

Attachment II. CHSP / KHSP-Community Track Networking Meeting, Mentors Meeting, Minutes, June 7, 2006

Introductions: Renee Bayer (KHSP NPO), Norman Yancy (Mentor to Rechkemmer/Kwon), Norge Jerome (Program Evaluation), Moses Goldmon (Mentor to Davis), Elvira Mebane (Mentor to Bowen), Edith Parker (Mentor to Shevon Harvey), Norma Caldwell (Mentor to Hammond), Ella Green-M (Mentor to Robinson), Mike Spencer (Mentor to Zometa), Barbara Abdulla (Mentor to Williams)

Orientation to CHSP/KHSP and Distribution of Resource Manuals: There is an effort to make sure that each mentor has a manual. It's based on what program participants (directors, mentors, scholars, support staff) need, and is a living document, to help everyone, stay in compliance with the program goals. The manual includes the program goals and competencies, which is where the scholars start. Their program plans are derived from the competencies, as an effort to build on skills that they may have or skills that they want to learn.

Our program is changing as we transition to the new Kellogg Health Scholar Community Track. By reviewing the manual, we can discuss these changes and discuss the role of mentors in this program.

- Competencies 3, 6, and have been changed as a result of the mini-networking meeting. These competencies now include translating research to policy objectives.
- The current scholars do not have to address these policy competencies, but the incoming scholars can add these if they choose. Some of our current scholars do have a focus on policy and advocacy.
- There's an added section re: the role of the mentor to the scholars (page6). This section is important because it explains what qualifications a community and academic mentor should possess and describes their common and separate roles.
- A scholar can have more than one academic and community member, but they need at least 1 of each. Each scholar must identify ONE primary community and academic mentor. These individuals are the ones that sign program plans, commit to the scholar's success, attend networking meetings, etc.
- Challenges: "It's important to talk as a team; otherwise you'll have a scattered scholar." The team includes the Training Site Leadership, the two mentors and the scholar.
- Scheduled times to meet is important. The training site leader plays an important role in making sure that these meetings happen. The UM model, where there the scholar takes the lead to schedule regular meetings, is a great model to follow. Discuss how frequently your group wants to meet. These are guidelines, but you can make it work for your mentor team. It makes sense to meet before each program plan update is due. It may also make sense to meet as a team more frequently at the beginning and taper off towards the end of the post-doc.

- Keep an updated version of the roster. (Archiving the old can help you keep up with where the scholars have been over time) Sandra sends the updates and it important to file them right away in your manual.
- **We will need to get biosketches of mentors to include in the resource manual.**
- The Program Plan is an important document to help keep scholars organized and meet their goals for this program.
 - The plan starts with a three-month plan which identifies what the scholar wants to do...where they think they are going.
 - The formal program plan is submitted at 6 months. Courses, community mentor, academic mentor should be firm by this point.
 - There's a 12 and 18-month review. If changes are made, you should be informed. There are no signatures required, but it is important that the scholar is communicating this to the team. **We may need to institute a mandatory meeting before these reviews are submitted.** Many times the evaluation is the time when there are breakdowns in communication. Some times the TSL and the scholar add activities that the community and academic mentor don't know are happening. **TSL need to be reminded that this is a team effort; they can't be asked to do extra things without the team knowing about it.** Post-docs also should not be asked to do assignments "clerical" things that do not help them achieve their competencies.
- There are 2 national meetings each year. At each meeting the scholars are asked to present. Mentors can be asked to co-present with the scholar.
- The benefits of having the lines of communication open, is that as a community mentor you want to get reassurance from the TSL/Academic mentor.
- These meetings create more work (this a great way to role model balancing academic and community work).
- It's important to introduce the scholars to the key people so that the scholar can set up meetings separate from the mentor.
- Scholars are really good about communicating and keeping up with what they are required to do.
- The team meetings are also helpful because you need someone to say to the scholar "this is how it is".
- If the community organization is organized well, the scholar "can come with us". In other words, they can spend time in a community and really develop relationships and make contributions to the work of the organization, such as their work with youth.
- What's hard, as a community mentor, is to let them go. Scholars are building relationships that are hard to duplicate.
- The continuity of community organizations and mentors is valuable. The organizations and scholars learn over time how to facilitate this process, and truly benefit from this process.
- Even if scholars leave though, community mentors are in a position/capacity to go to the university to ask.
- Scholars are building skills, with people who are experts in their communities.
- The documents that the scholars submit have kept scholars in the program.

The conversation ended, but there was lots of bragging about scholars, and training site leadership.

Discussion:

The new policy component of the Kellogg Health Scholars Program

- **There should also be an emphasis on how scholars can influence policy at the academic level.**
- **There needs to be a strong push from community mentors to help funding agencies and institutions know that community-based participatory research is working/helpful in the community.**
- **There's this new concept of flexible tenure, because life has changed. The tenure process is adjusting due to these changes (e.g. people are having families). So there are new policies that are underway. It is unclear how these new tenure models will affect the universities we work with. It's not clear, for instance, if the University of Michigan will adopt these ideas.**
- **What about community advocacy? How do we train community members to engage academic institutions in expressing their community's need? This is a something that scholars could also do. There needs to be a systematic way to help community organizations to establish an environment to allow scholars to come in continue on research projects.**
- **Resources for Community Organizations to learn about CBPR: NCBON – the National Community Based Organization Network of the CBPH Caucus of APHA - helps organize community partners to help them get the support that they need. There's also courses that be taken through the Wellesley Center in Canada.**
- **Folks don't know the difference advocacy and lobbying. Helping define this for folks may facilitate this community advocacy process.**

Ways that mentors can contribute

- One way to help that happen is to encourage the scholars to scale down their goals. Things may look good and sound good, but focusing on what can actually be accomplished in the time allotted is important.

Benefit from the incorporation of policy into the research.

- **We should keep the definition of policy broad; we can't limit it to policy changes at the state and national levels. Institutions need policy change as well.**
- **We should think more strategically about how to help facilitate these issues (e.g. promotion/tenure).**
- As we begin to get scholars engaged in policy, it may be an easier transition for scholar to look broadly at policy.