



WINONA
STATE UNIVERSITY

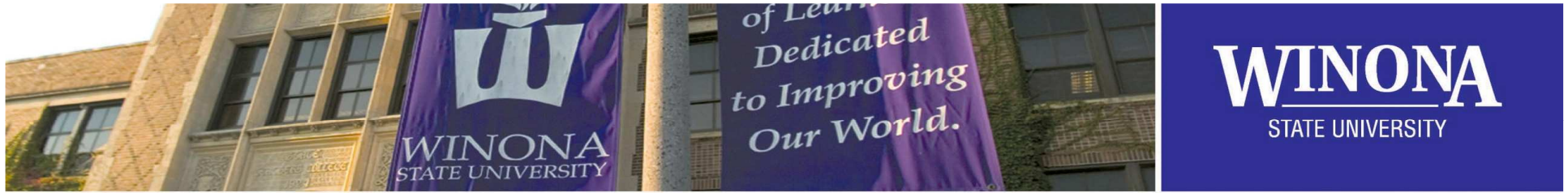
Government/University Partnerships

An International Perspective: The View
from the United States



Community Engagement

Community Engagement describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge** and resources in a context of **partnership and reciprocity**. (Carnegie Classification Project, 2005)



Engagement requires new language

Move from:

Apply
Provide
Transfer/transmit
Deliver
Extend
Teach
Outcomes
Project/Program

To:

Collaborate
Exchange
Network
Reciprocate
Share
Learn
Benefits
Partnership

Source: Holland, Convocation presentation to Colorado State University faculty, April 2007



Engagement comes in many forms:
research, teaching and service

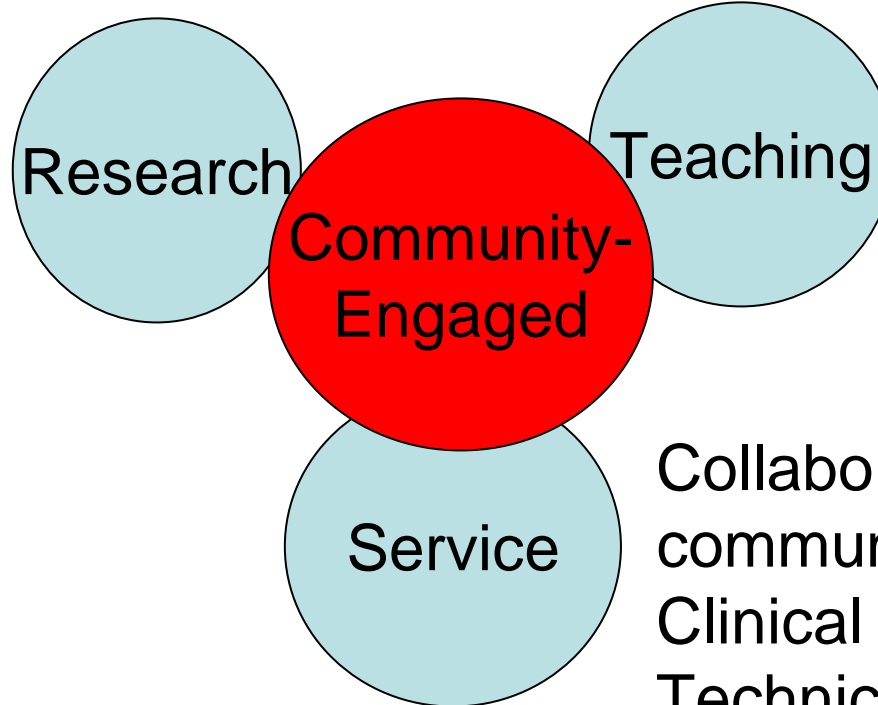
In all of these forms, community
members are “contributors” not just
“subjects.”

Community Engagement CCPH 2007

Community-based
Participatory
action research

Community-
based learning
Service-learning

Collaborative
research on
public issues



Problem-based
research

Collaborative
community services
Clinical services
Technical assistance
Incubators – business
or nonprofit

Innovation &
knowledge
transfer



Community Engagement in the United States

- There is a community engagement “buzz” in higher education and funding circles—many reports and policy statements.
- Most partnerships are limited because distribution of power and resources among the partners are inequitable.
- Many partnerships are driven by the interests and priorities of the higher education partner(s) or funding agencies.



Community Engagement in the United States

- Funding often supports campus infrastructure, not community capacity/infrastructure.
- The benefits of the partnership are often not readily apparent to community participants due to other pressing priorities-social, professional, financial that demand attention.

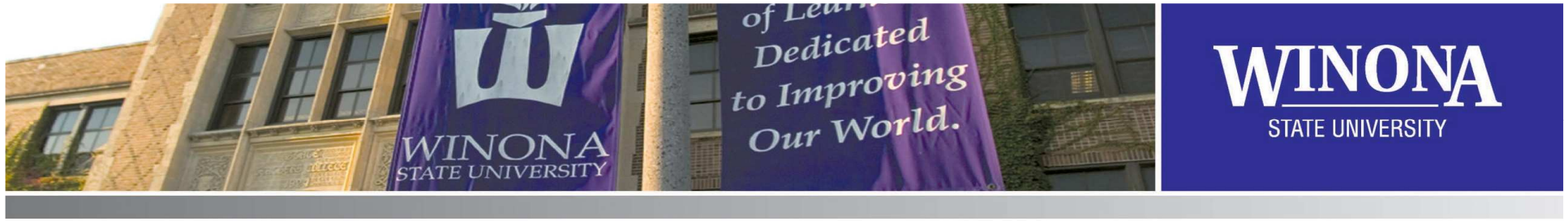
Source: Wingspread Conference, Achieving the Promise of Authentic Community-Higher Education Partnerships (2006)



Not all Partnerships are alike. Some have more impact than others.

- **Service relationship** – fixed time, fixed task
- **Exchange relationship** – exchange information, get access for mutual benefit, specific project
- **Cooperative relationship** – joint planning and shared responsibilities, long-term, multiple projects
- **System and Transformative relationship** – shared decision-making/operations/evaluation intended to transform each organization

Hugh Sockett, 1998



What factors shape the course of a particular engagement?

Many factors influence what kind of relationships will form, what resources they can draw upon, how easily the group can arrive at a common purpose and agenda, how quickly a level of trust will form and whether the relationships can adapt to changing conditions and experiences that might place a strain on the working relationships within the collaboration or offer reasons to adapt the partnership to reflect new lessons learned.



What factors shape the course of a particular partnership?

- Differences in the history, mission, research capacity and priorities of the higher education partner(s) and the nature of their student body.
- The historical relationship between the community and the higher education institutions that serve the community



What factors shape the course of a particular partnership?

- The distribution of power among the participants
- The motivations that have caused the partners to consider working together—external mandates, opportunities that require a partnership, early successful experiences that are building a strong inclination to work together



What factors shape the course of a particular partnership?

- The funding sources and any expectations and directives that go with that funding
- Whether or not there is public sector support for the relationships
- The capacity and willingness of the partners to engage with each other



What factors shape the course of a particular partnership?

- The culture of the higher education institutions and the agencies that plan to collaborate
- The backgrounds, experiences and demographics of the participants and their experience with each other before, if any
- The pressures that each partner is feeling and the extent to which the partnership addresses or relieves those pressures or diverts attention and resources toward or away from critical priorities.



An Example of How to Overcome Barriers to Collaboration

The Case: The Center for Community Health Education Research and Service was established in 1991 with a major award from the W.K. Kellogg Foundation to be the mechanism for redirecting medical and nursing education in Boston. It began as a partnership that brought together Boston University School of Medicine, Northeastern University College of Nursing, the Boston Department of Health and Hospitals and four community health centers throughout the city.



An Example of How to Overcome Barriers to Collaboration

Goal: To educate health professions students for careers in primary care in community-based settings through “academic/community health centers;” to integrate service, education and research to influence and change health professions education, improve health care delivery and promote health systems change

Source: S.D. Seifer and C.A. Maurana. (2000) Guest Editorial. Community-Campus partnerships for Health: An Overview, Metropolitan Universities, 11(2)



An Example of How to Overcome Barriers to Collaboration

The challenge: A great cultural divide existed between the faculty and students of Boston's prestigious health care centers and the people who lived in the neighborhoods in the shadow of these distinguished places.



Understanding the Cultural Divide

University (IHE)

- Disrespect for community members
- Theoretical expertise
- Education mission
- Intellectual rhetoric
- Analytical framework
- Stagnant culture and resistance to change

Community

- Distrust of motives of IHE
- Practical orientation
- Service mission
- Concrete action
- Political arena
- Dynamic environment with too much change.



Principles for the Partnership: Bridging the Cultural Divide in Boston

- Mutual respect for the partners and their representatives.
- Mutual benefit accrual to all participating partners (as expressed in their own terms).
- Shared vision of the mission as a basis for determining strategic goals and objectives.



Principles for the Partnership: Bridging the Cultural Divide in Boston

- Shared decision making regarding the policies and use of resources available to the partnership and generated by its joint efforts.
- Leadership at various levels and in multiple arenas
- Work across boundaries of organizations, institutions and communities



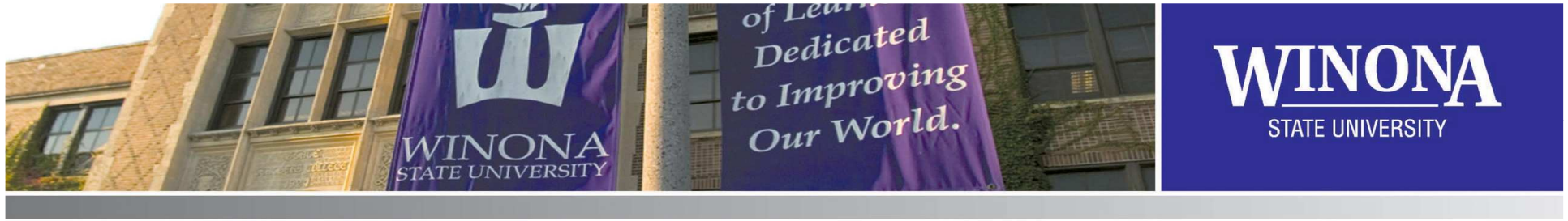
The challenges of partnership are also the opportunities.

- If you trust people, you earn their trust.
- If you give power to others, you gain power.
- If you think carefully about how to organize your collaboration, it will slowly and surely change your own institutional organization because of the experience you gain.



The challenges of partnership are also the opportunities.

- As the individual organizations change, the environments created by that change can lead to profound shifts in the systems to which the institutions are linked---in this case, the community health care system in the Boston neighborhoods.



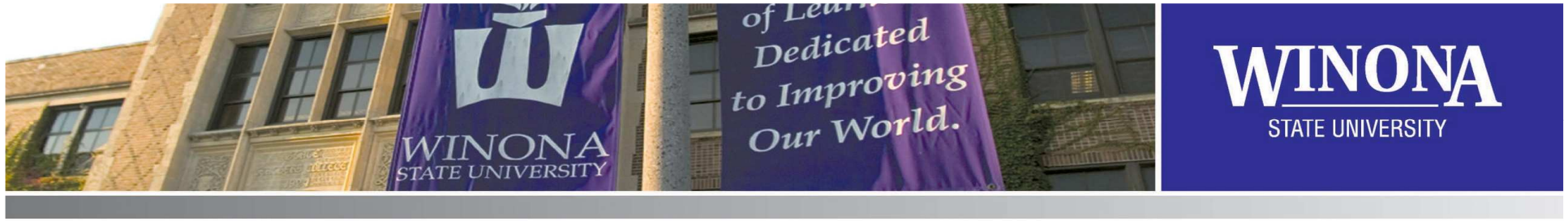
Achieving the Promise of Authentic Partnerships

1. Make sure that the partners commit to strong relationships of trust, honesty, transparency, respect and equity. This will be a challenge since the culture of higher education often treats community members as pockets of need or as a living laboratory rather than as peers and allies.



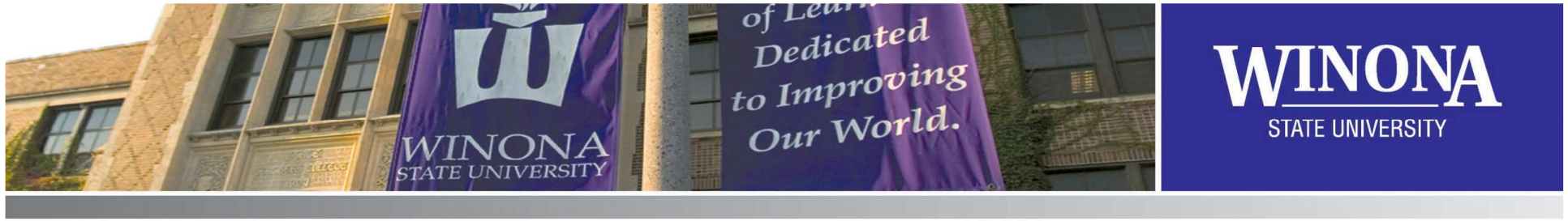
Achieving the Promise of Authentic Partnerships

2. Take time for relationship building early on and explore the mutual benefits of the partnerships, using language derived from the domains and ways of thinking of each.



Achieving the Promise of Authentic Partnerships

3. Learn how to talk about difficult issues like racial, ethnic, and economic inequalities and reform efforts that have not lived up to their promise. Allow time for people to talk about the realities of their professional lives and their own concerns about this latest reform effort. Many partners worry about the demands on their time and energy.



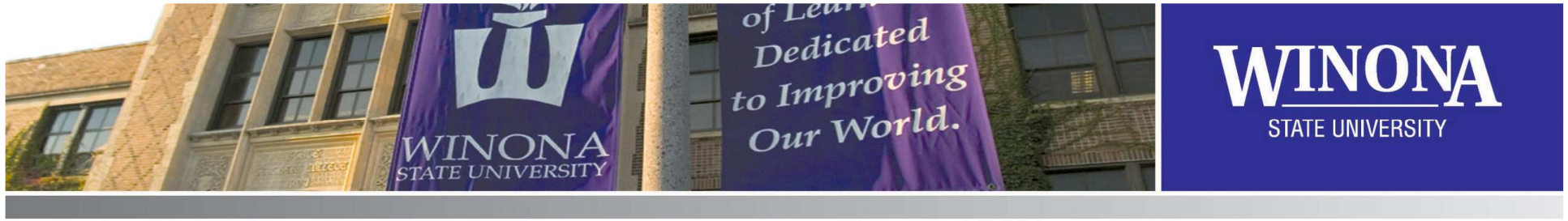
Achieving the Promise of Authentic Partnerships

4. Be clear about the roles, expectations and responsibilities of each partner and each organization contributing to the collaboration.



Achieving the Promise of Authentic Partnerships

5. Spend time learning as much as possible about the culture and daily realities of each partner. We often go about our work in very different ways and with different urgencies. We use time and expertise differently and, as individuals and institutions, we are judged by different standards. We also generate and use knowledge differently unless we have been working together for a long time.



Achieving the Promise of Authentic Partnerships

6. Make sure that the sponsors or funding agencies that support this work learn along with the partners about what an authentic and effective partnership looks like, what it can do and what it takes to build and maintain productive collaborations.



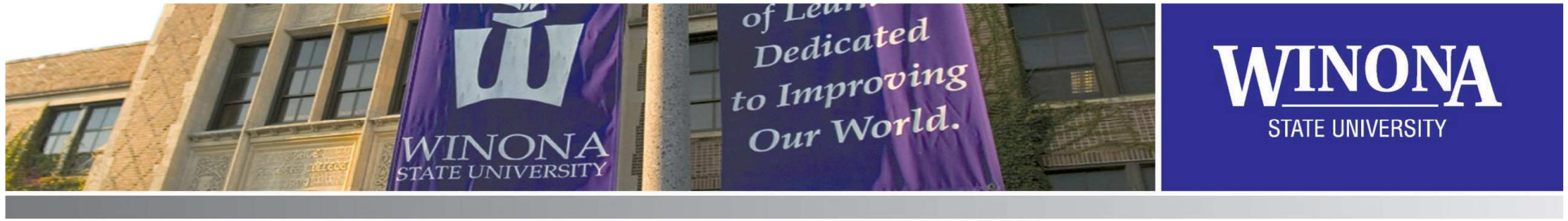
Achieving the Promise of Authentic Partnerships

7. Take time to learn from the experiences of working together and keep learning and the effective sharing of the production of new knowledge and skills at the core of the collaboration.



Achieving the Promise of Authentic Partnerships

8. Work on meaningful and tangible outcomes that are realistic and achievable. Make sure that you develop both *leading indicators* (that tell you that you are on the right track) and *lagging indicators* (that tell you that you have reached an important milestone).



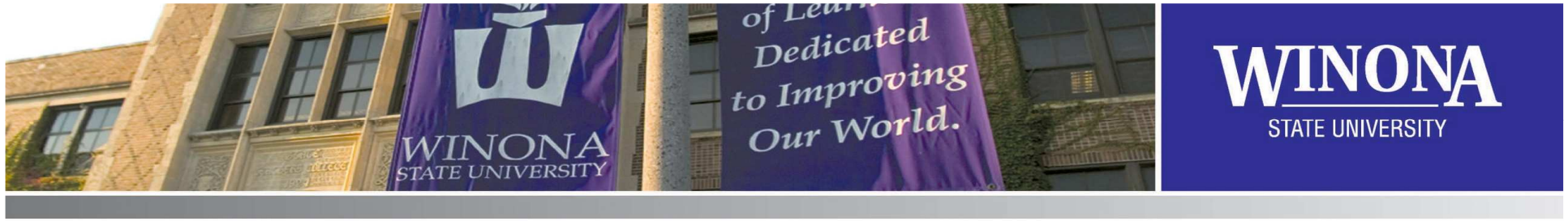
Achieving the Promise of Authentic Partnerships

9. Pay attention to your working relationships. Like any other kind of personal commitments, partnerships require nurturing and care. Be clear about what you want from the experience and reflect upon the changing nature of your partnership as you gain more insights.



Achieving the Promise of Authentic Partnerships

10. Remember that “good partnerships are created and sustained over time, through the cumulative efforts of even the most routine interactions and outcomes. In this instance, the devil really IS in the details



Achieving the Promise of Authentic Partnerships

11. Be ready for **genuine transformation** at many levels and be prepared to deal with the consequences of those changes, some of which may be hard to predict.
 - ✓ Personal, institutional, community, political
 - ✓ Knowledge and professional practice



Achieving the Promise of Authentic Partnerships

- **Personal transformation** for the individual participants, including self-reflection and a heightened understanding of the political and social context that shapes a change strategy.



Achieving the Promise of Authentic Partnerships

- **Institutional transformation**, including different policies, new interpretations of roles and responsibilities, new investments and infrastructure, new forms of assessment.



Achieving the Promise of Authentic Partnerships

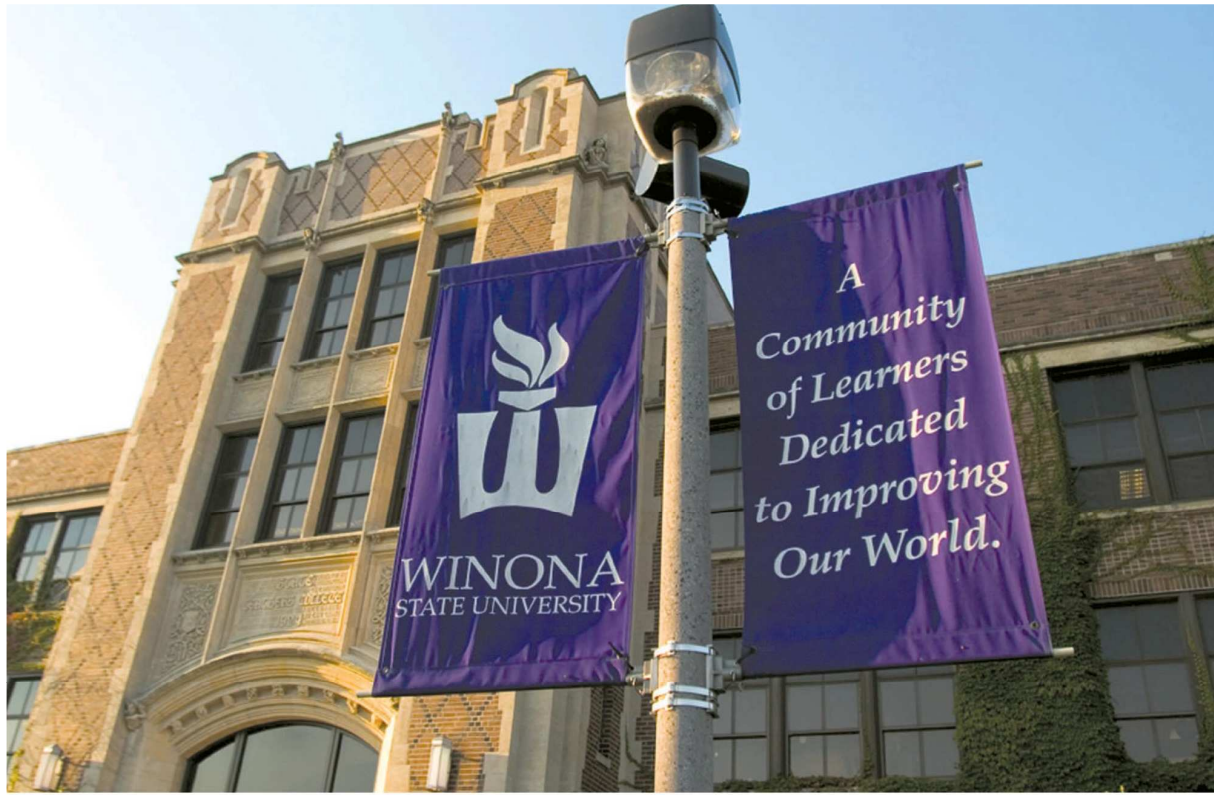
- **Community transformation**, including the development of new capacities and new working relationships.
- **Political transformation**, including new approaches to concept of social justice



Achieving the Promise of Authentic Partnerships

- **Transformation of knowledge** itself-how it is generated, who participates in asking questions and caring about the answers, who uses what is learned and in what ways
- **Transformation of professional practice.**

Source: Wingspread 2006



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Government/University Partnerships

So, how well does the Deakin
University/DHS(BSWR Partnership fit
this model?



Assessing the Deakin University/DHS (BSWR) Partnership using the Boston principles.

- ✓ Mutual respect and trust
- ✓ Mutual benefit in agreed-upon terms
- ✓ Shared vision that guides strategic goals and plans
- ✓ Shared decision making regarding policies and use of available resources
- ✓ Leadership at various levels and in multiple arenas
- ✓ Ability to cross organizational boundaries