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Collaborative**

# **Community-Engaged Scholarship: A Model for Institutional Self-Assessment**

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## **Session Format and Content**

- ◆ Overview of the Collaborative
- ◆ Description and illustration of the self-assessment instrument
- ◆ Applications in practice
- ◆ Questions and discussion
- ◆ Resources



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## **The Community Engaged Scholarship for Health Collaborative**

- ◆ Ten health professional schools
- ◆ Seek to recognize and reward community engagement
- ◆ Campus teams of key stakeholders: faculty, community partners, academic administrators
- ◆ Collaborative funded by FIPSE, 2004-2007
- ◆ Project directed by Community-Campus Partnerships for Health (CCPH)



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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 (CES) in participating schools
- ◆ Increase capacity for CES in health professional schools nationally



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## **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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# Definitions and Frameworks

- ◆ Defining scholarship
  - Ernest Boyer (1990, 1996)
- ◆ Assessing scholarship
  - Charles Glassick et al. (1997)
- ◆ Changing systems of tenure and promotion
  - Robert Diamond (1995)
- ◆ Model of organizational change
  - John Kotter (1996)



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## Working Definitions

- ◆ *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; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed
- ◆ *Community-engaged scholarship*: involves faculty member in a mutually beneficial partnership with community



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## **Goals of the Self-Assessment Instrument**

- ◆ Assess the capacity of each team regarding community engagement and community-engaged scholarship
- ◆ Identify opportunities for action
- ◆ Serve as baseline for tracking progress throughout project



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# 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
- ◆ Two perspectives: team and institution

*Gelmon SB, Seifer SD, Kauper-Brown J., Mikkelsen M. (2004) Community-Engaged Scholarship for Health Collaborative: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health.*



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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



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

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



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## **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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## **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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## **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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## 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"/>			



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## 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



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# Self-Assessment Map Example

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



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# Self-Assessment Raw Scores Example: 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
<b>Total Answered</b>	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 Example: 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 Example

	University 1		University 2		University 3		University 4		University 5		
	Team	Provost	Team	Provost	Team	Provost	Team	Provost	Team	Provost	
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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## **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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## **Questions/Discussion**

- ◆ Questions about instruments
- ◆ Thoughts on application of self-assessment in your own school/institution
- ◆ Suggestions for improvements
- ◆ Other observations?



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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>



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