

Engaged Institutions Initiative Consultation Visit with Barbara Holland
MPH Program
University of Nebraska Medical Center
University of Nebraska at Omaha
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The following anonymous comments are from the following groups: faculty, administrators, students, community organizations, and steering committee. Comments are arranged by their relevance to the group, not necessarily from that group. Dr. Holland's comments are in bullet format.

Academics

Capstone students say they need more information and direction. Need more training for faculty.

Lack of focus for student learning

Need increasing representation by people of modest means and engaged in their communities

Need to harmonize the needs of students and the communities we serve

Service learning should be 50% of our work, not 5-10%

Students need earlier and more exposure to service learning throughout program of study

Would like to have more training in service learning in International health care

Dr. Holland:

- Clarify the expectations of students
- Clarify the expectations of preceptors
- Develop faculty through training in service learning and other skills
- Provide 3 different capstone opportunities
- Assess student competencies in first course
- Have a "Capstone Day" to celebrate achievements
- Preceptors and faculty committee need to "cook" the project
- Include community voice throughout the process
- Build students toward the capstone throughout the program (which classes do that?)
- International students: learn from and teach them
- Models: Ginsberg Center – University of Michigan, Boyer Scholars – Portland State Univ. (research and engaged research)
- Create urgency in the faculty
- Convene faculty and community partners (University role)
- Faculty mentor other faculty
- Peer learning
- Document activities, failures and successes
- Assess what is there
- Clarify terms

- Embed community-based learning across the curricula
- Give students preparation for talking about health care
- Get our academic house in order
- Teach methodology of community-based research
- Half of service learning is done by mentoring/tutoring
- Students need orientation into service learning – can't assume that students are ready to work
- Faculty should invite community in to see what we are doing and what the students are doing
- Community as Teacher. Requires training community partners as they are uncomfortable entering into the role of teacher
- Need links with those shaping the “built environment”

Administrators

Dr. Holland:

- Ask who is not at the table?
- Need Infrastructure : equally accessible externally and internally, university needs to be in a responsive mode. Model: UCLA.
- Develop database of existing partnerships (especially in health disparities)
- Money demonstrates commitment – share the wealth –set aside funds to help with research
- Allocate money to the community
- Ask what is in it for the community?
- Move issues into implementation
- Need sustainability for what is being done
- Faculty perspectives on participatory research
- Grant proposal workshops for community
- Be a convener for public health forums
- What can professors do to utilize their skills
- Form a subcommittee to organize the Center for Health Disparities and connect it to health disparities but de-link the Center for Health Disparity from community engagement. It could facilitate engagement connections with service learning academy
- Begin a fundraising agenda around this work (joint fundraising/joint grant making)
- Figure out how to get community on campus (parking)
- Use the expanded steering committee to figure out how to build on current assets. Take a broad-based approach
- Institutions need to know communities not always as ad hoc but as knowers and sources of knowledge.
 - spend time in the agency to find out what it does
 - engage in community on a consistent basis
 - hold forums/sessions dealing with health and public health
- Build a library of successful models

Example: University of California at Monterrey Bay Service Learning Center attracts 6,000 students/semester

- University needs to support internships
- Foster the ability of the community to give direct feedback
 - hold meetings in different parts of town
- Take away the mystique of the university
 - bring people to campus for events
 - allow employees to attend training on campus at reduced cost
 - provide access to campus library
 - provide reduced tuition and continuing education
 - publicize events in Omaha Star and newspapers in Spanish
 - convene meetings and enable networking
 - allow current students to get credit for some of their work

Community Organizations

The only way to connect to the respective universities is through knowing someone personally. Need to be able to call one person at the University for the answers, currently cannot do that

Utilize university for grant evaluation. Need low cost consultancy because small grants don't allow resources for good evaluations.

People get tired of being studied.

Charles Drew. SHINE Students helping immigrants pass the naturalization test

There isn't much engagement between the university and One World Community Health Center.

There is no compensation of any kind for community partners when they engage with the university. Partners need compensation in return for involvement.

How do we move from personal relationships to sustainability?

We don't know what is available at the university

Need to pull in people who are doing the project and give them financial support

There is no money in some community organizations to give for extras.

We need to close the achievement gap. 91% of minority college students are first generation

Persons with library cards in Omaha can take the SAT and PSAT online for free UNO is removed from the community.

Most people don't have a clue what public health is.

University needs to sell itself – they will come.

Dr. Holland:

- Quality Control (documentation and assurance)
- The discussion needs to revolve around critical issues with focused motivation. We need to tap into what is there.
- Europeans are far ahead of U.S. in their knowledge of interactive relationships

- Reciprocity and mutually beneficial are two mantras of successful engagement. It requires relations with the university for the long haul. There must be a fundamental commitment to relationships.
- Communities can work with NAM for sustaining employment activities
- Educate other nonprofits about offerings
- Community partnership data bases