



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

“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

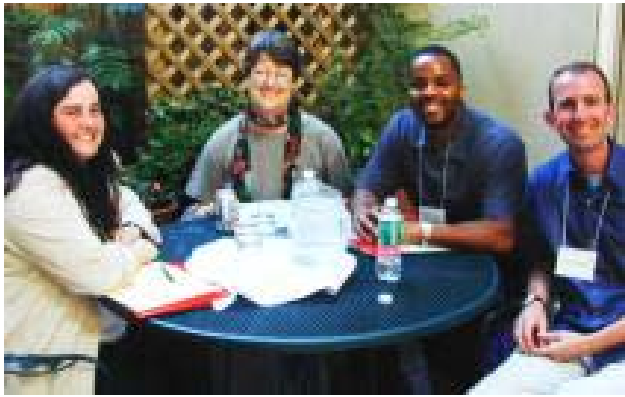


How do AHECs advance
the engaged campus?



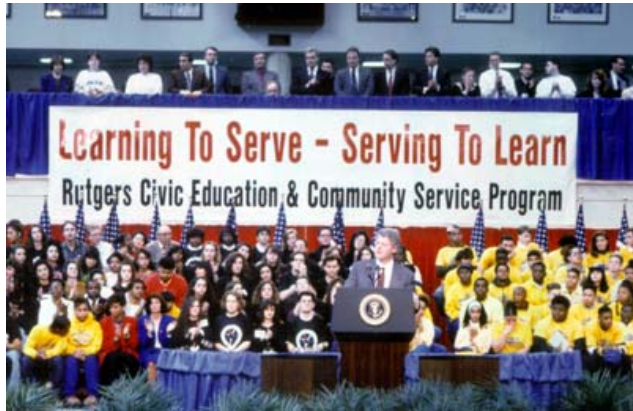
Small Group Discussion

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?



Large Group Discussion

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.



Community-Engaged
Scholarship for Health
Collaborative

Overview

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)



Community-Engaged
Scholarship for Health
Collaborative

Goals of the Self-Assessment Instrument

Assess institutional capacity

Identify opportunities for action

Serve as baseline for tracking progress over time

Citation: Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. Community-Engaged Scholarship for Health Collaborative: Institutional Self-Assessment. Seattle, WA: Community Campus Partnerships for Health, 2004.



Community-Engaged
Scholarship for Health
Collaborative

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



Community-Engaged
Scholarship for Health
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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



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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)

	Level One	Level Two	Level Three	Level Four
2.3 Faculty Leadership in Community Engagement	None of the most influential faculty members serve as leaders for advancing community engagement.	There are one or two influential faculty members who provide leadership to the community engagement effort.	Some influential faculty members provide leadership to the community engagement effort.	A highly respected, influential group of faculty members serve as the community engagement leaders and/or advocates.
	Choose the stage that characterizes your school or college: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			
	Choose the stage that characterizes your university as a whole: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> Unable to assess <input type="checkbox"/>			



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Benefits of Self-Assessment

Team building activity

Understand capacity for community
engagement

Initial identification of areas for action



Small Group Discussion

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

