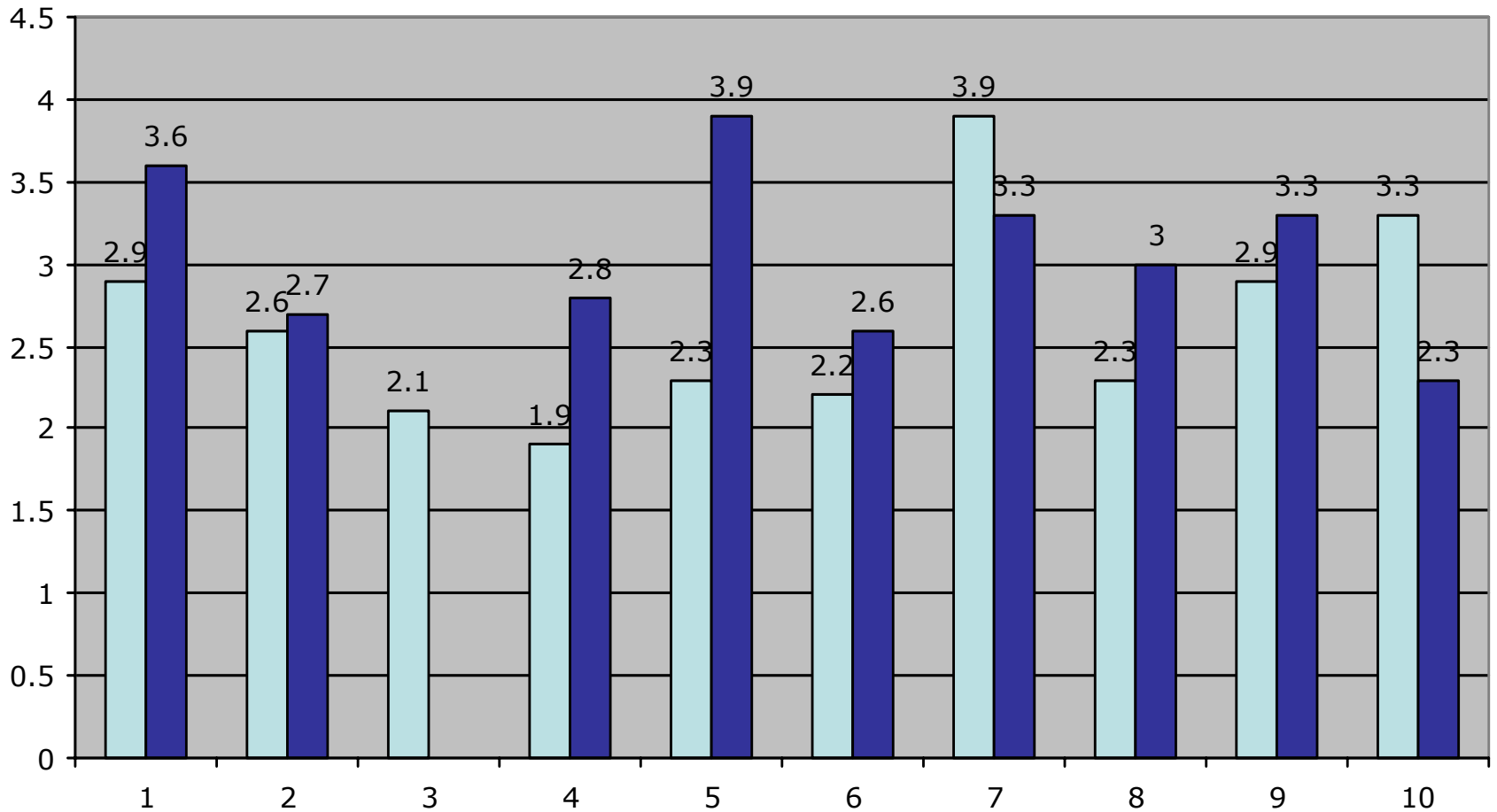
## **Dimension V: Institutional Leadership and Support for Community Engagement**

- ◆ Institutional commitment
- ◆ Administrative support
- ◆ Policy support
- ◆ Coordinating structures
- ◆ Staff support
- ◆ Faculty recruiting criteria
- ◆ Recognition during faculty review
- ◆ Evaluation
- ◆ Dissemination



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# Institutional Support for Engagement





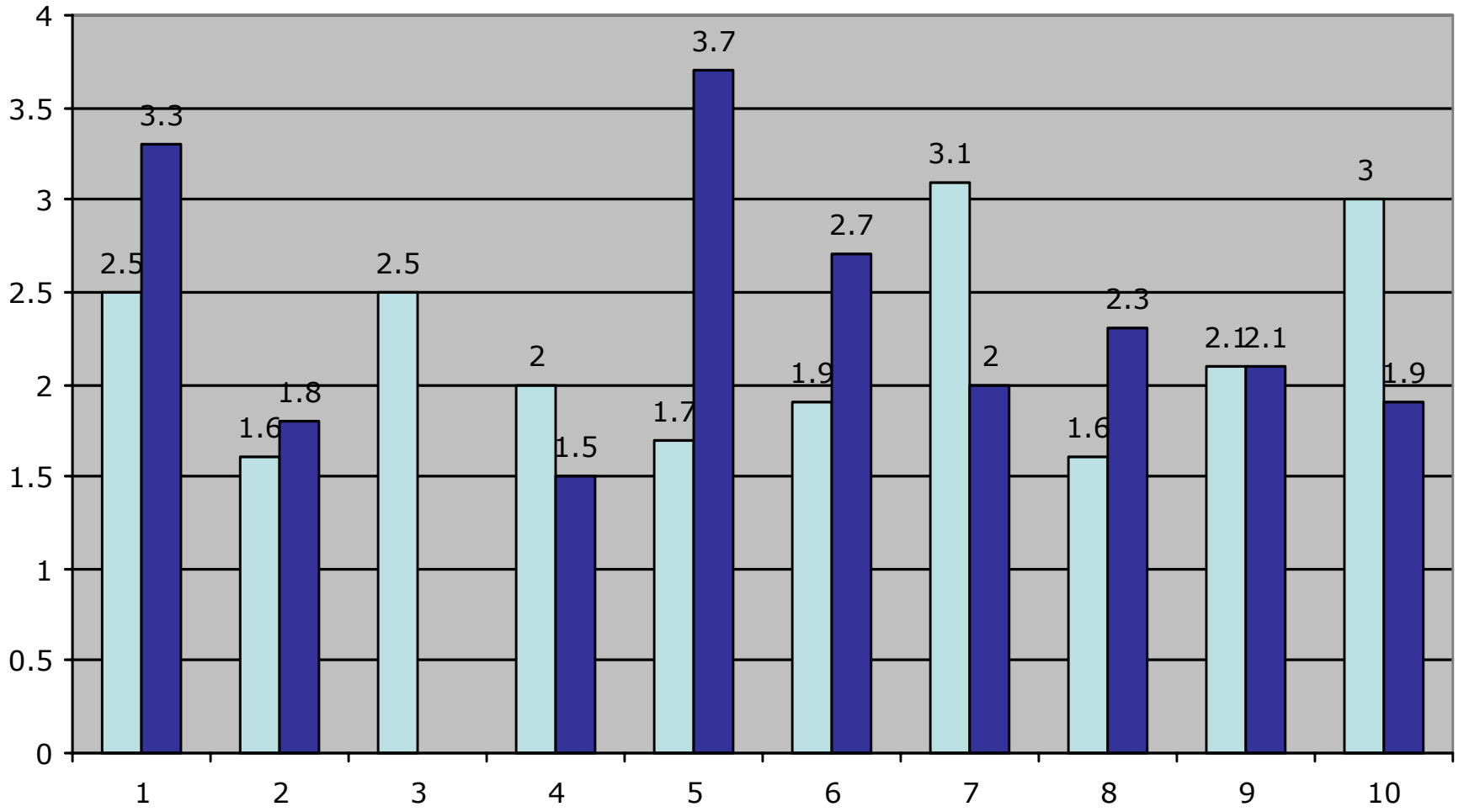
## **Dimension VI: Community-Engaged Scholarship**

- ◆ **Context:**
  - Definition, perception of value, determination of scope of community impact
- ◆ **Nature of appointments:**
  - Tenure-track, RPT policies, rank and seniority of scholars
- ◆ **Scholarship support:**
  - Value of nature of scholarship, various products, range of acceptable funding sources
- ◆ **RPT process:**
  - Training and orientation of committee, community partner participation



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# Community-Engaged Scholarship





## Summary Instruments

- ◆ Individual teams:
  - Self-assessment map illustrates responses of both institutional teams and provost representatives
  - Self-assessment raw scores illustrate average score across the dimension and percentage score
  
- ◆ All teams:
  - Aggregate scores
  - Illustrate potential benchmark institutions



# Community-Engaged Scholarship for Health Collaborative

## Self-Assessment Map

	Individual School					University as a Whole					
	Level 1	Level 2	Level 3	Level 4	N/A	Level 1	Level 2	Level 3	Level 4	N/A	
1.1 Definition of Community Engagement											
Perspective of Team			X				X				
<i>Perspective of Provost</i>			X					X			
1.2 Promotion of Community Engagement through the Mission											
Perspective of Team	X						X				
<i>Perspective of Provost</i>				X					X		
1.3 Community Engagement as an Essential Component of Education											
Perspective of Team			X				X				
<i>Perspective of Provost</i>				X			X				
1.4 Community Engagement as an Essential Component of Research											
Perspective of Team	X					X					
<i>Perspective of Provost</i>		X					X				



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# Self-Assessment Raw Scores: Individual School

Individual School	Dimension 1		Dimension 2		Dimension 3		Dimension 4		Dimension 5		Dimension 6	
	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost
Question 1	3	3	3	3	3	3	3	3	3	3	1	n/a
2	1	4	2	3	3	3	2	n/a	3	n/a	2	2
3	3	4	3	3	3	3	2	n/a	3	3	2	2
4	1	2	2	3			2	n/a	3	3	2	2
5	3	4	2	n/a			3	3	2	n/a	1	2
6	2	n/a	2	3			2	2	1	n/a	2	2
7	3	n/a							2	3	1	2
8	3	n/a							3	3	2	2
9									3	3	2	n/a
10											1	n/a
11											2	n/a
12											1	n/a
<b>Total</b>	19	17	14	15	9	9	14	8	23	18	19	14
Total Answered	8	5	6	5	3	3	6	3	9	6	12	7
<b>Average Score</b>	<b>2.4</b>	<b>3.4</b>	<b>2.3</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.3</b>	<b>2.7</b>	<b>2.6</b>	<b>3.0</b>	<b>1.6</b>	<b>2.0</b>



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# Self-Assessment Raw Scores: University

University as a Whole													
	Dimension 1		Dimension 2		Dimension 3		Dimension 4		Dimension 5		Dimension 6		
	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost	
Question 1	2	3	2	2	3	3	2	2	3	3	1	1	
2	2	4	2	3	n/a	3	2	2	n/a	3	2	2	
3	2	2	2	3	3	3	2	3	2	2	2	2	
4	1	2	2	3			2	1	3	3	2	2	
5	3	4	2	2			1	3	3	3	1	2	
6	n/a	1	1	2			1	2	1	1	2	2	
7	2	2							2	3	1	1	
8	2	2							3	3	2	2	
9									3	3	3	3	
10											1	1	
11											2	n/a	
12											1	2	
<b>Total</b>	14	20	11	15	6	9	10	13	20	24	20	20	
<b>Total Answered</b>	7	8	6	6	2	3	6	6	8	9	12	11	
<b>Average Score</b>	<b>2.0</b>	<b>2.5</b>	<b>1.8</b>	<b>2.5</b>	<b>3.0</b>	<b>3.0</b>	<b>1.7</b>	<b>2.2</b>	<b>2.5</b>	<b>2.7</b>	<b>1.7</b>	<b>1.8</b>	



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## Aggregate Scores

	University 1		University 2		University 3		University 4		University 5		
	Team	<i>Provost</i>	Team	<i>Provost</i>	Team	<i>Provost</i>	Team	<i>Provost</i>	Team	<i>Provost</i>	
Dimension 1	2.1	3.1	3.9	3.1	2.4	3.1	3.1	3.4	2.9	2.8	
2	1.8	2.8	3.2	2.2	2.3	2.5	2.7	3.2	2.8	2	
3	2.3	3	3.7	3	3	2.7	4	4	3.7	2.7	
4	2.3	1.8	3.2	3	2.5	2.5	3.2	3	2.7	1.8	
5	2.2	2.6	3.9	3.3	2.3	1.9	2.9	3.3	3.3	2.3	
6	1.9	2.7	3.1	2	1.6	2.3	2.1	2.1	3	1.9	
Average Score	2.1	2.7	3.5	2.8	2.4	2.5	3.0	3.2	3.1	2.3	



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# Some Preliminary Insights

- ◆ Provosts' representatives and teams often had differing perspectives on level
- ◆ In some cases could not assess the other due to lack of information/experience
- ◆ Some expressed that process useful for team-building and enhancing knowledge
- ◆ Provides basis for work of Collaborative



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## **Benefits of Self-Assessment**

- ◆ Team-building activity
- ◆ Understand capacity for community engagement
- ◆ Prepared teams for involvement in the Collaborative
- ◆ Complemented team planning document
- ◆ Initial identification of areas for action throughout project



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# **Analysis of Review, Promotion and Tenure (RPT) Criteria**



# **Analysis of Review, Promotion and Tenure (RPT) Criteria**

- ◆ A goal of most Collaborative participants
  - To make changes in RPT process to recognize community-engaged scholarship
- ◆ Know from other institutions that reward and recognition essential to support community-engaged scholarship
- ◆ Modified RPT criteria are clear statement of institutional commitment



## **Why Is This Important?**

- ◆ A goal of the Collaborative is to help institutions in the change process
- ◆ Kotter Step 1: Establish a sense of urgency
- ◆ Kotter Step 2: Form a powerful guiding coalition
- ◆ Kotter Steps 3/4: Create and communicate vision
- ◆ Know these steps are necessary from experiences of various institutions



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# Goals of RPT Analysis

- ◆ Assess school/university RPT guidelines against set of criteria established by the Commission on Community-Engaged Scholarship in the Health Professions
- ◆ Monitor changes in school/university guidelines over time against consistent criteria
- ◆ Identify promising practices among members of the Collaborative
- ◆ Inform Collaborative team actions around RPT policy revisions



## **Strategy for RPT Analysis**

- ◆ Locate RPT policies for participant in Collaborative; use university policies as default
- ◆ Review policies specifically for terms and concepts relevant to work of the Collaborative
- ◆ Apply nine indicators derived from self-assessment metrics
- ◆ Assess recognition of community-engaged scholarship -- absent, some activity, potential role model
- ◆ Comparisons with 3 potential role models



## **Findings: RPT Analysis**

- ◆ Potential role models for four indicators
- ◆ Some activity on another three indicators
- ◆ Absent on:
  - Recognition of funding from variety of sources
  - Mandatory training of committee members
- ◆ Clarity on community engagement, but not on community-engaged scholarship



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# Future Use of RPT Analysis

- ◆ Several of collaborative schools are engaged in revisions of RPT policies
- ◆ Expect to see evolution over next year
- ◆ Can also track indicators where there were no potential role models or evidence of activity



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# **Resources for Role Models: Specific Schools/Institutions**

- ◆ Indiana University Purdue University Indianapolis  
<[www.iupui.edu](http://www.iupui.edu)>
- ◆ Portland State University <[www.oaa.pdx.edu](http://www.oaa.pdx.edu)>
- ◆ University of North Carolina School of Public Health  
<[www.sph.unc.edu/faculty/appointments](http://www.sph.unc.edu/faculty/appointments)>
- ◆ University of North Carolina Department of Family Medicine  
<[depts.washington.edu/ccph/pdf\\_files/UNC.pdf](http://depts.washington.edu/ccph/pdf_files/UNC.pdf)>
- ◆ University of Washington School of Public Health and  
Community Medicine  
<[sphcm.washington.edu/gateway/handbook/index.asp](http://sphcm.washington.edu/gateway/handbook/index.asp)>
- ◆ University of Colorado School of Medicine  
<[www.uchsc.edu/sm/sm/FacultyCriteria.doc](http://www.uchsc.edu/sm/sm/FacultyCriteria.doc)>



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# Resources for Role Models: National Resources

- ◆ Community-Campus Partnerships for Health (CCPH) <[www.ccph.info](http://www.ccph.info)>
- ◆ CCPH <[depts.washington.edu/ccph/scholarship.html](http://depts.washington.edu/ccph/scholarship.html) #Examples>
- ◆ Community-Engaged Scholarship Toolkit <[www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)>
- ◆ National Review Board on the Scholarship of Engagement <[www.scholarshipofengagement.org](http://www.scholarshipofengagement.org)>
- ◆ National Service-learning Clearinghouse <[www.servicelearning.org](http://www.servicelearning.org)>
- ◆ Campus Compact [www.compact.org](http://www.compact.org)



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# **Website Analysis**



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# **Analysis of Institutional and School Websites**

- ◆ Websites present opportunity for easy review of public information
- ◆ Would expect to see public representation of:
  - Mission/vision/values statements
  - Strategic plans/directions
  - RPT criteria and procedures
  - Descriptions of engagement activities
  - Examples of projects, centers, areas of effort



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## **Why Is This Important?**

- ◆ Goal of Collaborative is to facilitate information-sharing
- ◆ Identification of promising practices to build knowledge and facilitate learning
- ◆ Websites may be used in selection process by potential students, faculty, staff
- ◆ Demonstrates what is important to an institution to specific external groups and general public



## **Strategy for Analysis**

- ◆ Goal: To identify role model practices
- ◆ Method: Apply series of 23 indicators organized by six dimensions (from self-assessment)
- ◆ For each indicator, aggregate assessment of quantity and quality of accessible information
- ◆ Judged as absent, some activity, or potential role model
- ◆ Can track over time to see developments



## **Relevance to Institutions**

- ◆ Importance at individual institution/school of using website as dissemination vehicle
- ◆ Teams need to determine action steps for making change locally
- ◆ Can compare with relevant peers/role models
- ◆ In order to monitor change, initial analysis is useful starting point



## **Results of Website Analyses**

- ◆ Reviewed university and school website for each of 10 Collaborative schools
- ◆ Also reviewed four potential role models (CSUMB, PSU, Utah, Washington)
- ◆ On 20/23 indicators, observed potential role models or some activity -- provide exemplars and benchmarks for others



# Future Use of Website Analysis

- ◆ Consideration of three indicators where there were no potential role models or evidence of activity
  - Community partner leadership roles
  - Formal statements of governance and policy-making boards
  - Formal definition of community-engaged scholarship



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# Resources and Discussion



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## Resources

- Collaborative website:  
<http://depts.washington.edu/ccph/healthcollab.html>
- Community-Engaged Scholarship electronic discussion group:  
<https://mailman1.u.washington.edu/mailman/listinfo/comm-engagedscholarship>
- Community-Engaged Scholarship Resources:  
<http://depts.washington.edu/ccph/scholarship.html>
- Community-Engaged Scholarship Toolkit:  
<http://www.communityengagedscholarship.info>



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