

Community-Engaged Scholarship Faculty Development Charrette Small Group Exercise

Competencies for Community-Engaged Scholarship

Adapted by the Faculty Engaged Scholars Program, University of North Carolina at Chapel Hill

From: *Models for faculty development: What does it take to be a community-engaged scholar?*

Blanchard, Hanssmann, Strauss, Belliard, Krichbaum, Waters, and Seifer (2008) (under review).

Instructions:

- A. Recruit a facilitator and a recorder.
- B. Introduce yourselves and briefly describe what you are currently doing to prepare faculty members to be successful community-engaged scholars?
- C. Review the competencies below and then discuss these questions. :
 - How would you prepare faculty members to achieve the competencies?
 - What content would you cover?
 - What teaching and learning strategies would you use?
 - What program components would you include?
 - What roles would there be for community partners?
 - What would you look for as indicators of your program's success?
- D. Record your discussion on flip chart paper: indicate by number the competencies you discussed, and a summary of answers to the questions.

Novice	1. Understanding of the concepts of community engagement and CES, and familiarity with basic literature and history of CES (ie: Boyer, Glassick, etc.)
Novice	2. Understanding of the various contributors to community issues (economic, social, behavioral, political, environmental); developing skills and commitment for fostering community and social change
Novice to intermediate	3. Knowledge of and skills in applying the principles of CES in theory and practice, including: Principles, Theoretical frameworks, Models and methods of planning, and Implementation and evaluation
Intermediate	4. Ability to work effectively in and with diverse communities
Intermediate	5. Ability to negotiate across community-academic groups
Intermediate	6. Ability to write grants expressing CES principles and approaches
Intermediate	7. Ability to write articles based on CES processes and outcomes for peer-reviewed publications
Intermediate to advanced	8. Ability to transfer skills to the community, thereby enhancing community capacity, and ability to share skills with other faculty
Intermediate to advanced	9. Knowledge and successful application of definition of CES, CES benchmarks, scholarly products, outcomes, and measures of quality
Advanced	10. Understanding of the policy implications of CES and ability to work with communities in translating the process and findings of CES into policy
Advanced	11. Ability to balance tasks in academia (e.g., research, teaching, service) posing special challenges to those engaged in CES in order to thrive in an academic environment
Advanced	12. Ability to effectively describe the scholarly components of the work in a portfolio for review, promotion and/or tenure
Advanced	13. Knowledge of review, promotion and tenure (RPT) process and its relationship with CES, ability to serve on RPT committee
Advanced	14. Ability to mentor student and junior faculty in establishing and building CES-based portfolio

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