Becoming an Engaged Campus: A Strategic Approach to Community-Campus Partnerships

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Workshop Outline

Welcome and introductions
What is an engaged campus?
How do we know one when we see one?
Why now?
How do AHECs advance the engaged campus?
Small group discussion around a set of key questions
Break
Becoming an engaged campus: institutional self-assessment
Resources for the engaged campus
Workshop evaluation
What is an engaged campus?
The engaged campus is not just located within a community, it is intimately connected to the public purposes and aspirations of community life itself. The engaged campus is unable to separate its unique responsibility for the development of knowledge from the role of knowledge in a democratic society to form the basis for social progress and human equality.

*Campus Compact*
The Engaged Campus

“The Engaged Campus is a college or university which emphasizes community involvement through its activities and its definition of scholarship. The engaged campus is involved in: community relationships, community development, community empowerment, community discourse, and educational change. Some of the benchmarks for the engaged campus include: campus-community partnerships, careful reflection, and sustained impact.”

Vermont Campus Compact
The Engaged Campus

The Engaged Campus Vision expands the scope of our work from student involvement in service and service-learning to campus-wide involvement in community partnerships. Service and service-learning remain crucial to education students for life-long, informed and active citizenship. Yet these strategies are only two of the many possible ways that campuses can and do collaborate with their communities in order to promote positive social change.

Campus Compact
Campus Assets
CCPH 1997 Conference

Human resources: knowledgeable faculty, staff, students

Services: health care, day care, transportation, legal aid

Materials: food donations, recycling

Facilities: meeting space, sports facilities, libraries

Economic support: employment, loans, purchasing coop

Emotional support: caring faculty, staff, students

Equipment and technology: AV, computer, internet

Policy and advocacy: credibility, relationships, political skills

Cultural activities: festivals, museums, music, theater
The Engaged Campus

“The Engaged Campus involves interdependent, reciprocal and sustained relationships between campus and community.

Ultimately, the Engaged Campus is a process rather than a destination.”

*Minnesota Campus Compact*
The Engaged Campus
An Evolutionary Process

Charity → project → social change
Community oriented → community based → community partnership
Furthering 3 traditional missions → 4th mission as “institutional citizen”
Fragmented → coordinated → strategic
The Engaged Campus
Key Themes

- Reciprocity
- Mutual partnerships
- Community development
- Community benefit
- Civic responsibility
- Civic and moral development
- Knowledge for a purpose
An engaged campus: How do we know one when we see one?
Indicators of Engagement
Campus Compact

Mission and purpose
Administrative and academic leadership
External resource allocation
Disciplines, departments, and interdisciplinary work
Faculty roles and rewards
Internal resource allocation
Community voice
Enabling mechanisms
Indicators of Engagement
Campus Compact

Faculty development
Integrated and complementary community service activities
Pedagogy and epistemology
Forums for fostering public dialogue
Student voice
Characteristics of Vibrant Community-University Partnerships
WK Kellogg Foundation

Engaged higher education institutions and communities:

- See their present and future well-being as inextricably linked
- Collaboratively plan and design mutually beneficial programs and outcomes
- Engage in reciprocal learning
- Respect the history, culture, knowledge, and wisdom of the other
Characteristics of Vibrant Community-University Partnerships
WK Kellogg Foundation

- Create structures that promote open communication and equity with one another
- Have high expectations for their performance and involvement with each other
- Value and promote diversity
- Regularly conduct a joint assessment of their partnership and report results
Principles of Partnership

- Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, and addresses needs.
- Power is balanced among partners and resources are shared.
Principles of Partnership

- There is clear, open and accessible communication between partners.
- Roles, norms and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among and from all stakeholders in the partnerships.
- Partners shared the credit for accomplishments.
- Partnerships take time to develop and evolve.
The Engaged Campus Methods

Community service
Service-learning
Community-based participatory research
Community and economic development
Leadership and advocacy
How do AHECs advance the engaged campus?
1. What is the fundamental purpose of your AHEC?
2. What is the fundamental purpose of the colleges & universities with which you work?
3. How would you describe their predominant culture? What do they value most, least?
4. To what extent are they community-engaged?
5. To what do you attribute their level of engagement?
1. What struck you as interesting or surprising?
2. What are the synergies between the purpose of AHEC and the purpose of the institutions? What are the disconnects?
3. Why are the institutions engaged? What accounts for their engagement?
The Engaged Campus
Why Now?

- Tradition of seeking moral and public purpose
- Public expectations of accountability and value
- Disengagement in civic participation and democracy
- Communities face complex challenges and need to draw on all institutions as assets
- Prepare graduates for practice
- Declining state funding for higher education
- Funding agencies increasingly emphasizing community-academic partnerships as a strategy for change
- Accreditation requirements
The Engaged Campus
Why Now?

Higher Learning Commission of the North Central Association of Colleges and Schools accreditation criteria now includes engagement and service

Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia & Wyoming
The Engaged Campus
Why Now?

Criterion Five: Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value
1. Learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
2. Has the capacity and the commitment to engage with its identified constituencies and communities.
3. Demonstrates its responsiveness to those constituencies that depend on it for service.
4. Internal and external constituencies value the services it provides.
Ten health professional schools
Seek to recognize & reward community engagement
Campus teams of key stakeholders: faculty, community partners, academic administrators
Collaborative funded by Fund for the Improvement of Postsecondary Education, 2004-2007
Project coordinated by Community-Campus Partnerships for Health (CCPH)
Goals of the Self-Assessment Instrument

Assess institutional capacity

Identify opportunities for action

Serve as baseline for tracking progress over time

Self-Assessment Instrument

Draws upon similar existing validated tools and peer-reviewed literature

Includes 6 dimensions with various elements within each dimension – key ingredients of sustained engagement

Four assessment levels to determine current stage of community engagement for each dimension and element

Two perspectives: school or AHC and university
Definitions Used in the Self-Assessment

**Community engagement:** application of institutional resources to address and solve challenges facing communities through collaboration with these communities.

**Scholarship:** teaching, discovery, integration, application and engagement; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.

**Community-engaged scholarship:** involves faculty member in a mutually beneficial partnership with community.
Self-Assessment: Six Dimensions

I: The Definition and Vision of Community Engagement
II: Faculty Support for and Involvement in Community Engagement
III: Student Support for and Involvement in Community Engagement
IV: Community Support for and Involvement in Community Engagement
V: Institutional Leadership and Support for Community Engagement
VI: Community-Engaged Scholarship
# Example: Dimension II (Faculty)

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
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<tr>
<td>2.3 Faculty Leadership in Community Engagement</td>
<td>None of the most influential faculty members serve as leaders for advancing community engagement.</td>
<td>There are one or two influential faculty members who provide leadership to the community engagement effort.</td>
<td>Some influential faculty members provide leadership to the community engagement effort.</td>
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Choose the stage that characterizes your school or college: 1 2 3 4 Unable to assess

Choose the stage that characterizes your university as a whole: 1 2 3 4 Unable to assess
Benefits of Self-Assessment

Team building activity
Understand capacity for community engagement
Initial identification of areas for action
Complete Self-Assessment of Dimension

1. What struck you as interesting or surprising?
2. What is the most significant challenge to moving forward on this dimension?
3. What are the opportunities for moving forward on this dimension?
The Engaged Campus: Challenges

Clear vision, definitions, goals, resources, outcomes
Disciplinary boundaries; Fragmentation
Resistance to change; fear of loss of control
Lack of information
Lack of roles and rewards for innovation
Accepting the implications of true partnerships
History of town/gown relationships
Culture of needs-based and expert approaches
Recommendations:
Develop a strategic approach to community engagement

Conduct a campus assessment of community engagement - build upon strengths, assets
Review mission and strategic plan - how can community engagement further both?
Review accreditation requirements - how can engagement enable you to meet them?
Recommendations:
Develop a strategic approach to community engagement

- Review curriculum - where can engagement enhance?
- Create or enhance existing support structures
- Collaborate across disciplines and the campus
- Examine faculty roles and rewards policies
- Invest in the development of faculty, students, community partners and staff
Recommendations:

Develop a strategic approach to community engagement

Engage community partners in a dialogue
Develop principle-centered partnerships
Promise less.....deliver more
Become involved in this movement....

Campus Compact
Community-Campus Partnerships for Health
National AHEC Organization
Resources
Through Community-Campus Partnerships for Health

- Training Institutes
- Customized Consultation
- National Conference
- Online Newsletter
- Electronic Discussion Groups
- Resource Guides
- Promising Practices

www.ccph.info
Community-Campus Partnerships for Health

We invite you to join a growing network of communities & campuses that are collaborating to promote health

Contact us by phone 206-543-8178 or email at ccphuw@u.washington.edu or visit us online at www.ccph.info