



MICHIGAN STATE
UNIVERSITY

Advancing Knowledge.
Transforming Lives.

Extending Knowledge to Serve Society

Standards of Practice for University-Community Partnerships

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MULTI, “Building and Sustaining Collaborations to
Promote Scholarly Outreach”

April 5, 2005

The Engaged University

Outreach is a form of scholarship that cuts across teaching, research, and service.

It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.

Provost's Committee on University Outreach, 1993
*University Outreach at Michigan State University:
Extending Knowledge to Serve Society*

The Engaged University

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, and in general contribute to the public good.

Adapted from the CIC Committee on Engagement

A Conceptual Framework

- To facilitate and guide partnerships between the university and the community
- To address community-defined concerns
- To generate new knowledge through research, evaluation, and instructional programs

Synergistic Activities

- A senior investigator in the following federal or state funded research/evaluation initiatives: National Early Head Start Research Consortium - 17 sites nationally (ACYF) (PI of the MI participating site grant), EHS Father's Research Initiative - 8 institutions (ACYF, NICHD); HomeNetToo (NSF); MOMS Community Nurse Intervention (Maternal & Child Health Bureau); CATCH Community Systems Health Net (Maternal & Child Health Bureau); Family Risk for Alcoholism over the Life Course (Co-PI)–5 institutions (NIAAA); ASAP-PIE Community 0-5 Prevention Programs (23 Intermediate school districts): State of Michigan, Dept of Education), Co-PI, Michigan Institute for Safe Schools and Communities (MI Dept of Drug Control Policy); Center for Food Safety Policy (Michigan State University, 8 participating disciplines).
- Director of an interdisciplinary graduate training program in Applied Developmental Science that involves 10 disciplinary units on campus and numerous off-campus research sites
- Executive Director (1985-2002), World Association for Infant Mental Health: administrative oversight of 32 Affiliate associations distributed worldwide. International Society for Infant Studies: Chair: By Laws and Membership Committees 1998-2004.
- Current University-Community Collaborations in MI: Eight Cap Inc. Community Action Agency; Jackson Community Action Agency; Genesee County Intermediate School District and its 21 collaborating independent school districts; Calhoun County Intermediate School District; Lansing MI KAIJA;

(a) Collaborations and Co-Editors

Abrams, L. A. (MSU) Adams, K. (U Michigan), Allen, V. (Mott Children's Health Center), Anthany, J. (MSU), Barton, L. M. R., Bates, L., Berman, S., Bower, K. J. (U. Michigan), Bingham, C. R. (Veterans Admin. Ann Arbor), Brophy-Herb, H., Brown, R., Carlson, J. (MSU); Carmichael-Olson, H. (U. of Washington), Carr, T. (MSU), Castelleno, D. (Duke), Church, R. L. (MSU), Contreras, D. (MSU Extension), Cook, E. H. (U. of Chicago), Davies, W. H. (U. Wisconsin-Milwaukee), Edwards, P. (MSU), Ellis, D. A. (Wayne State U.), Emde, R. N. (U. of Colorado Health Sciences), Ferreira, F., Fisher, R. (MSU), Glass, J. (UM), Hanna, G. L. (U. of Michigan), Harris, L., Jackson, L. A. (MSU), Houssang, A. (North Carolina), Jester, J. (U. Michigan), Johnson, C., Judge, M. (MSU), Karraker, K. (West Virginia U.), Lamb-Parker, F. (Columbia U.), Lester, B. M. (Brown U.) Little, K. Y. (U. Michigan), Loukas, A. (U. Texas), Love, J. (Mathmatica Policy Research, Inc), Luster, T. (MSU), Mann, T. (Zero to Three), Mayzer, R., Markle, B., Mun, E-Y., Nigg, J. T. (MSU), Nolen-Hoeskma, S. (Yale), Omar, M. (MSU), Osofsky, J. D. (LSU), Paneth, N., Poon, E., Puttler, L., Raikes, H. (ACYF), Reed, C. S., Refior, S. K., Robinson, J., Roman, L. A (MSU), Schiffman, R., (UW Milwaukee) Seabrook, L. (Ohio Dept Ed), Stockman, I. (MSU), Twitchell, G. R. (UCLA), Vandenbelt, M., Van Egeren, L., Villaruel, F., von Eye, A.,(MSU), Watts, N. (U. Denver), Wong, M. M. (U. Michigan), Zhao, Y. (MSU), Zucker, R. A. (U. Michigan), Zuckerman, B. (Boston U.). International: Tamminen, T. (Finland), Moe, V. (Norway), Guedeney, A. (France), Saucier, J. F. (Canada), Robinson, M. (South Africa), M. Ammaniti (Italy), de Chateau, P. (Sweden), Barrows, P (UK).

Standards of Practice in University-Community Partnerships

- Developmental in orientation
 - Learning by doing
 - Growing with experience
 - Improving with practice
- O & E is grounded in developmental systems theory, which emphasizes the interconnectedness of people and environments and their mutual interdependence

Standards of Practice in University-Community Partnerships

- Capitalizes on the strengths of diversity
- O & E focuses on the conscious development of competencies in recognizing diversity across people, places, socioeconomic status, and settings

Standards of Practice in University-Community Partnerships

- Fundamental to O & E is its contextual base
 - Recognizing the unique contextual features of the setting as important in shaping evaluation plans and strategies, and as fundamental to applying the results for improved performance
 - Need to be in touch with the community and responsive to the changing nature of issues and responses

Standards of Practice in University-Community Partnerships

- **Stresses the importance of shared**
 - Mission statements
 - Outcome-oriented work plans
 - Resource development

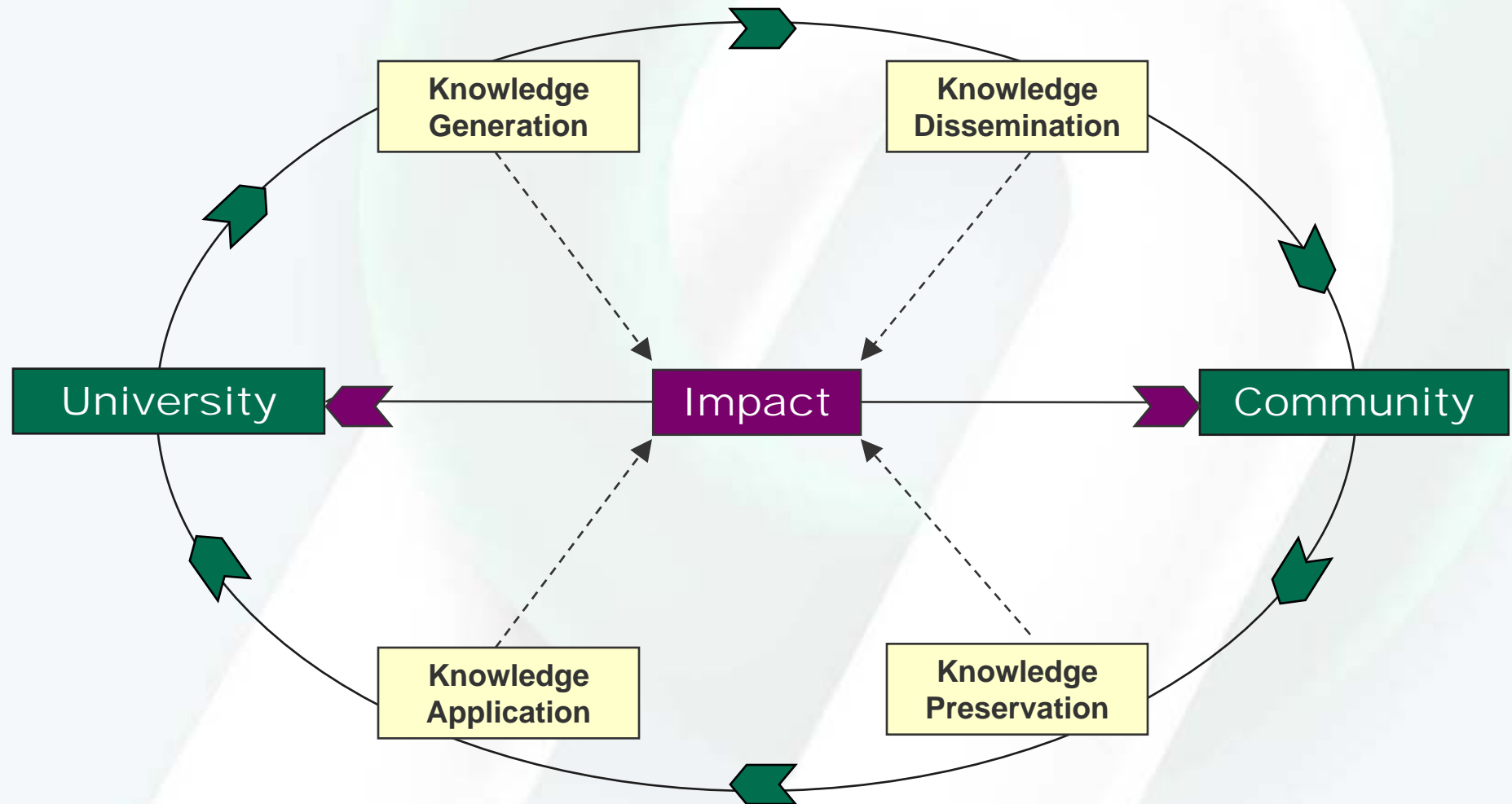
Standards of Practice in University-Community Partnerships

- **Fosters participation**
 - Focuses on participation as a way to maintain open communications and responsive operations

Standards of Practice in University-Community Partnerships

- **Knowledge based**
 - Grounded in diverse research and evidence-based qualitative and quantitative methodologies

Outreach & Engagement Scholarship Model



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Orientation Phase

- Shared mission statement
 - Commitment to program development
 - Development of plan for sustainability
- Build trust
 - Candor and confidentiality
 - University: scholarship based
 - Community: needs focused
- Form the partnership team

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Team Building and Work Plan

- **Phase 1:** Team members initiate a small, management task to learn to work together and to trust one another
 - Focus groups
 - Literature reviews
 - Baseline studies
 - Pilot studies
 - Screening case records

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Team Building and Work Plan

- **Phase 2:** Team members develop methodology to investigate the central issue of concern
 - Select methodology
 - Develop logic model
 - Qualitative/quantitative data
 - Longitudinal/cross sectional design
 - Identify products to emerge from this process

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Team Building and Work Plan

- **Phase 3:**
 - Capacity building
 - To develop program sustainability
 - To incorporate developmental evaluation strategies
 - Products
 - Research/evaluation reports
 - Training manuals
 - General audience reports

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Products

- Stakeholder needs
 - Research applicable to community settings
 - Policies and funds focused on community needs
 - Evaluation research
- Capacity building
 - Teaching curricula
 - Training manuals
 - Evaluation reports

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Products

- Knowledge generation
 - Literature reviews & best practices
 - Research instruments
 - Scholarly publications
- Information dissemination
 - Policy briefs and reports
 - Conference presentations
 - Publications
- Resource generation
 - Concept papers
 - Presentations to potential funders
 - Grant proposals

Principles of Best Practice for Community Based Research

- Share a world view
- Agree about goals and strategies
- Have mutual trust and respect
- Share power
- Communicate clearly and listen carefully
- Understand and empathize with each others circumstances
- Remain flexible
- Partner's primary interests or needs are met
- Partner's organizational capacities are enhanced
- Partners adopt shared, long-range social change perspectives

Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003, Summer). *Michigan Journal of Community Service Learning*, pp. 5-15.

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Ingredients for Success

- An early victory
- Reconciliation of differences in community and university cultures
- Reciprocal, long term commitment
- Coherent, common community-building agenda
- Candor and confidentiality
- Effective co-management and coordination
- Patient clarification and re-clarification of mutual expectations and benefits
- Creative solutions to other challenges
- Rewards, incentives, and support for both staff and faculty
- Shared responsibility for long-term funding

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Maintaining a Partnership

- Shared program policy rounds
- Shared resource development
- Shared scholarship
- Shared commitment to cross-site linkages
- Importance of communication
- Administrative management team

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Ending a Partnership

- Ending of work plan
- Ending of “partnership”
- Knowing when to “get out”
- Knowing when to stick it out



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