



What We Know about Community-Higher Education Partnerships

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For Engaged Institutions Initiative (EII) team member distribution only



The Bottom Line

1. The number, range and scope of “partnerships” and funding for them is diverse and growing.
2. There are tangible benefits to communities, students, faculty and higher education institutions.
3. There is a plethora of national policy and organizational statements supporting them.
4. The predominant model is not a partnership and is most often initiated by the campus, framed by its priorities.
5. There are ongoing challenges, but recognized success factors.
6. Communities are realizing their power to change the situation, as are funders.



Number, Range and Scope

- Eliminating racial and ethnic health disparities.
- Increasing health workforce diversity.
- Closing the achievement gap in K-12 education.
- Increasing access to higher education and technology.
- Increasing youth civic engagement.
- Increasing relevance of research, translation into practice and policy.
- Creating healthier communities.
- Establishing quality affordable housing.
- Revitalizing cities.

Methods and models: Community service and service-learning, CBPR, economic anchors, community engaged institutions



Interested Funders

- WK Kellogg Foundation
- Atlantic Philanthropies
- Robert Wood Johnson Foundation
- Annie E. Casey Foundation
- Knight Foundation
- Centers for Disease Control and Prevention
- National Institutes of Health
- Corporation for National and Community Service



Tangible Benefits to Communities

- Community capacity building
- Advancement of mission
- New perspectives and insights
- Rewarding personal and professional relationships
- Access to information and research
- Funding
- Credibility for their own efforts
- Exposure and access to higher education
- Being recognized as peers, teachers and experts



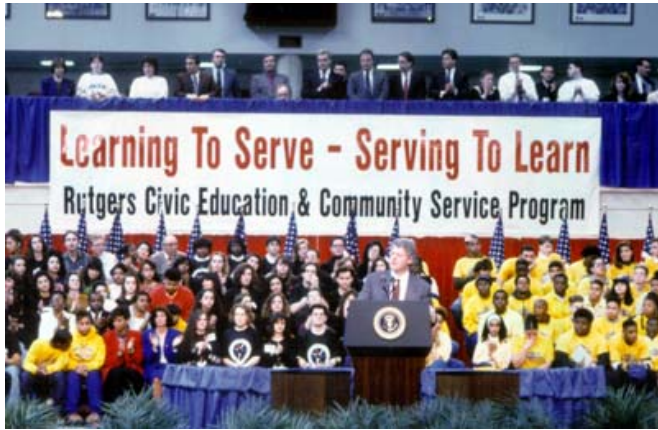
Tangible Benefits to Students

- Transformational learning experiences
- Clarification of values, sense of self
- Awareness and understanding of broader health and social justice issues
- Awareness and understanding of policy issues
- Comfort working in and with diverse communities
- Leadership development

Tangible Benefits to Faculty



- Fulfillment of personal values and beliefs
- Linkage of personal/professional lives
- Enhanced relationships with students and community
- Increased understanding of community issues & concerns
- New career and scholarship directions
- New directions and confidence in teaching
- External funding
- External validation



Tangible Benefits to Institutions

- Student recruitment and retention
- Enhancement of curriculum
- Alumni giving
- External funding
- Graduates excel
- Positive response to public expectations of accountability and value, positive PR
- Diverse research participants
- Accreditation



National Policy Statements and Organizations

Declarations, policy positions & statements of principles

- Wingspread Declaration on Renewing the Civic Mission of the American Research University, 1998
- CCPH Principles of Partnership, 1998
- Campus Compact Benchmarks for Campus/Community Partnerships, 1998
- Presidents' Declaration on the Civic Responsibility of Higher Education, 1999
- Kellogg Commission on the Future of State and Land-Grant Institutions - Returning to Our Roots: Engaged Institutions, 1999
- Policy on Community-Based Participatory Research, American Public Health Association, 2004



Characteristics of Vibrant Partnerships Between Communities and Institutions of Higher Education, 2001

WK Kellogg Foundation

1. See their present and future well-being as inextricably linked.
2. Collaboratively plan and design mutually beneficial programs and outcomes.
3. Engage in reciprocal learning.
4. Respect the history, culture, knowledge, and wisdom of the other.
5. Create structures that promote open communication and equity with one another.
6. Have high expectations for their performance and involvement with each other;
7. Value and promote diversity.
8. Regularly conduct a joint assessment of their partnership and report results.



Predominant Model is Not a Partnership

- Initiated by campus, framed by academic mission and priorities
- Driven by grant and program requirements
- Disconnects and contradictions
- Bulk of investment in campus infrastructure
- Community as “placement site” or advisor
- Community capacity building & social justice not an explicit goal
- Risks and costs to community can outweigh benefits



Ongoing Challenges

- Community distrust of academic institutions
- Unequal power and distribution of funds
- Resistance to change, loss of control
- Academic culture of needs-based and expert approaches
- Scientific rigor vs. community acceptability & feasibility
- Faculty review, promotion and tenure policies
- Staff job descriptions & performance expectations
- Not viewed by leadership as “mission-critical”
- Institutional review board policies
- Funder requirements impact genuine participatory process



Recognized Success Factors

- Formed to address genuine community concern and strategic partner issues, not to get a grant
- Builds on prior positive relationships, trust
- Has structures, processes that codify sharing influence and control
- Funding is distributed equitably
- Boundary-spanning leadership
- Supportive partner policies and reward structures
- Tangible benefits to all partners
- Balance between partnership process, activities and outcomes
- Culturally competent and appropriately skilled staff, researchers
- Collaborative dissemination
- Ongoing assessment, improvement and celebration



Communities Realizing Their Power Along with Funders

- Community Institutional Review Boards
- CBOs as centers of learning, discovery & engagement
- CBO-initiated partnerships
- Partnership intermediary organizations
- Funding agency requirements