

Background

In 2019, UMB launched a new initiative to advance and strengthen the academic aspects of community engagement such as scholarship, research, training, service-learning courses, data and outcome measurement strengthening.

Funding was designated by the UMB's President's Office focused on Transformational Initiatives. The Interprofessional Program for Academic Community Engagement, IPACE, was established with the School of Nursing as the lead university school to create and support this grant.

UMB is an urban campus and includes 7 professional schools. (Dentistry, Law, Nursing, Medicine, Pharmacy, Social Work, Graduate School).

Located in West Baltimore, UMB is situated downtown and surrounded by several severely challenged neighborhoods experiencing the worst health indicators, health inequities, and the continued aftermath of historical structural racism.

Equity and Justice are core values at UMB, and Community Engagement is the university's commitment to influence and address social justice and health equity.

Fellowship Program Objectives

Community Fellows:

- Develop program/project using principles of community engagement in partnership with faculty or staff.
- Incorporate service-learning methods when co-teaching with faculty.
- Serve as a resource for community leaders interested in community academic partnerships.

Faculty Fellows:

- Integrate, develop, or advance service-learning strategies into course, clinical, practicum, or educational program in collaboration with community partner.
- Conduct and advance skills in community engaged scholarship or practice.
- Be university resources for faculty and students interested in community engagement or service-learning.

Staff Fellows:

- Incorporate community engagement into a community service project or program.
- Be university resources for staff interested in community engagement.
- Facilitate or establish partnership with a community-based organizations/community partners.

Development

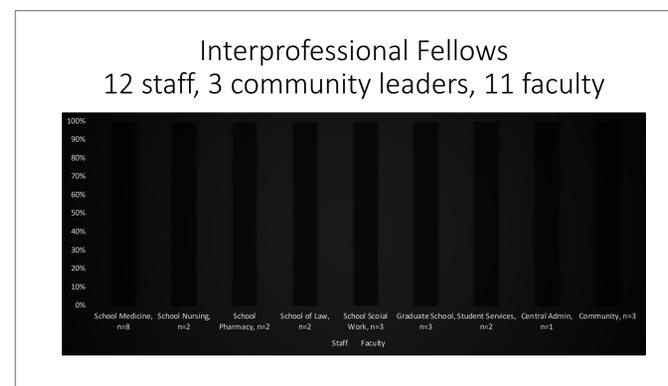
The IPACE Fellowship Program was developed to mentor and facilitate faculty, staff, and community leaders to become community engagement experts and champions at UMB. Fellows are carefully selected from several interprofessional applicants from across UMB.

Fellows engage in introductory workshops and subsequent seminars, individualized technical support, group meetings, and monthly meetings. They are trained in foundational principles of community engagement, community mistrust related to Baltimore City historical and present-day challenges. They form partnerships and build a community of practice as they grow in their expertise and expand community engagement initiatives.

Fellowship is a one-year commitment with intensive training, guided mentoring, project development, building a community of practice, and experiencing local communities.

- Cohort 1:
 - 14 inaugural Fellows, launched with 2-day in person workshop, March 4-5, 2020
 - Due to Covid, continued with all virtual bimonthly & monthly seminars & meetings
 - Graduation virtual held February 16, 2021, and then continued into Cohort 2 activities
- Cohort 2:
 - 12 Fellows, virtual workshop, March 10-11, 2021
 - Virtual bimonthly & monthly seminars & meetings
 - Community experience in November 2021, first time in person meetings
 - Graduation in person, May 2022 with both cohorts

Interprofessional Schools, Disciplines, Roles Methods include Staff and Community Leaders with Faculty



Building a community of practice includes intentional and responsive training with timely relevant themes

Themes for Fellows: Seminars held twice / month or monthly.

March 4&5, 2020	Two-day workshop: A new beginning Community engagement at UMB and in Baltimore communities	March 10-11, 2021	Community Engagement at UMB; Baltimore City Community Partners and Defining Partnership, Reciprocity, Mutual Benefit
April	Building a Community of Practice Service-learning pedagogy Community Engagement Tools and Resources Fellows pair up for mutual support	April	Building our Community of Practice Training on Service-learning Pedagogy Community Engagement resources Fellows pair up and begin shared support
May	Service-learning resources for teaching Community partnerships and stakeholder analysis Developing Logic Models Community Collaborative and Participatory Research tools & models	May	Baltimore History and readings from Baltimore Revisited Building Logic Models Community Engagement Models
June	Racial Equity Social Determinants of Health Baltimore History and Challenges	June	Activism and Social Justice in Baltimore Businesses Hope and Imagination
July	Mindfulness Social Entrepreneurship: Captivating value of social innovation, Jim Kuchar Designing Service-Learning, Erin Hager (presentations by fellows)	July	Designing Service-Learning by expert Barbara Jacoby The Community Engagement Continuum
August	How to Make America Fairer and More Resilient: A Checklist Racial Equity Assessment	August	Baltimore Apartheid and Redevelopment Community Based Participatory Research
September	Progress in a pandemic: Fellows support fellows through pairing activities	September	Community Partnerships and Health Disparities and Health Equity
October	Community Engagement Vision Fellows portrayed in UMB media	October	Community Engagement Vision and Continuum Showcase Fellows work at UMB in media, newsletters, and podcast
November	Ethics and A Love Ethic (bell hook): Courageous Community Engagement	November	Writing a Program Evaluation Community Visit and Experience
December	Strategy for Building and Sustaining Project Program Evaluation capturing lessons learned Final reports and logic models submitted	December	The role of Reflection and Discussion Ethical Challenges as "Tourists"
January	Presentations about accomplishments, lessons learned, and next steps	January	Final Reports and logic models submitted Presentations about Fellows' accomplishments, lessons learned, and next steps
February	Presentations about accomplishments, lessons learned, and next steps	February	Presentations about Fellows' accomplishments, lessons learned, and next steps
March	Continue work as UMB Fellows Leaders and Champions Collaborate with new Fellows in workshop and monthly meetings & seminars	March/ April	Continued presentations about Fellows' Fellowship Becoming Leaders and Champions; Collaborating and supporting all Fellows
		May	Graduation with all Fellows Next Steps as UMB Champions

Results

- ❖ Twenty-six Fellows (2 cohorts) completed one-year Fellowships and extended their involvement.
- ❖ Fellows represented 6 interprofessional professional schools, central university administration and student services.
- ❖ Three Fellows were community leaders.
- ❖ The majority (15) were staff or community leaders.
- ❖ Fellows partnered with each other and built relationships across the 2 cohorts.
- ❖ All Fellows created a logic model with individualized plans to incorporate community engagement strategies or service-learning strategies into a community-based project, program, educational program, course, clinical, scholarship or research.
- ❖ Each Fellow participated in one-one mentoring with Program Director.
- ❖ Twenty unique community engagement initiatives were created.
- ❖ Cross-campus collaborations were strengthened for all and with community partners.
- ❖ Community leaders became experts and guest speakers in several courses in several schools.
- ❖ All projects were related to Baltimore, except one in Costa Rica focused on global health.
- ❖ Six Fellows participated in IPACE led webinars to share their experiences with UMB campus, building awareness and growing expertise across the university.
- ❖ Program director conducted a pod-cast with one Fellow on service-learning to reach more faculty.
- ❖ Two fellows became trainers for their peers. One conducted service-learning workshops; one provided a workshop on social innovation.

Conclusions

Incorporating staff into a Fellows Program provides ample opportunities to bolster and expand existing community initiatives and thereby strengthen community engagement campus-wide. This fellowship supports staff towards becoming champions and leaders for staff in various schools and units across. Incrementally this builds a network of staff who incorporate principles of community engagement fosters and true partnerships, changing the organizational culture. This inclusion of staff demonstrates a form of hyper-local community engagement and helps universities to better "leverage the breadth of its collaborators and resources across the campus" (Dostilio, 2019). The staff are powerful in this hyperlocal engagement and influential program leaders.

Staff expressed their limitations with time, schedule flexibility and power to influence and implement initiatives. Nevertheless, staff were instrumental in changing their internal division work in most areas.

Examples of staff influence:

- Two Fellows at the Maryland Psychiatric Research Center increased the faculty's understanding of the patient population, led more faculty educational programs about Baltimore city specific issues, and helped the division develop a new and important partnership with the Black Mental Health Alliance.
- One Fellow developed a partnership between a school system and learned to include parents in parent engagement activities changing the organizational culture. Parents were finally willing to engage in programs.
- Two Fellows collaborated to start a community-based swimming club with an emphasis on water safety.

Staff have had significant university-wide impact. Lessons learned include how staff can broaden the practice of authentic community engagement through such avenues as UMB Staff Senate. Staff are a vital component of universities and offer many possibilities in contributing to sustainable, hyper-local community engagement.

Qualitative Reflections

- "My IPACE Fellowship had such a huge impact on my life and definitely inspired me to make this next career move. I could not be more excited!"
- "To share a walk through a major public health crisis, an economic downturn and major civil unrest with a group of kindred spirits fighting similar battles in various small corners has been quite wonderful. In addition to being a source of comfort, it has inspired me to think more deeply about the burdens that my students carry (even without the above-mentioned civic disturbances) as well as the heavy loads borne by those we hope our students will serve. I'm reminded of the words of Ian MacLaren - "Be kind. Everyone you meet is carrying a heavy burden." I am happy to say that this program has helped to lighten my burden. Perhaps more importantly, it has helped me to see more clearly the burdens of others, and to take steps to lighten their loads as well."



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 - Community Partners: Bon Secours Community Works, Baltimore Gift Economy, Southwest Partnership Vivien T. Thomas Medal Arts Academy
 - Visionary Community Engagement Champions