

**DEVELOPING FACULTY-STAFF EXCHANGE PROGRAMS
BETWEEN SCHOOLS OF PUBLIC HEALTH
AND PUBLIC HEALTH AGENCIES:**

A GUIDE

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Acknowledgement

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PREFACE

The Institute of Medicine (1988), in a widely distributed report, **The Future of Public Health**, characterized the U.S. public health system as in “disarray.” Although many social, political, and economic factors are believed to have contributed to this situation, the Institute identified lack of collaboration between schools of public health (SPH) and public health agencies to be one of these factors.

In response to the Institute of Medicine report, the Health Resources and Services Administration and the Centers for Disease Control developed the Public Health Practice Faculty/Agency Forum to address the issue of making public health education more relevant to practice. In its final report in June 1991, the Forum recommended several actions designed to improve collaboration between schools of public health and public health agencies. The development of faculty/staff exchange programs was one of these recommendations.

Under contract from the Health Resources and Services Administration, the Center for the Development of Public Health Practice at the University of Illinois at Chicago, School of Public Health, has prepared *Faculty/Staff Exchange Programs Between Schools of Public Health and Public Health Agencies – A “How-To” Manual* to assist schools of public health in developing faculty/staff exchange programs.

I. KEY CONCEPTS OF FACULTY-STAFF EXCHANGE PROGRAMS

The development of faculty-staff exchange programs is one way schools of public health (SPHs) can establish and maintain the type of firm practice links with public health agencies (PHAs) recommended by the Institute of Medicine report (1988). These programs are cooperative, inter-institutional arrangements through which the expertise and services of one organization's personnel are exchanged with the other institution for time-limited periods. Such programs have three primary purposes: 1) to provide the opportunity for the exchanged personnel to serve as "employees" of the host institution; 2) to encourage professional development through the stimulus of a different setting; and 3) for the host organizations to benefit from the knowledge and skills of the exchanged personnel.

When a faculty member functions in the role of practitioner, and when the practitioner assumes the responsibilities of a faculty member, each organization learns about and better understands the inherent nature of the other's work. Individuals participating in an exchange program should not only acquire knowledge, skills, and insights which will inform and sharpen their work upon return to their home organizations, but will contribute their own expertise to the life of the visited institution or agency.

II. HOW IS A FACULTY-STAFF EXCHANGE CONDUCTED?

The SPH and the PHA may agree to a direct exchange of expertise. For instance, a maternal and child health (MCH) faculty member is exchanged to the local health department's MCH program while a staff member of that program is simultaneously exchanged to the school's MCH program. A variation on this type would be for one exchange member to work at a different time than another, each representing the same type of interest and expertise. Exchanges in which the responsibilities and expertise of the faculty/staff person remain the same but are performed in another setting, are more restrictive than exchanges where different needs may be served by the exchange. It is not always possible or desirable to achieve one-on-one exchanges, since the strategy may seriously curtail the potential pool of exchanges.

If a direct match of expertise is not chosen, the SPH and PHA might elect a direct exchange of personnel. Using this format, the SPH sends an eligible faculty member to the PHA, and vice versa, for the period of time designated. For example, an epi-bio

faculty member joins the state health department's epidemiology program for the time specified for the exchange period, while a member of the state's environmental health division staff joins the school.

If both a faculty and a staff member are not simultaneously available, a simple exchange may still be accomplished. Eligible personnel assume roles within the host organization as opportunities and schedules permit. The selection process might try to match the exchange of expertise: for instance, if a PHA policy planner is exchanged this semester, the next faculty member exchanged could be from the policy development area. Alternatively, the selection process might rely on other criteria, such as faculty sabbaticals, new public health challenges, and the like.

A number of issues and practical concerns will need to be addressed by the parties involved as they arise, regardless of the format selected. Perhaps the most important issue is that both institutions recognize the potential benefits of and are committed to the long-term goals of exchange programs.

III. THE POTENTIAL BENEFITS OF FACULTY-STAFF EXCHANGE PROGRAMS

In some respects, faculty-staff exchange programs are like sabbaticals for the personnel involved and, as with sabbaticals, benefits accrue to both the individual and the organization. Benefits include:

For the school of public health

- revitalization of course content at the school to reflect the most current public health practice issues;
- invigoration of school faculty by the addition of new colleagues directly involved in the practice arena;
- creation of new opportunities for future school-agency collaboration on research, special projects and practica;
- acquisition or update of practice experience which can inform faculty teaching and research.

For the public health agency

- access to expertise in a specialty area offered by faculty colleagues;
- provision of an additional avenue for professional growth and development of exchange staff;
- acquisition of new skills and tools by exchange staff with direct application to functions of the agency;
- professional enhancement of staff through affiliation with the school.

IV. WHAT TO LOOK FOR IN THE EXCHANGE

A. Identifying potential partners

Federal, state, and local (including county, city, and municipal) public health agencies should all be considered as possible exchange partners. Many colleges and universities have used faculty exchange programs between academic units and other institutions for years. Schools of public health may benefit from reviewing any such programs in operation at their universities.

Schools need to consider what the public health practitioner can bring to the exchange that would benefit both schools and agencies. Leadership, experience, and demonstrated competence in current public health practice should be emphasized. The ability to work independently could be an important trait since the academic environment is generally less structured than the agency setting. Student and faculty surveys might be utilized to identify both content areas that need attention in course curricula and knowledgeable practitioners who would add to the school's mission of education, research, and service. Agency employees should be surveyed for their interest in participating in exchanges as well as singular contributions they feel qualified to make in an academic setting.

Public health agencies should also consider the talents of faculty they would like to receive in an exchange program. Good communication skills, the ability to conduct applied research, or expertise in a specific content area may be important factors. Again, the ability to work comfortably in a different organizational climate may be an important consideration.

A system of regular communication between the school and interested public health agencies is desirable for the purpose of advertising exchange positions available and positions desired. This might be accomplished by an annual memo to all faculty and

agency employees from their respective directors soliciting interest in such exchange programs, or by regular posting of positions available at each institution. When many people may be involved, a faculty/staff exchange catalog might be published annually by the SPH and/or the public health agency listing positions available for the exchange program and people desiring exchanges. A continuing, long-term relationship between a SPH and a public health agency (e.g., a formal written agreement) is a good way to cultivate and nurture the kind of inter-institutional relationships necessary for successful exchange programs.

B. What exchange members could contribute

Participants from public health agencies to a SPH most often will be involved in teaching and development of course curriculum. Some schools have invited public health practitioners to participate in committees that oversee curriculum development. Schools of public health should consider activities such as applied research, grant projects, and participation in school committees as additional possibilities for exchange personnel. Faculty members who participate in an exchange program may be involved in a variety of activities at a public health agency, including in-service education, data collection for research, program development and evaluation, strategic planning, policy development, and advocacy of public health goals. Faculty may be most valuable in securing grants for funded programming and research while on loan to an agency. For example, SPH biostatisticians and epidemiologists can be invaluable in helping to establish databases for state and local health issues and programs. The most valuable aspect of the exchange may be the collaboration and networking that develops and extends the length of the association beyond the period of the exchange itself.

IV. ESTABLISHING A FACULTY-STAFF EXCHANGE PROGRAM

Recruitment of agency staff to the SPH can sometimes be a challenge. SPH administration and Public Health Practice programs should take an active role in making available exchange positions known to public health agencies. Possible incentives for agency staff include faculty appointments, tuition waivers, library privileges, recreational facility usage, and faculty discounts.

A. Documentation

First, both the SPH and the PHA must have written policies covering job descriptions, reporting responsibilities, liability, and other personnel issues for their employees when they are working off-site. A formal agreement and supporting addenda outlining the details of policies governing the management of the exchange program between the two institutions must be created. (A sample agreement may be found in Appendix A.) The legal counsel of both the University and the government agency should be consulted to see if there are preferred formats of legal constraints that must be taken into consideration.

When a SPH exists as part of a health department and both the school and the health department would like to participate in exchanges with another health department, it may be easier to have one jointly worded agreement.

Faculty/staff exchanges can involve more than one agency and the school. It is possible for the school to be involved simultaneously in exchanges with several agencies working together in a singular project (e.g., MCH, violence, AIDS prevention) or for the school to have exchange agreements with more than one agency at the same time for different purposes. Separate agreements between the SPH and each participating agency are recommended.

B. Legal issues

Individuals interested in faculty/staff exchanges may have concerns about professional liability. Since there is no change of employment status in an exchange program (staff is “on loan”), benefits, insurance, vacation time, etc., remain as they are at the originating employer. With regard to professional liability, the following “guidelines” are suggested. Anyone who has professional liability insurance in force at the time of the exchange could practice clinically, if it was necessary as part of an exchange agreement. Anyone who does not have professional liability insurance in force at the time should not practice clinically. Situations requiring clinical practice should be relatively infrequent unless they are part of the research protocols, in which case the investigators should, by training, be well-equipped for their tasks. Liability in the academic setting would be covered by the appointment guidelines of the university for the position designated for the exchanged staff.

C. Supporting the exchange program

Employees should be supported financially by their own institutions with no changes in employment status or benefits. Should the exchange involve a significant change in locale or an unbudgeted expense (e.g., parking, transportation) these details should be worked out in advance between the two organizations. Written policies should stipulate that participants in the exchange program will be provided with office space, library access, and other work-related support. An orientation to the work setting is an important part of the process of exchange.

D. Titles for appointments at the SPH

Regular academic titles (Adjunct or Visiting Professor, Adjunct or Visiting Assistant Professor, Visiting Research Specialist, etc.) can be used for agency personnel who participate in the exchange. The use of adjunct titles may be useful if a long-term relationship beyond the duration of the exchange is contemplated. Clinical titles may be used if they are available at the school. Non-specific titles such as Project Director, Public Health Practice Liaison, and the like can work as well.

E. Titles for appointments at the PHA

The SPH faculty exchange should have clear responsibilities and a job description. For agency purposes it is most diplomatic to use titles that describe what the faculty exchange may be doing such as Project Coordinator for school-based AIDS education, or Special Liaison to the health department on policy. The organizational climate of a SPH and a public agency may differ significantly with regard to level of formal structure, work styles, and authority by title. Sensitivity to this in both settings is appropriate, especially with regard to titles, office space, support, etc.

F. Length of appointments

Length of exchange appointments can vary and should reflect the needs of the SPH and the public health agency involved. One-semester appointments are appropriate for the teaching of specialized courses that are not taught on a regular basis. One-year appointments allow more time for course and curriculum development and research. The particular tasks to be accomplished should dictate the time needed.

G. Performance expectations

Expectations for job performance during exchange assignments should be clearly understood and put into writing before the exchange takes place. Both parties should be made fully aware of personnel rules and regulations that they will be expected to comply with during the exchange. Participants should have the opportunity to meet with the individuals who will be supervising them in the exchange position to discuss job expectations. Participants should be relieved of all duties at their “home” organization.

V. MANAGEMENT OF THE FACULTY-STAFF EXCHANGE PROGRAM

A written policy should describe the decision-making process and personnel involved in selecting faculty and staff for exchange assignments. The policy should also emphasize the importance of stating in writing the expectations regarding work assignments and the role of supervisory personnel. Procedures to follow for termination, if it becomes necessary, should also be documented.

Appropriate personnel should be designated in both the school and agency to function as exchange coordinators for their respective organizations.

A. Functions of the exchange coordinator(s) *in the school*

- identify potential exchanges in school programs for agency staff;
- advertise exchange program in appropriate agencies;
- maintain regular contact with designated liaisons at agencies;
- handle necessary paperwork for university and school;
- orient exchange personnel to the school and university;
- evaluate experience with exchange agency staff and faculty;
- act as problem-solver and facilitator for agency exchanges;
- provide feedback based on evaluations.

in the agency

- identify potential exchanges for SPH in the agency;
- make agency staff aware of exchange possibilities;
- maintain regular contact with exchange coordinator at SPH;
- handle necessary paperwork required by agency;

- orient exchange faculty to the agency;
- evaluate experience with exchange faculty and agency staff;
- act as problem-solver and facilitator for faculty exchanges;
- provide feedback based on evaluations.

B. Evaluation of the exchange

Evaluation of the exchange program is essential for future planning. Each individual who participates in the exchange program should give both the SPH and the PHA feedback regarding the exchange experience and any suggestions for future changes in the program. Both a structured evaluation form and an open-ended narrative form for the individual are included in Appendix B as models. In addition, the exchange coordinator or designated liaison should evaluate the success (or lack thereof!) of the exchange experience with the “home” organization and the “host” organization (Appendix B).

VI. SUMMARY

The use of faculty/staff exchanges between schools of public health and public health agencies can be beneficial to both. Exchanges can bring practice knowledge, skills, and expertise to the school and training and research skills to the agency, thus bringing public health practice and education closer together. Faculty, agency staff, health professionals, students, and the general public can ultimately benefit from the introduction of exchange programs that will help public health education and public health practice achieve the optimum balance of efficiency, skill-building, and the realization of health objectives.

VII. BIBLIOGRAPHY

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The Public Health Faculty/Agency Forum: Final Report. (1991). Sponsored by the Health Resources and Services Administration and the Centers for Disease Control. Prepared by The Johns Hopkins University School of Hygiene and Public Health in collaboration with the Association of Schools of Public Health.

APPENDIX A

Exhibit 1

PARTNERSHIP IN PUBLIC HEALTH PRACTICE AGREEMENT BETWEEN THE CHICAGO DEPARTMENT OF HEALTH AND THE UNIVERSITY OF ILLINOIS AT CHICAGO SCHOOL OF PUBLIC HEALTH

The education and training of public health workers is central to the mission and goals of both the Chicago Department of Health (the “Department”) and the University of Illinois at Chicago School of Public Health (the “University”).

In order to enhance the practice of public health through improved teaching and education of public health students and workers by the University, and through more effectively identifying and addressing the education, training, and career development needs of the Department’s work force, the Department and the University acting through its School of Public Health (the “School”) commit to entering into this Partnership Agreement. It is the intent of both parties to develop and nurture firm practice links between the Department and the University in the following areas:

I. APPOINTMENTS

A. Faculty Appointments at the University

The Department will identify agency staff to be considered for appointment to the faculty of the University’s School of Public Health. This information will be transmitted to the University annually in time to allow for screening and processing for the next academic year. The University will review all such candidates and coordinate the applicants’ procedural requirements for appointment and/or promotion consistent with existing University policies and procedures. Non-salaried appointments to the ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer on both regular academic and clinical tracks will be considered. The University will formally notify the Department of the actions/decisions taken on all Department staff annually.

B. Agency Appointments

The University will annually survey all School of Public Health faculty to identify members interested in possible appointment to boards, committees and advisory bodies of the Department and will transmit that information to the Department. The Department will notify the University when nominations for such bodies are being solicited so that faculty at the University can be nominated for consideration.

II. FACULTY/STAFF EXCHANGES

- A. The Department will identify candidates appropriate for assignment to teaching and research responsibilities at the University for a period of one semester or longer if necessary. The University will review the candidates and determine whether an individually tailored program can be designed for those candidates. The University and the Department will jointly select at least one candidate each year and agree upon the content of the assignment. The individual will remain an employee of the Department during this assignment, but will be afforded the status of a University faculty member during the assignment.
- B. The University will identify candidates appropriate for assignment to responsibilities at the Department for a period equivalent to one semester or longer if necessary. The Department will review the candidates and determine whether an individually tailored program can be designed for those candidates. The Department and the University will jointly select at least one candidate each year and agree upon the content of the assignment. The individual will remain an employee of the University during this assignment, but will be afforded the same status as other Department staff during the assignment.

III. PRECEPTORSHIPS

- A. The Department will offer a jointly agreed upon minimum number of preceptorship positions for School of Public Health students from the University. These slots will include both ongoing and specially designed duties. The Department will identify a preceptorship coordinator to facilitate these placements and to assist Department staff serving as preceptors. The Department will seek to make stipends available for these preceptorship positions if resources are available.
- B. The University will notify School of Public Health students of the availability of preceptorship experiences at the Department and will share information on the evaluation of those experiences with Department preceptorship coordinator and preceptors. The University will identify a preceptorship coordinator within the School of Public Health to facilitate these placements and to promote awareness of these preceptorships among students and faculty advisors.
- C. The provisions of the "Memorandum of Understanding: School of Public Health Student Practicum" will govern preceptorships for students of the University at the Department.

IV. TECHNICAL ASSISTANCE AND CONSULTATION

- A. The University will offer consultation and technical assistance services to the Department on a priority basis for the identification of education, training, and career development needs of the Department and for the development of programs and services to meet those needs. Technical assistance and consultation services will be provided through staff of the

Public Health Practice, Office of the University's School of Public Health at no cost to the Department.

- B. Additional technical assistance and consultation services to the Department may be arranged through purchasing the services of the University faculty participating in the School of Public Health's Public Health Practice Service Institute.

V. JOINT OVERSIGHT

- A. Quarterly meetings between representatives of both parties (Department and University) will be held to review progress on all elements of this Partnership Agreement.
- B. The Commissioner of Health will designate two Department representatives for these meetings. The Dean of the University's School of Public Health will designate two representatives for the University.
- C. Progress will also be shared with the School's Steering Committee for Public Health Practice and with the Health Resources and Services Administration's (HRSA) Bureau of Health Professions (the funding agency for this grant project).

VI. JOINT RESEARCH

- A. The Joint Oversight Committee will develop recommendations for areas of potential joint research activity. Department staff and University faculty will be encouraged to develop joint research proposals in these areas. Representatives from the University and the Department will share information on requests for proposals in these areas with the other party.
- B. Whenever fiscal resources become available to the University to implement components of this Partnership agreement, those funds will be made available to the Department through a separate agreement that defines the scope of services and deliverables consistent with the purposes of this Partnership Agreement.
- C. It is agreed that the parties may modify or amend this Partnership Agreement without altering the basic agreement providing such modification or amendments shall be in writing and signed by both parties.
- D. This agreement shall be reviewed annually between October and December of each year by the Joint Oversight Committee.

VII. ASSIGNMENT

The terms of this Partnership Agreement may not be assigned unless agreed upon in writing by both parties and affixed hereto as an amendment.

VIII. STATEMENT OF AGREEMENT

In testimony whereof this Partnership Agreement between the Chicago Department of Health and the University of Illinois, through its School of Public Health, is effective as of the first day of January, 1992 by their authorized representative signed below

FOR CHICAGO DEPARTMENT OF HEALTH

BY: _____

FOR THE SCHOOL OF PUBLIC HEALTH OF THE
UNIVERSITY OF ILLINOIS

BY: _____

APPENDIX B

Exhibit 1

**FACULTY/STAFF EXCHANGE
ACTIVITY REPORT**

(This evaluation may be used by either faculty or agency personnel. Please use options indicated when answering.)

HOME AGENCY/SCHOOL _____

NAME _____

TITLE/POSITION _____

BRIEF DESCRIPTION OF DUTIES AT: SPH/AGENCY (circle one)

EXCHANGE TITLE/POSITION _____ DATES: _____ to _____

NAME OF HOST SCHOOL/AGENCY

DIVISION/DEPARTMENT _____

1. What percent of your time was committed to the exchange? _____

1a. In your exchange job capacity, what percent of your time was devoted to:
education? _____ service? _____ research? _____
_____ other? (please describe) _____

2. Describe the project that was the main focus of your exchange.

3. What other activities did you participate in?

4. Were you relieved of school/agency responsibilities for the exchange period?

Yes _____ No _____

a. If "no," list obligations below:

b. To what extent did these obligations affect your exchange performance? (circle one)

Not at all

A great deal

1

2

3

4

5

5. Was project completed?

Yes _____ No _____

5a. If "no," why not?

5b. If project was completed, was it (check all that apply)

_____ adopted by agency/school as policy?

_____ disseminated to students/staff?

_____ incorporated into the academic curriculum?

_____ acted upon as a community intervention?

_____ published?

_____ other? (please describe) _____

6. If exchange was to the University, did you receive an academic appointment?

Yes _____ No _____

6a. If "yes," what title through which department?

7. Who was the immediate supervisor or senior faculty member who provided direction/consultation to your work?

8. On what basis were you assigned to that individual?

9. How often did you meet with that individual?
10. Did you feel that person (check one)
- 10a. was available for consultation or direction
readily? ____ occasionally? ____ rarely? ____
- 10b. knew about resources and materials to facilitate your work?
- | | | | | |
|------------|---|---|---|--------------|
| Not at all | | | | A great deal |
| 1 | 2 | 3 | 4 | 5 |
11. Did you receive an initial orientation to the agency/school?
Yes ____ No ____
- 11a. If "yes," who (name and position) provided this orientation?
- 11b. Was the orientation to: (check all that apply)
- | | | |
|----------------------------|----------|---------|
| the overall school/agency? | Yes ____ | No ____ |
| your specific work area? | Yes ____ | No ____ |
| both? | Yes ____ | No ____ |
- 11c. Were written materials on policy/procedure and personnel included in your orientation? Yes ____ No ____
12. What suggestions would you make to improve the orientation process?
13. How often did you attend routine staff/faculty meetings in your exchange school/agency?
- | | |
|------|--------------|
| ____ | frequently |
| ____ | usually |
| ____ | occasionally |
| ____ | not at all |

APPENDIX B

Exhibit 2

**FACULTY/STAFF EXCHANGE EVALUATION
(for exchanged personnel)**

NAME _____

TITLE/POSITION _____

HOME SCHOOL/AGENCY _____

HOST SCHOOL/AGENCY _____

EXCHANGE TITLE/POSITION _____

EXCHANGE DIV/DEPT. _____

DATES OF EXCHANGE _____ to _____

Brief description of duties at SPH/Agency:

1. What were the best aspects of the experience?

2. What difficulties did you encounter with the faculty/staff exchange program?

3. How do you anticipate your exchange experience contributing to your professional performance within your own organization?

4. What changes would you like to see to improve the exchange program?

5. Do you have any other comments about the exchange program? (Use other side.)

Please return to Exchange Coordinator at _____.

