

January 21, 2009

Six Universities Awarded Grants to Build Cadre of Community-Engaged Faculty

National Initiative Aims to Demonstrate Campus-Wide, Competency-Based Models of Faculty Development

Faculty for the Engaged Campus is pleased to announce that it has made grants to six universities to design, implement and evaluate innovative faculty development programs that advance community-engaged scholarship. Each grant is for \$15,000 over a two year period. The funded institutions are North Carolina State University, Northwestern University, Ohio University, University of Michigan-Ann Arbor, University of Minnesota-Twin Cities and University of North Carolina at Chapel Hill. Brief descriptions of their programs appear below.

The six institutions were among twenty that convened in Chapel Hill, NC in May 2008 for an intensive charrette to design campus-wide, competency-based models of faculty development that support community-engaged careers in the academy. Institutions participating in the charrette were invited to submit proposals to implement and evaluate their designs. Each proposal was assessed by three reviewers, including community partners. Grantees will share progress and address challenges through conference calls and meetings, access technical assistance facilitated by the *Faculty for the Engaged Campus* leadership team and consultants, and participate in an evaluation of the process and impact of their programs.

Reflecting on the grantees and their proposed programs, *Faculty for the Engaged Campus* Director Sarena Seifer observes, “We have a great deal to learn about the most effective strategies for preparing and supporting community-engaged faculty members. By grounding their programs in core competencies that community-engaged faculty need to be successful and involving community partners as peers, these grantees are poised to each serve as models.” *Faculty for the Engaged Campus* Co-Director Lynn Blanchard, Director of the Carolina Center for Public Service at the University of North Carolina at Chapel Hill, adds, “We sought in this initiative to go significantly beyond the occasional faculty development workshop to support strategic, sustainable, campus-wide approaches. The grantees comprise a learning community with enormous potential to inform the emerging field of community-engaged faculty development.”

Faculty for the Engaged Campus, a national initiative of Community-Campus Partnerships for Health in partnership with the University of Minnesota and the University of North Carolina at Chapel Hill, aims to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. The initiative is supported in part by a grant from the Fund for the Improvement of Postsecondary Education in the U.S. Department of Education.

For more information, contact *Faculty for the Engaged Campus* Deputy Director Piper McGinley at ccphfipse2@mcw.edu or visit the initiative homepage at <http://depts.washington.edu/ccph/faculty-engaged.html>

Stay connected with the initiative and related work through the Community-Engaged Scholarship electronic discussion group at <http://mailman.mcw.edu/mailman/listinfo/comm-engagedscholarship>

Faculty for the Engaged Campus – Community-Engaged Faculty Development Grantees (2009-2010)

The acronym CES stands for “community-engaged scholarship”

North Carolina State University, Raleigh, NC

North Carolina State University’s faculty development initiative will increase the visibility of and build faculty capacity for CES through an intensive two-year program called EDGES (Education and Discovery Grounded in Engaged Scholarship). EDGES is a developmentally-structured, competency-based approach to supporting faculty in the design and implementation of CES projects during key transition points (or edges) in their career paths—projects that, in turn, involve students at key transition points in their undergraduate careers. Twenty-four faculty members (6 at each of 4 career stages: graduate students, new faculty, post-tenure faculty, and end-of-career faculty) will undertake a series of professional development activities (both within and across stage cohorts; partly in collaboration with community partners) that will be oriented toward the development of a CES project (teaching or research) to be implemented with undergraduates (in the first or final year of their undergraduate careers). EDGES will support an intergenerational mentoring community of faculty whose CES activities will be explicitly designed for curricular connections and in collaboration with community partners.

Northwestern University, Evanston and Chicago, IL

Northwestern University (NU) will fully implement the action plan it developed at the charrette through both short- and long-term change efforts. Short-term activities are directed at developing programs and activities that will address current faculty development needs for attaining CES competencies for the novice to intermediate levels of expertise. Longer-term efforts will provide opportunities that will build a more supportive environment for the development and conduct of community-engaged research at NU through engaging faculty and institutional CES advocates and creating the groundwork for developing supportive institutional policies. Four elements comprise NU’s action plan: 1) CES educational opportunities (including workshops, seminars, and materials); 2) faculty development mini-grants (for CES related meetings, travel, consultations, etc.); 3) identification/engagement of a cadre of faculty and institutional advisors for CES strategic planning and leadership; and 4) a lunch/dinner series with CES faculty and administrative leadership representatives.

Ohio University, Athens, OH

Ohio University’s faculty development initiative will build faculty competencies in community-based participatory research (CBPR) that is organized around three programs: (1) a CBPR Learning Community for university and community partners, leading to the development of undergraduate and graduate courses in participatory methods; (2) a Faculty Fellows in Engaged Scholarship initiative, investing in engaged scholarship leaders to mentor and advance community-engagement across the region; and (3) the writing of a book, *Case Studies of Community-Based Participatory Research*, featuring a collection of case studies illustrating the complexities of CBPR as experienced by nationally-recognized experts and their community partners. Collectively, these faculty development activities are designed to: (a) introduce novice faculty to the principles of CES for research and the dimensions of partnership development; (b) advance faculty whose scholarship involves equitable partnerships with the community in the areas of dissemination and grant writing; and, (c) lead all faculty toward recognizing the role of policy and advocacy when translating knowledge into action, both within the academy (e.g., promotion and tenure) and the community.

University of Michigan – Ann Arbor, Ann Arbor, MI

The University of Michigan’s Arts of Citizenship program promotes collaborative research, creative and cultural projects between faculty in the arts and humanities and cultural, educational, and civic organizations in Michigan, across the nation, and abroad. Its faculty training program will increase both the number and effectiveness of faculty engaged in community-based collaborative research by designing and implementing three pilot workshops in winter 2009 with current faculty fellows and community partners, drawing on this

experience to implement a two-day training workshop in 2009 for faculty and community partners and modifying and implementing a second version of the two-day training in 2010. Faculty and community partners will participate in skills-building sessions and receive feedback on their proposed projects from community practitioners and faculty with extensive experience in community collaborations. Competitive seed grants will be awarded to the most promising collaborative projects.

University of Minnesota – Twin Cities, Minneapolis, MN

Based on a diffusion of innovations model, the University of Minnesota will develop “generations” of faculty and community partners who have embraced CES and have the skills to work effectively and respectfully with community partners. The first generation, called the innovators, will be those faculty and community partners who already embrace and are experienced practitioners of CES, but with additional training can serve as mentors to and train the next generation. Early adopters, the second generation mentored by the innovators, will be chosen from community-engaged but less experienced faculty and community partners. Faculty in this group will be sought from diverse, distinguished, high status units. The training and mentoring of early adopters will increase their competencies in community-engaged scholarship and prepare them to spread the CES model to their faculty colleagues, students and community peers.

University of North Carolina at Chapel Hill, Chapel Hill, NC

The University of North Carolina at Chapel Hill will build on existing efforts and interests regarding faculty awareness and competencies in relation to CES. Presently, the Faculty Engaged Scholars Program is an intensive opportunity for a limited number of faculty members who are selected through a competitive process. The proposed activities include enhancing that program as well as facilitating roles for the Faculty Engaged Scholars in broader faculty development efforts including workshops and the annual Tar Heel Bus Tour. These activities will provide breadth to current efforts by targeting faculty who may be new to the concept of CES and depth by building on the interest of experienced faculty. The university’s goals include increasing knowledge and skills of faculty around CES, both generally and specifically as they relate to issues of promotion and tenure. In addition, they will increase the role of community representatives in faculty development.