



Linking Scholarship and Communities: The Commission on Community-Engaged Scholarship in the Health Professions

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Community Engagement

An Essential Strategy

Health professional education

Health workforce diversity

Research relevance and translation into practice

Access to health care

Eliminating health disparities

Health and economic vitality of communities

Faculty roles are changing but the Review, Promotion and Tenure (RPT) system has not kept pace...



Challenges of Community-Engaged Scholars

“If we want faculty to be involved in communities, but reward them for other activities, we are our own worst enemy.”

“Research support and manuscript generation is the name of the game...community-based anything takes time, length, and breadth.”

“Without leadership from the top, inclusion in mission statements and budget priorities, and faculty incentives, community efforts cannot succeed.”



“A university’s values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members”

*Conrad Weiser et/ al.
Scholarship Unbound for the 21st Century, 2000*



Scholarship in the Health Professions

“Many untenured faculty find they must choose between doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students.”

Ron Richards, Building Partnerships: Educating Health Professionals for the Communities they Serve, 1996

“Applied scholarly research, teaching and service need clearly-articulated scholarship criteria. More appropriate and inclusive forms of documentation and peer review standards should be established. Sustained recognition and support for the applied interdisciplinary scholarship of academic public health practice should be institutionalized both within each school and the university.”

Association of Schools of Public Health, 1999



Scholarship in the Health Professions

“Publication in peer-reviewed journals is the typical end point in the mind of many researchers. For a results-oriented philanthropy, this is not enough.”

*James R Knickman and Steven A. Schroeder
Robert Wood Johnson Foundation, 2000*

“Participatory approach at the front-end of the research pipeline is the best assurance of relevance and utilization of the research at the other end of the pipeline.”

*Lawrence Green,
Centers for Disease Control and Prevention*



Scholarship in the Health Professions

“Federal funders of research and academic institutions should recognize and reward faculty scholarship related to public health practice research”

“Academic institutions should develop criteria for recognizing and rewarding faculty scholarship related to service activities that strengthen public health practice”

“Schools of public health should “provide increased academic recognition and reward for policy-related activities.”

Institute of Medicine, 2002



Current Reality

- Most frequently cited barrier is the risk associated with trying to achieve promotion and tenure
- Often viewed as service and perceived as an inferior activity, rather than being acknowledged as genuine scholarship
- Most academic institutions confer tenure and promote faculty based primarily on the quantity and caliber of peer-reviewed publications



Commission's Charge

To provide national leadership for creating a more supportive culture and reward system for health professional faculty involved in community-engaged scholarship

To develop and disseminate a set of tools that faculty and health professional schools can use to advance community-engaged scholarship



Commission Members

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Working Definitions

Commission, 2004

Community engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed

Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community



Challenges in Current Review, Promotion & Tenure (RPT) System

- Time involved in developing partnerships
- Collaborative and interdisciplinary nature
- 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 involvement of community partners



Commission Recommendations

For health professional schools:

Adopt and promote a definition of scholarship that includes and values CES

Adopt RPT policies that reflect this new definition of scholarship

Ensure that community partners are meaningfully involved in the RPT process



Commission Recommendations

For health professional schools:

Educate and prepare RPT committee

Invest in faculty recruitment and retention

Advocate for increased extramural support

Take a leadership role on campus



Commission Recommendations

*For national associations of health
professional schools:*

Adopt and promote a definition of
scholarship that explicitly includes CES

Support member schools that recognize and
reward CES

Advocate for increased extramural support



Commission Recommendations

Recognizing that many products of CES are not currently peer-reviewed, a national board should be established to facilitate a peer review process



From Recommendations to Results

Kotter 1996

- Establish a need for change and a sense of urgency
- Form a powerful coalition and equip it with resources
- Create a clear vision and plan for achieving and evaluating achievement of that vision
- Communicate the vision
- Empower others for broad-based action
- Plan for and create short-term wins
- Consolidate gains and produce more change
- Anchor new changes in the culture



Related Project

Community-Engaged Scholarship for Health Collaborative

With funding from the US Department of Education's Fund for the Improvement of Postsecondary Education, the Collaborative is a group of 10 health professional schools that aims to significantly change faculty review, promotion and tenure policies and practices to recognize and reward community-engaged scholarship - in the participating schools and their peers across the country.

<http://depts.washington.edu/ccph/healthcollab.html>



Related Resource

Community-Engaged Scholarship Toolkit

The goal of this on-line toolkit is to provide health professional faculty with a set of tools to carefully plan and document their community-engaged scholarship and produce strong portfolios for promotion and/or tenure.

<http://depts.washington.edu/ccph/2002fellows-calleson.html>



Resources

www.ccph.info

Community-Engaged Scholarship

<http://depts.washington.edu/ccph/scholarship.html>

Commission

<http://depts.washington.edu/ccph/kellogg3.html>

Community-Engaged Scholarship listserv

<https://mailman1.u.washington.edu/mailman/listinfo/com-m-engagedscholarship>