



Community-Engaged Scholarship in the Health Professions

University of Toronto
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Our Mission

To foster partnerships between communities and educational institutions that build on each other's strengths and develop their roles as change agents for improving health profession education, civic responsibility and the overall health of communities



Comments on Challenges

“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.”



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

“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*



Scholarship in the Health Professions

“While classical scholarly work should not be discouraged, academic promotional policies should be developed to accommodate clinician teachers, including those based in the community. The criteria for academic promotion for such faculty should be based on their achievements in their specific roles and measure scholarship in broadly-defined terms appropriate to these responsibilities.”

Council on Graduate Medical Education, 1999



Scholarship in the Health Professions

“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



Community-Engaged Scholars

“If your passion lies in access to health care and working with certain community groups...than you have to adapt the way you present your professional activities. So that standard committees on advancement will view you kindly.”

“How you frame the work is important, especially in research-intensive universities.”



Community-Engaged Scholars

The most frequently cited barrier to faculty conducting community-engaged scholarship is the risk associated with trying to achieve promotion and tenure.

Community-engaged scholarship is 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



Community-Engaged Scholars

The time involved in relationship building, jointly developing and implementing projects, collecting and analyzing data, and discussing the results with the community often means that it takes longer before research results are generated and published in peer-reviewed journals.

Alternative forms of dissemination are often not recognized or valued as scholarly products.

Often, grants for community-engaged scholarship come from foundations that pay little overhead costs if any at all.



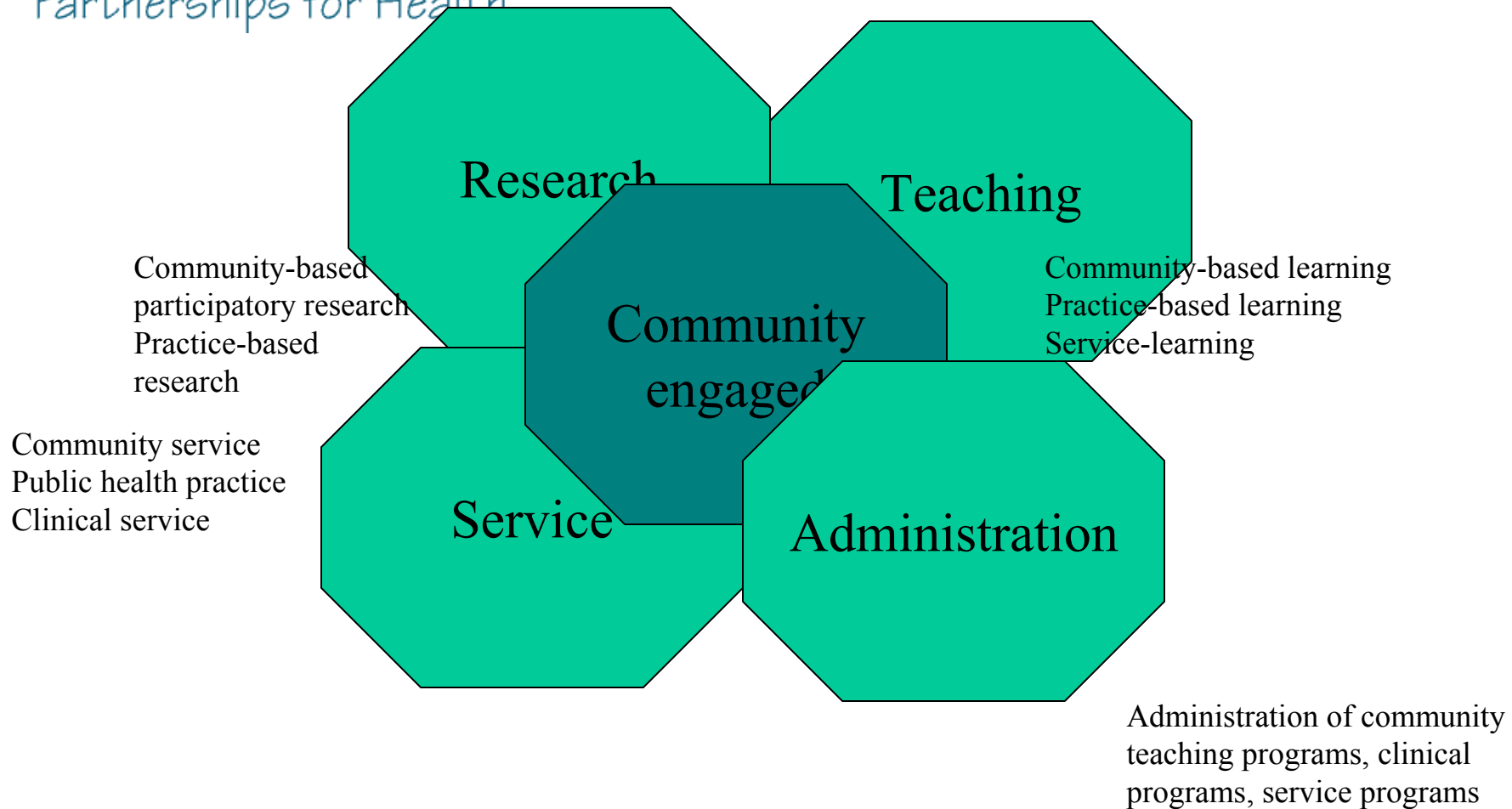
Boyer and Scholarship

The scholarship of
discovery
integration
application
teaching
engagement



Community-Campus
Partnerships for Health

Faculty Work





Glassick and Assessment of Scholarship

Glassick's 6 standards of assessment:

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique



Community-Engaged Scholarship

The challenge for community scholars is to clearly use Glassick's 6 standards of scholarship in the context of community.

Community-engaged scholarship may look very different from the scholarly activities in a classroom, laboratory or library, but they are informed and guided by the same standards of scholarly rigor in the pursuit of new knowledge.



Community-Engaged Scholarship

Learning that combines rigorous academic curriculum with meeting needs of communities

Discovery that emphasizes community-based participatory research

Engagement that moves beyond the concept of service and charity to strategic community-campus partnerships and social change



Products of Community-Engaged Scholarship

In addition to peer-reviewed
journal articles

Resources, such as...

- Guides to effective program development (how to's)
- Technical assistance
- Tools, strategies and processes to assess community strengths, assets and concerns
- Tools, strategies and processes to effectively measure program outcomes



Products of Community-Engaged Scholarship

In addition to peer-reviewed
journal articles

Program Outcomes, such as...

- Improved community health outcomes
- Improved community leadership for health
- Increased community funding for projects
- Integration of students and residents into community-based efforts (or creative education)



Products of Community-Engaged Scholarship

In addition to peer-reviewed
journal articles

Dissemination, such as...

- Presentations to community leaders and policy makers
- State, regional, national presentations
- Journal articles
- Leadership at community, state and national levels



Commission Roles

Champions for community-engaged scholarship

Advocates for policy change

Recommend approaches for:

- peer-review
- community involvement



Faculty Toolkit

Planning for Promotion and Tenure

- developing and sustaining your vision
- identifying and working with mentors
- establishing community partnerships
- documenting your work

Creating a Strong P&T Portfolio

- the faculty portfolio
- the personal statement
- the CV
- external letters - academic and community



Faculty Toolkit

Appendices

- profiles of community-engaged scholars
- P&T guidelines
- annotated bibliography
- annotated websites
- glossary of terms
- journals that publish community-engaged scholarship
- funding sources for community-engaged scholarship



Future Directions

Develop a national network of senior community-engaged scholars in the health professions

- mentors
- national references
- peer reviewers
- cases for faculty development