

## **DRAFT: Faculty Development Programming by Career Phase/Position**

Prepared by Chris Hanssmann for the Faculty Development Workgroup of the Community-Engaged Scholarship for Health Collaborative

These grids display areas that can be targeted by faculty development programs depending on the career phase/position of the faculty member . Many individuals enter into faculty positions and into community-engaged scholarship (CES) at different points and through different avenues. Thus , the career phases/positions in the grid are not meant to be viewed as a linear progression of events (i.e., one gets a graduate degree, does a post-doctoral fellowship, joins the faculty as an assistant professor, progresses over the years to a full professor). Rather, they should be viewed as a guide to what level of CES competencies may correspond with career phases/positions, and resources that may be available (or made available) to cultivate these competencies. **Grid #1** is aimed at all graduate/professional students and faculty and indicates levels of fluency in CES that may be considered essential whether pursuing or involved in CES or not. **Grid #2** is aimed at graduate/professional students and faculty who are particularly interested or involved in CES. If you have suggested edits to this grid, please email Chris at [ch6@u.washington.edu](mailto:ch6@u.washington.edu).

Acronyms: CBPR = community-based participatory research; CES = community-engaged scholarship; SL = service-learning

<b>GRID #1: For All Faculty (whether pursuing CES or not)</b>									
Career Phase/ Position	Graduate/ Professional Student	Post-doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post-tenure to Emeritus	RPT Committee Member
<b>Content Training</b>	CES courses offered (i.e., in SL and CBPR)	CES courses offered (i.e., in SL and CBPR)	Meet with potential community partners	CES workshops	CES workshops	CES workshops	CES workshops	CES workshops	Provide examples of CES
<b>Career Development</b>	Professional development center services <sup>1</sup>	Professional development center services <sup>1</sup>	Meet with potential community partners <sup>2</sup> , “bus tour” orientation to community	Career planning	Career planning	Career planning	Career planning	Meetings to explore new avenues in scholarship (i.e., CES)	Annual orientation to policies <sup>2</sup>

**GRID #1: For All Faculty (whether pursuing CES or not)**

Career Phase/ Position	Graduate/ Professional Student	Post-doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post-tenure to Emeritus	RPT Committee Member
<b>Mentorship</b>	Preceptorship or faculty mentorship <sup>3,4,5</sup>	Preceptorship or faculty mentorship <sup>3,4,5</sup>	Formal peer mentorship set up <sup>6,7</sup>	Formal mentorship continues <sup>6,7</sup>	Formal mentorship continues <sup>6,7</sup>	Formal mentorship continues <sup>6,7</sup>	Formal mentorship continues <sup>6,7</sup>	Mentor graduate students & junior faculty <sup>6,7</sup>	
<b>Development incentives</b>	Scholarships, fellowships, assistantships	Scholarships, fellowships, assistantships	Release time to develop community relationships, community-based courses	Partnership development mini-grants <sup>8</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>9</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>9</sup> Funding to attend CES conference, continuing education credits	SL course and CBPR project development grants <sup>10</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>11</sup> Funding to attend CES conferences, continuing education credits	
<b>Portfolio development</b>			Review RPT guidelines with Department Chair	Web-based support and development: online tutorials/ workshops	Web-based support and development: online tutorials/ workshops	Mini-sabbatical grants to work on portfolio	Mini-sabbatical grants to work on portfolio		Mock portfolio reviews

**GRID #1: For All Faculty (whether pursuing CES or not)**

Career Phase/ Position	Graduate/ Professional Student	Post-doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post-tenure to Emeritus	RPT Committee Member
<b>CES-RELATED COMPETENCIES FOR ALL FACULTY*</b>	Value and understand legitimacy and significance of CES concepts and social determinants of health, some community-based learning & research experiences	Comprehend availability of faculty career positions in CES, have some knowledge of CES resources	Knowledge of and respect for quality & importance of CES	Working knowledge of CES-involved colleagues and campus resources, capability to refer students interested in CES to these resources	Working knowledge of CES-involved colleagues and campus resources, capability to refer students interested in CES to these resources	Working knowledge of CES-involved colleagues and campus resources, capability to refer faculty & students interested in CES to these resources	Ability to evaluate scholarly content of CES projects, particularly if interested in serving on RPT committee	Working knowledge of CES-involved colleagues and campus resources, capability to refer faculty & students interested in CES to these resources	Knowledge of definition of CES, CES benchmarks, scholarly products, outcomes & measures of quality

\*Listed competencies are understood to be cumulative over time.

## GRID #2: For Faculty Interested/Involved in CES

Career Phase/ Position	Graduate/ Professional Student	Post-doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post-tenure to Emeritus	RPT Committee Member
<b>Content training</b>		CES fellowship <sup>12</sup>		Inter- or multi-disciplinary faculty scholar program <sup>13</sup>	Inter- or multi-disciplinary faculty scholar program <sup>11</sup>	Inter- or multi-disciplinary faculty scholar program <sup>11</sup>  Advanced CES training seminars	Inter- or multi-disciplinary faculty scholar program <sup>11</sup>  Serving as faculty for CES training seminars	Inter- or multi-disciplinary faculty scholar program <sup>11</sup>  Serving as faculty for CES training seminars	See above
<b>Career development</b>	Professional development center services-focus on CES <sup>1</sup>	Professional development center services-focus on CES <sup>1</sup>	Inter- or multi-disciplinary and/or inter-institution support group network and/or CES faculty support group <sup>14</sup>	Inter- or multi-disciplinary and/or inter-institution support group network and/or CES faculty support group <sup>11</sup>	Inter- or multi-disciplinary and/or inter-institution support group network and/or CES faculty support group <sup>11</sup>	Inter- or multi-disciplinary and/or inter-institution support group network and/or CES faculty support group <sup>11</sup>	Inter- or multi-disciplinary support group network and/or CES faculty support group <sup>11</sup>	Inter- or multi-disciplinary support group network and/or CES faculty support group <sup>11</sup>	
<b>Mentorship</b>	Preceptorship/ faculty mentor matched to CES interest <sup>3,4,5</sup>	Preceptorship/ faculty mentor matched to CES interest <sup>3,4,5,12</sup>	Match to peer mentor with CES focus <sup>6,7,12</sup>	Regular meetings with mentor <sup>6,7,12</sup>	Regular meetings with mentor <sup>6,7,12</sup>	Regular meetings with mentor <sup>6,7,12</sup>	Regular meetings with mentor <sup>6,7,12</sup>	Invite to mentor jr. faculty in CES <sup>6,7,12</sup>	

## GRID #2: For Faculty Interested/Involved in CES

Career Phase/ Position	Graduate/ Professional Student	Post- doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post- tenure to Emeritus	RPT Committee Member
<b>Development incentives</b>	Scholarships, fellowships, assistantships	Scholarships, fellowships, assistantships	Release time to develop community relationships, community- based courses	Partnership development mini-grants <sup>15</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>16</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>17</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>18</sup> Funding to attend CES conferences, continuing education credits	SL course and CBPR project development grants <sup>19</sup> Funding to attend CES conferences, continuing education credits	
<b>Portfolio development</b>			Review RPT guidelines with Department Chair	Web-based support and development: online tutorials/ workshops specific to CES portfolio <sup>20</sup>		Review portfolio examples of CES faculty who have been promoted/tenured	Suggest faculty join RPT committee	Suggest faculty join RPT committee	

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Career Phase/ Position	Graduate/ Professional Student	Post-doctoral Fellow	New Faculty Member	First Year as Faculty	Years 2-5 as Faculty	Assistant to Associate	Associate to Professor	Post-tenure to Emeritus	RPT Committee Member
<b>CES-SPECIFIC COMPETENCIES<sup>21*</sup></b>	Knowledge of concepts of CES and social determinants of health, some community-based learning & research experiences, knowledge of CES-focused career development resources	Knowledge & experience in applying the principles of CES	Ability to develop community relationships work effectively in community, work effectively in and with diverse communities	Ability to write articles and grants based on CES principles & approaches	Ability to translate CES findings into policy, transfer skills to others; Balance tasks, describe scholarly components of CES in portfolio	Ability to successfully write CES based grants, peer-reviewed articles and other scholarly products, ability to clearly document CES in portfolio	Knowledge about RPT process & its relationship with CES, ability to serve on RPT committee	Ability to mentor students & junior faculty in establishing and building CES-based portfolio	Knowledge of definition of CES, CES benchmarks, scholarly products, outcomes & measures of quality

\*Listed competencies are understood to be cumulative over time. See separate handout for draft competencies for community-engaged faculty members.

### Citations

<sup>1</sup> Professional Development and Community Engagement Program, Office of Graduate Studies, University of Texas at Austin.

<http://www.utexas.edu/ogs/development.html>. Offers programs to prepare future faculty through workshops, internships, and other programs. Also offers resources for students to develop and/or participate in community-engaged scholarship projects. Some of these programs overlap, such as internships and “synergy groups” (<http://www.utexas.edu/ogs/pdce/synergy.html>).

<sup>2</sup> Morin, K. H. and K. C. Ashton (2004). "Research on faculty orientation programs: guidelines and directions for nurse educators." *J Prof Nurs* 20(4): 239-50.

<sup>3</sup> Luckhaupt, S. E., M. H. Chin, et al. (2005). "Mentorship in academic general internal medicine. Results of a survey of mentors." *J Gen Intern Med* 20(11): 1014-8.

<sup>4</sup> Leyshon, S. (2005). "Making the most of teams in the mentorship of students." *Br J Community Nurs* 10(1): 21-3.

<sup>5</sup> Sachdeva, A. K. (1996). "Preceptorship, mentorship, and the adult learner in medical and health sciences education." *J Cancer Educ* 11(3): 131-6.

<sup>6</sup> Morzinski, J. A., D. E. Simpson, et al. (1994). "Faculty development through formal mentoring." *Acad Med* 69(4): 267-9.

<sup>7</sup> Morzinski, J. A., S. Diehr, et al. (1996). "A descriptive, cross-sectional study of formal mentoring for faculty." *Fam Med* 28(6): 434-8.

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<sup>8</sup> There are a number of institutions offering “mini grants” for faculty to participate in faculty development programs. These may or may not be linked to a specific topic or field (such as CES). A number of these programs are available. The following are some examples: (WILL ADD)

<sup>9</sup> A number of schools offer grants to assist faculty in setting up service-learning classes. One example (from UNC) can be found here:  
<http://www.unc.edu/apples/faculty/teach/grant.html>

<sup>10</sup> A number of schools offer grants to assist faculty in setting up service-learning classes. One example (from UNC) can be found here:  
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<sup>12</sup> Community Health Scholars Program is a post-doctoral fellowship in CBPR, <http://www.sph.umich.edu/chsp/program/index.shtml>

<sup>13</sup> University of New Hampshire has established a Faculty Scholars Program in 2004 to “identify, mentor and work with...faculty across the institution.” They use a multitude of means to encourage, build, and disseminate outreach scholarship. <http://unh.edu/outreach/champions.html>,  
<http://unh.edu/outreach/pdf/Mission&Goals2.pdf>, <http://unh.edu/outreach/pdf/UNHOutreachScholarsAcademyInfo.pdf>

<sup>14</sup> Cumbie S, Weinert C, Luparell S et al. Developing a scholarship community. *Journal of Nursing Scholarship*; Third Quarter 2005; 37, 3, 289-293. Although this article is focused specifically on a particular inter-institution writing group, the concept is central to establishing informal faculty support networks for those involved in CES

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<sup>20</sup> Community Engaged Scholarship Toolkit is an online resource for faculty involved in CES and provides guidance in the areas of both CES-based mentorship and portfolio development. <http://depts.washington.edu/ccph/toolkit.html>

<sup>21</sup> Adapted from Community Health Scholars Program competencies: <http://www.sph.umich.edu/chsp/program/index.shtml>