



**Community-Engaged
Scholarship for Health
Collaborative**

Recognizing & Rewarding Faculty Who Link Their Scholarship with Communities

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Learning Objectives

- Define community-engaged scholarship (CES)
- Describe at least 3 typical barriers to CES faced by faculty members in public health
- Describe at least 3 strategies used by the Collaborative to overcome these barriers
- List at least 3 examples of universities that have instituted faculty review, promotion and tenure policies and processes that recognize and reward CES



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Community Engagement

*An Essential Strategy
for Change*

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 &
Tenure (RPT) system has not kept pace...*



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Current Reality

“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



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Current Reality

A 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

Many academic institutions confer tenure and promote faculty based primarily on the quantity and “impact factor” of peer-reviewed publications, external funding



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Current Reality

“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

“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



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History

1997-now: Consistent theme from start of CCPH

1998: Academic health center study

- Calleson D, Seifer SD and Maurana CA. (2000) Forces Affecting Community Involvement of AHCs: Perspectives of Institutional and Faculty Leaders. *Acad Med.* 77;72-81.

2000: Commissioned paper

- Maurana CA, Wolff M, Beck BJ, Simpson DE. (2001) Working with our communities: moving from service to scholarship in the health professions. *Educ Health*;14(2):207-20.



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History

2002: Online toolkit

- www.communityengagedscholarship.info

2004-2005: Kellogg-funded Commission

- Calleson DC, Jordan C and Seifer SD. Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? *Acad Med.* 2005 Apr;80(4):317-21.
- Commission on Community-Engaged Scholarship for Health Collaborative. *Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions.* Seattle: Community-Campus Partnerships for Health, 2005.

2004-2007: FIPSE-funded Collaborative



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Challenges in Current 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 community partners



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Diverse group of 9 health professional schools

Seek to recognize & reward community engagement as central to role of faculty members at own institutions and nationally

Campus teams reflect key stakeholders



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- 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 Minnesota Academic Health Center
- University of North Carolina-Chapel Hill School of Dentistry
- Vanderbilt University School of Medicine



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Major Goals

- Increase capacity for community-engaged scholarship (CES) in participating schools
- Increase capacity for CES in health professional schools nationally



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Definitions

that inform the Collaborative

- *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.

Linking Scholarship and Communities, Commission Report, 2005



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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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Proposed Outcomes

- Significant changes in RPT policies and practices to recognize and reward CES
- Each national professional association has taken a substantive action to support CES



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What Have We Accomplished in Years 1-2?



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Self-Assessment

- 1: Definition and Vision of Community Engagement
- 2: Faculty Support For & Involvement in Community Engagement
- 3: Student Support For & Involvement in Community Engagement
- 4: Community Support For & Involvement in Community Engagement
- 5: Institutional Leadership & Support For Community Engagement
- 6: Community-Engaged Scholarship

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



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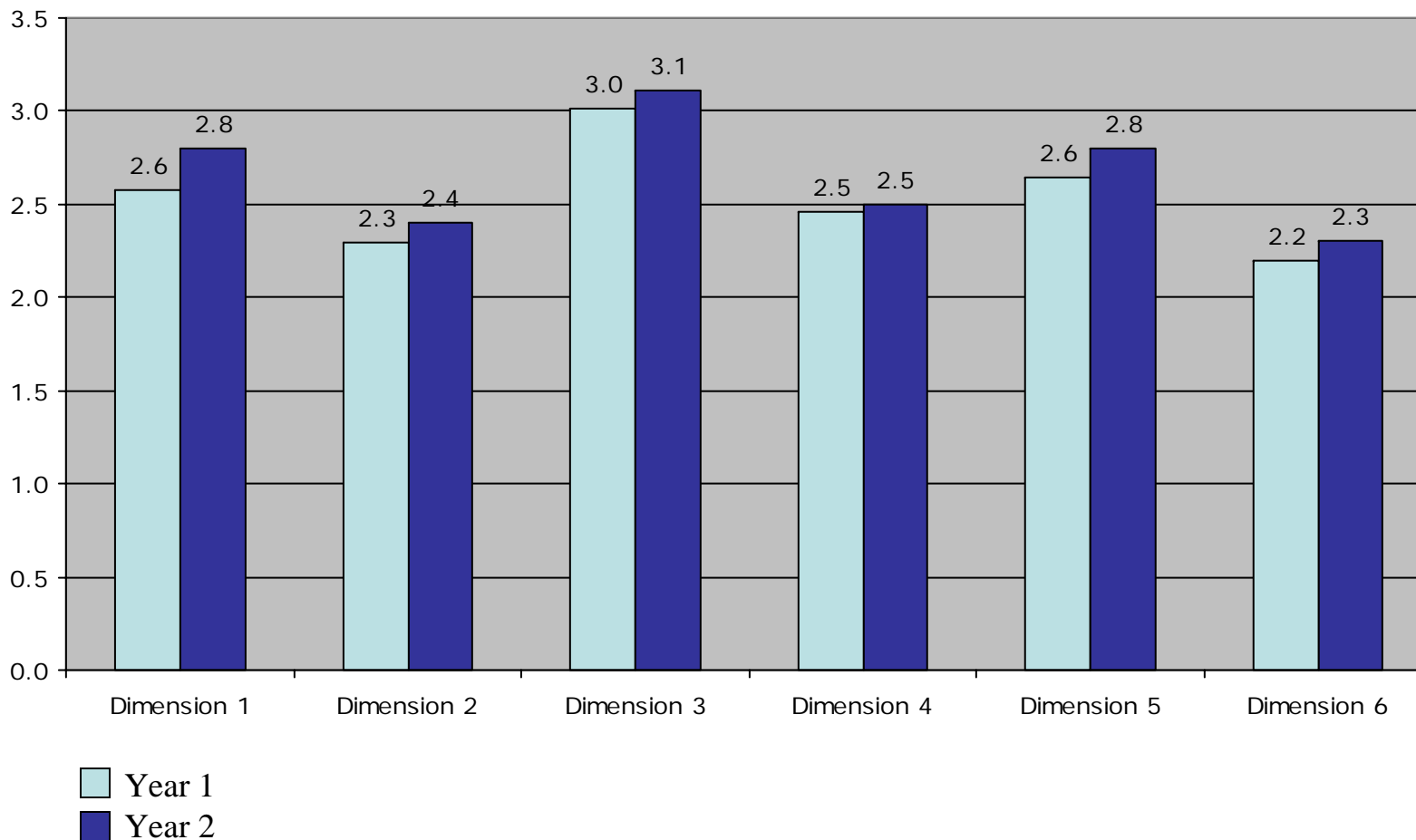
Example: Dimension II (Faculty)

	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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Assess & Increase Capacity for CES
Average Scores by Dimension
Year 1-Year 2 Comparison





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Change Model
that informs the Collaborative

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

Kotter, J.P. (1996) "Leading Change." Harvard Business Review.

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Strategies

Campus-wide conversations

New institutional structures

Faculty development

RPT committee training

RPT policy revisions



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Resources

- **Resource Materials**
Self-assessment tools, FAQ, annotated bibliography, CES listserv
- **Telebriefing**
Community Engagement and Community-Engaged Scholarship: Clarifying Meanings When Using These Terms
- **Faculty Development Workgroup**
Chair: Lynn Blanchard, UNC
Forthcoming paper on faculty development and faculty competencies
- **Peer Review Workgroup**
Chair: Cathy Jordan, UMN
“Developing criteria for review of community-engaged scholars”
Indicators of quality CES and mock portfolio review package



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Share Experiences, Expertise &
Lessons Learned

Presentations

- Western Region Campus Compact, 4/05
- National Outreach Scholarship, 10/05
- International Service-Learning Research, 11/05
- American Public Health Association, 11/05
- Community-Campus Partnerships for Health, 6/06
- International Service-Learning Research, 10/06
- American Society for Bioethics Conference, 10/06
- Association of Schools of Allied Health Professions, 10/06
- American Public Health Association, 11/06
- American Association of Colleges of Pharmacy, 2/07

Leadership Opportunities

- National Advisory Panel for Carnegie's Community Engagement Classification

Convenings

- Invitational Symposium, "CES in Higher Education: Have We Reached a Tipping Point?"
2/07



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Resources

CCPH Website

<http://www.ccph.info>

Collaborative Website

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

Community-Engaged Scholarship Toolkit

<http://www.communityengagedscholarship.info>

Community-Engaged Scholarship Electronic Discussion Group:

<https://mailman1.u.washington.edu/mailman/listinfo/communityengagedscholarship>

Community-Engaged Scholarship Resources:

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