

Establishing and Maintaining University-Community Partnerships through Engagement Scholarship

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Learning Objectives:

As a result of this workshop participants will be able to:

- Understand the defining components and core principles of engagement scholarship
- Propose and describe the different types of university-community partnerships
- Discuss potential barriers to partnerships
- Propose strategies to navigate through barriers to achieve success.
- Describe key attributes of successful partnerships
- Assess excellence in engagement scholarship

SESSION I.

COMMUNITY-UNIVERSITY PARTNERSHIPS AND ENGAGEMENT SCHOLARSHIP

EPISTEMOLOGICAL AND INTERNATIONAL FRAMEWORKS



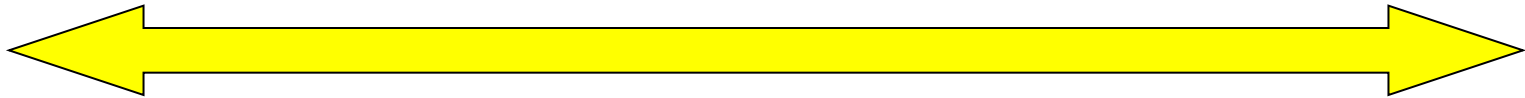
DEFINITION OF ENGAGEMENT SCHOLARSHIP

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to

- enrich scholarship and research
- enhance curricular content and process
- prepare citizen scholars
- endorse democratic values and civic responsibility
- address critical societal issues
- contribute to the public good

Continuum of Community Based Scholarship

Continuum of scholarship with traditional approaches to research, teaching and engagement on one end....and highly collaborate, co-creative approaches on the other end...and a range of gradations along the continuum where scholarship may be located.



Continuum connotes different degrees of collaboration, decision-making authority, reciprocity, and mutual benefit.

What Do We Mean By Scholarship?

Scholarship

1. Disciplinary expertise
2. Conducted in a scholarly manner
 - Clear goals
 - Adequate preparation
 - Appropriate methodology
3. Appropriately and Effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned

Scholarship continued

4. Has significance beyond the individual context:
 - Breaks new ground or is innovative
 - Can be replicated and elaborated
5. Is judged to be significant and meritorious (product, process, and/or results) by panel of peers.
6. Demonstrates consistently ethical practice, adhering to codes of conduct in research, teaching, and the discipline.

Recognizes Dynamic Relationship between Tacit and Explicit Knowledge

Tacit Knowledge: mental models about how the world works. Know-how, experience, incidental learning, apprenticeship, stories, “knowing-in-action.”

Explicit knowledge: can be transmitted in formal, systematic language. Definitions, equations, published theories, textbooks, etc.

Engagement scholars both learn from and enhance the tacit knowledge of community members and practitioners.

Knowledge Creation Steps

Observation: recognizing problems and opportunities. New hunches, hypotheses. Innovations and Risk Taking

Documentation: seeking evidence to support observations. Designing new approaches or revising those that didn't work

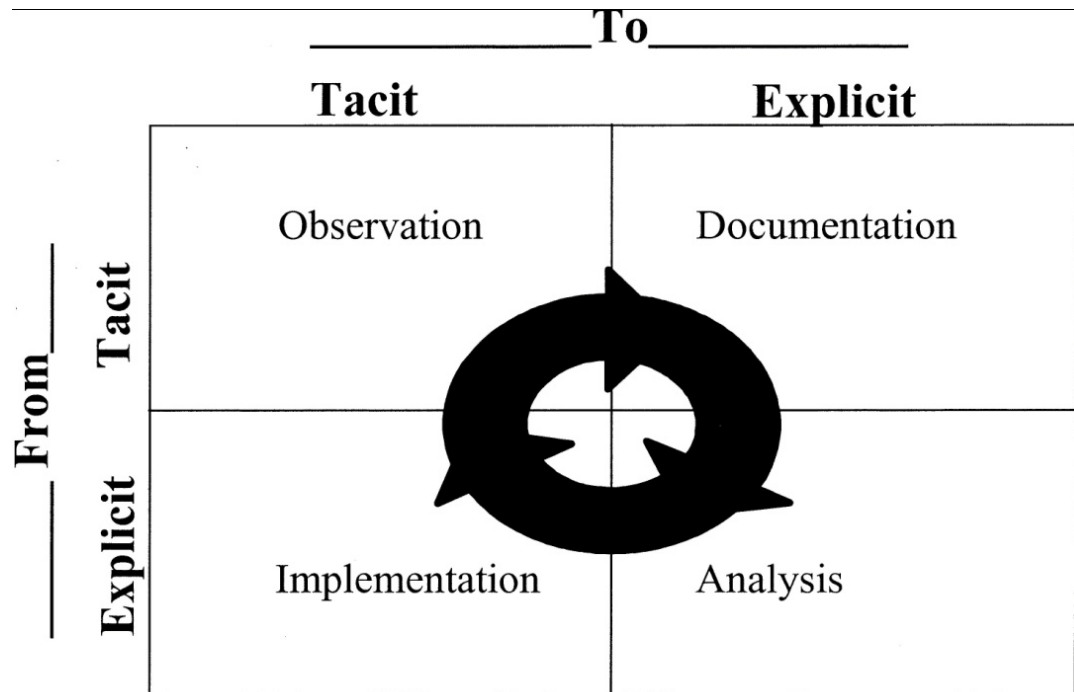
Analysis: type of intensive study and investigation needed through problem solving and scholarship. Traditional Research Approach, Lecture Method

Implementation: formal analysis can lead to new tacit knowledge (observation). Experiential and Service Learning Activities, Active Learning

Effective knowledge creation is a continual, iterative process, combining tacit and explicit knowledge through critical reflection.

Knowledge Creation

Cycles of knowing-in-action and reflection-in-action generate new knowledge by bringing together what is known tacitly and explicitly.



What is the Community Based *Participatory* Research Approach?

Community-based participatory research is a *"collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve outcomes."*

Community Based *Participatory* Research

- Moving from researchers *acting upon* a community to answer a research question...
- To researchers *working side by side* with community members to define the questions and methods, implement the research, disseminate the findings and apply them

What Do We Mean by Community?

Geography (shared a physical place, such as neighborhood, city, or region)

Identity (shared race, gender, or other characteristics)

- **Circumstances** (shared a common experience such as surviving a natural disaster or managing a specific disease)
- **Profession or practice** (shared specific knowledge to occupation, skill, or trade)
- **Faith** (shared belief system, customs, and religious or spiritual practice)
- **Kinship** (shared relationships through family and/or marriage)
- **Affiliation or interest** (shared a common set of values or concerns)

Fraser, F. (2005). Four different approaches to community participation. *Community Development Journal* 40, 286-300.

Gilchrist, A. (2009). *The well-connected community: A networking approach to community development, 2nd edition*. Bristol, UK: The Policy Press.

Marsh, G. (1999). The community of circumstance—a tale of three cities: Community participation. In D. A. Chekki (Ed.), *Research in community sociology (Vol. 9, pp. 65-86)*. Greenwich, CT: JAI Press.

Engagement Scholarship and Higher Education

Beginnings

- Edward Lynton (1987). New priorities for higher education, particularly with respect to civic engagement.
- Ernest Boyer (1990). Challenged higher education to extend “scholarship” beyond its discovery mission to include teaching and application.
- Boyer (1996). Called on higher education to embrace the “scholarship of engagement” to deal with critical societal issues.

Today

- International organizations and associations dedicated to promoting engaged scholarship
- Numerous peer-review publications circulating engaged scholarship

History of the Development of Organizations focused on Civic and Community Engagement

Higher Education Networks: Focus on Civic and Community Engagement

Campus Compact	1985
New England Resource Center for Higher Education	1988
Coalition of Urban and Metropolitan Universities	1990
Corporation for National and Community Service	1993
HBCU Faculty Development Network	1994
Community Campus Partnerships for Health	1996
Rede Unitraballio	1996
Engagement Scholarship Consortium	1999
Living Knowledge: The International Science Shop Network	1999
Imagining America: Artists and Scholars in Public Life	1999
Universidad Construye Pais	2001
Australian Universities Community Engagement Alliance (AUCEA)	2002
New Eurasia Foundation Community-University Network	2004
Canadian alliance for Community Service Learning	2005
El Centro Latinoamericano de Aprendizaje y Servicio Solidario	2005
The Talloires Network	2005
The Research University Civic Engagement Network (TRUCAN)	2005
International Association for Research on Service Learning and Community Engagement	2006
Higher Education Network for Community Engagement	2006
The Coalition of Urban Serving Universities	2007
Association of Commonwealth Universities (ACU) Extension Network	2008
Campus Engage: Network for the promotion of civic engagement in Irish higher education	2008
Community Based Research Canada	2008
Global Alliance on Community Engaged Research	2008
Ma'an Arab University Alliance for Civic Engagement	2008
The National Co-ordinating Centre for Public Engagement in Higher Education	2008
Transformative Regional Engagement Networks	2008
REDIVU (Ibero-American Volunteer Network for Social Inclusion)	2010
South African Higher Education Community Engagement Forum	2010

H. E. Fitzgerald & J. Primavera (eds) (2013). *Going Public: Civic and Community Engagement*. East Lansing, MI: Michigan State University Press.

PARTNERSHIPS



What is a partner?

- Individuals or groups of individuals
 - Who care about an issue or project,
 - Who actively associate with others,
 - With shared responsibilities,
 - Working to achieve a common goal.



Types of University-Community Partnerships

- Single event
- Project-specific
- Long-term sustained partnerships



...Scholarship may be embedded in all.

Single-Event Partnerships

- **Teaching** example:
Students volunteer at an event to fulfill class assignment



- **Research** example:
Conference of partners to set a research agenda

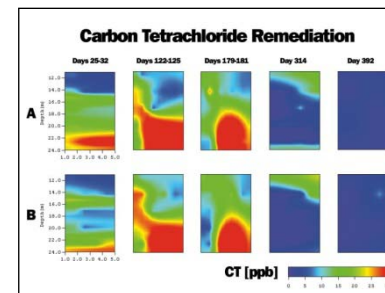
The Dynamic Great Lakes:
Anticipating and Adapting
to Change

Project-Specific Partnerships

- **Teaching** example:
Engineering students complete a capstone project” working with community partners
- **Research** example:
Pollution remediation (two years, MSU + Stanford University + community)



Michigan Tech. Univ. + MSU faculty + Students assess a dam's condition



Long-Term Partnerships

- **Teaching** Example:
GRAND Learning Network for teaching teachers, 6+ years



Professional development partners: teachers, scientists, community businesses, parks, and MSU

- **Research** Example:
Gretchen Birbeck,
Epidemiology, 20+
years



Campus-Community partnerships: Innovation, Incubation, and Economic Development

East Lansing Smart Zone

Prima Civitas Foundation:
statewide, regional
economic
development

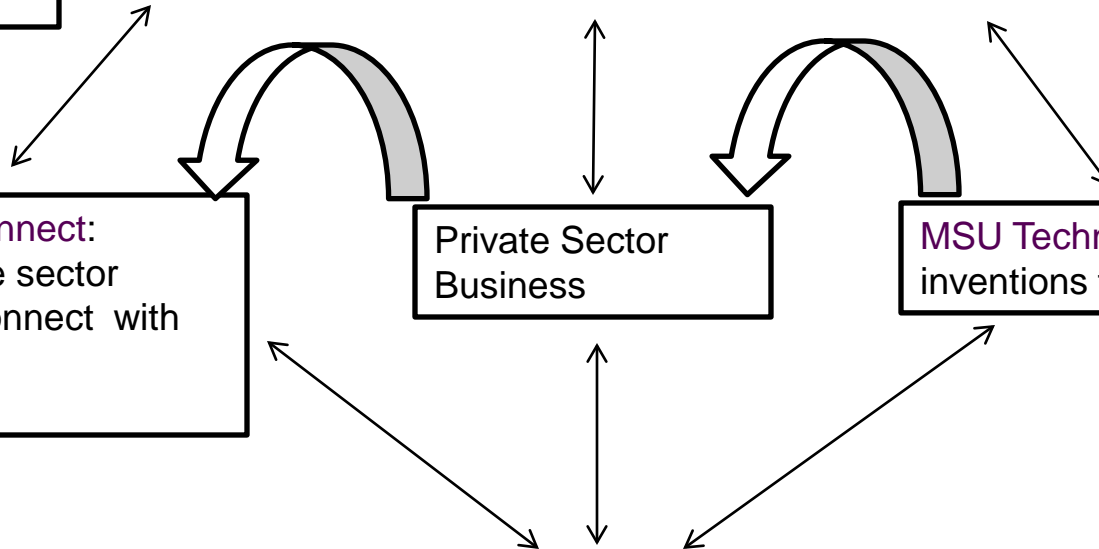
East Lansing Technology Innovation Center

MSU Business Connect:
helping private sector
business to connect with
MSU

Private Sector
Business

MSU Technologies: marketing
inventions to private sector

msuENet: Entrepreneurial Network
MSU Hatch: Innovation center for college students



Student Involvement in Partnerships

- Student involvement in partnerships can be:
 - Course-connected
 - Curricular (required as part of the total curriculum)
 - Co-curricular (outside-of-class, not-required in curriculum, but encouraged, supported, rewarded)
- Individual action
- Student-led group initiatives
- Research with professors



Student Involvement in Partnerships

- What is Service-Learning?
 - A balance between ...
 - **Service** to the community,
 - **Academic learning**, and
 - **REFLECTION** (thinking, writing, talking) in order to make sense of the experience, to monitor one's own reactions and thinking process, and to internalize lasting "lessons" from both the experience and the academic learning
 - "2-minute Reflective Writing" – From what we have learned so far, what have been the most useful terms or ideas for my work? How might I use these ideas?

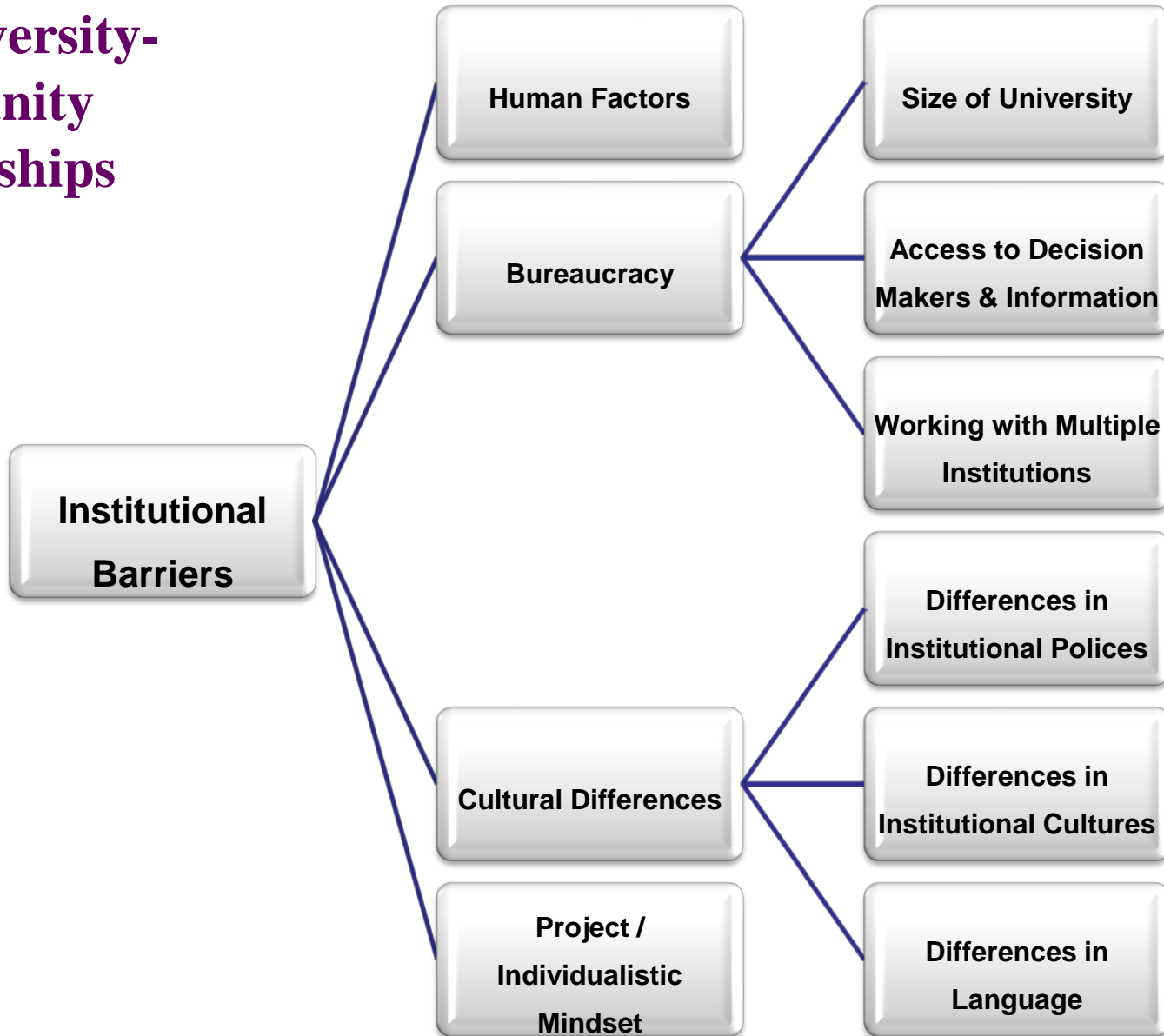


Barriers to Faculty Engagement in University-Community Partnerships

- “May I be involved in Partnerships as part of my work?”
Supervision, personnel and performance measures
 - Aligning these with time needed for engagement is a challenge
- Investment of time is high
 - Building community relationships takes time
 - There is delay between start of relationship and...teaching results, or research results and publications
- Methodological issues
 - Research methods and ethics
- Time and resources needed for travel
- Data ownership and publication rights
 - Determining data ownership and publication processes with community members



Institutional Barriers for University- Community Partnerships



Strategies to Overcome Barriers

- **Becoming Embedded in Communities**
 - Working in long-standing partnerships that are embedded in communities to identify the needs of families, businesses, neighborhoods and community organizations
- **Creating Collaborative Networks**
 - Building networks among communities and organizations that lead to regional collaborations and innovations that are sustainable
- **Stressing Asset-Based Solutions**
 - Focusing on asset-based solutions that build on the strengths and advantages of those we serve
- **Building Community Capacity**
 - Building capacity within families, businesses and communities to address the challenges and build on the opportunities they face
- **Striving for Mutual Benefit**
 - Ensure that both community and university partners derive benefits in equal measure

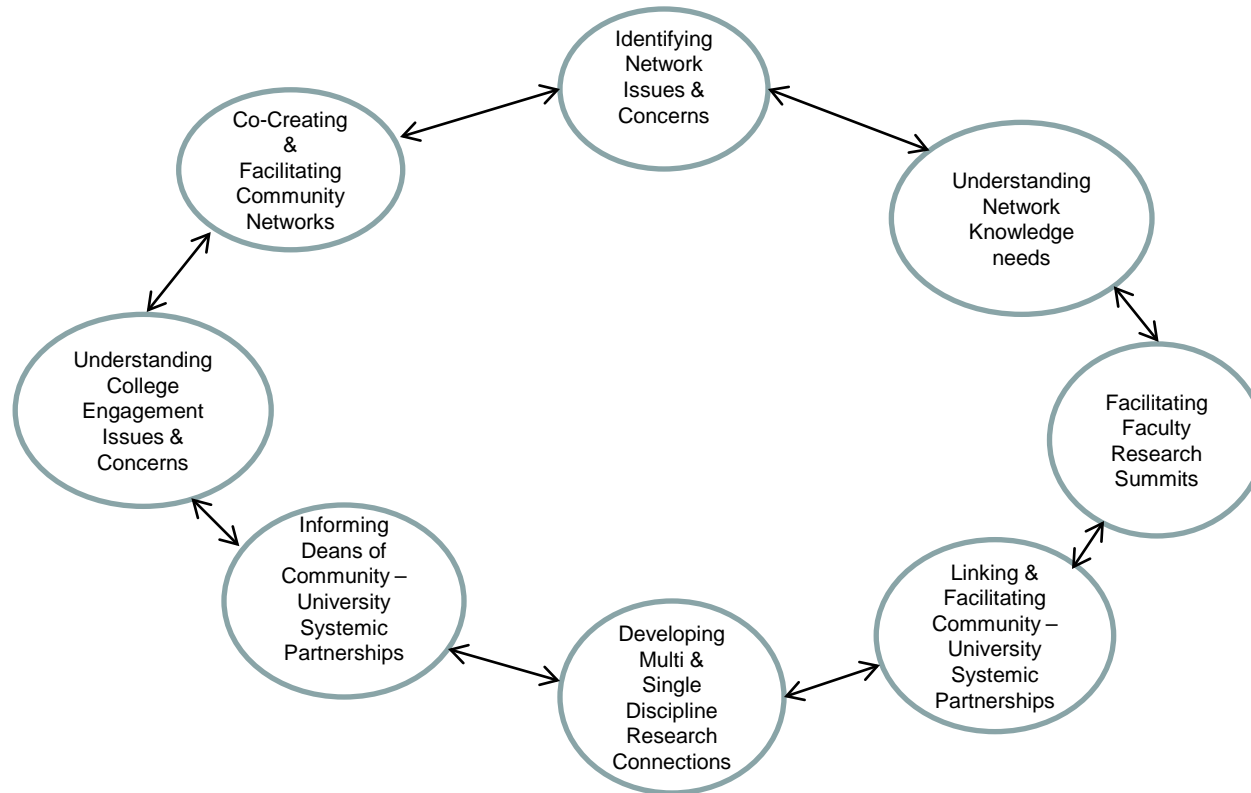


Building University-Community Partnerships

Internally by:

- **Bringing faculty, staff and students together in networks (Research Exchanges)** designed to inform, support and link faculty and staff with community engagement opportunities.
- Promoting **collaborative/multidisciplinary partnerships** with community groups.
- Providing a **link with faculty members** at the unit level to inform them of the availability of resources and assistance
 - that can help them connect with community partners
 - that can facilitate quick responses to funding opportunities

Infrastructure Support: Brokering University-Community Partnership Development




UOE Tools & Practices for assisting faculty to engage communities, create partnerships, build relationships, think systemically.


Strategic Doing, Systems Change Frameworks, Community Based Participatory Research Approaches, Cultural Context and Diversity, Developing University-Community Partnerships, Research/Evaluation Approaches, MOU/MOAs, Building Interdisciplinary Teams, Extramural Funding Consultations (grant writing/funding sources).

Building University-Community Partnerships

Externally by:

- Linking community requests for research, evidence-based practices, and models to appropriate faculty
 - Developing, supporting, and nurturing system level community connections that facilitate partnerships
 - Evaluating community experience with engagement efforts and using that information to inform practice
 - Participating in multidisciplinary campus-community partnerships
 - Promoting the development and use of strength- and evidence-based models and interventions to improve the capacity of those working on issues related to individuals, families, groups, neighborhoods, and communities
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Ten Key Attributes of Successful University-Community Partnerships

1. Partners share a common vision
 2. Partners share agreement about goals and strategies
 3. Partners have mutual trust and respect
 4. Partners share power and responsibility
 5. Partners communicate clearly and listen carefully
 6. Partners understand and empathize with one another's circumstances (authenticity)
 7. Partners remain flexible, yet focused
 8. The partnership achieves mutual benefits
 9. The partnership enhances community partners' capacity for self sufficiency
 10. The partnership enhances the faculty member's scholarly career
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