Solving Our Most Pressing Health Concerns:
The Promise of
Community-University Partnerships

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Session Outline

Community-Campus Partnerships for Health

The current "state" of community-university partnerships

Framework & principles for authentic partnerships

Two award-winning examples

What communities & campuses can do

Mission

To promote health (broadly defined) through partnerships between communities and higher educational institutions

At-A-Glance

- Nonprofit organization launched in January '97
- Headquartered in Milwaukee, WI USA
- 13-member board of directors
- 1,800 members from communities and campuses across the US & other countries
- Private & public funding
- Staff, students & senior consultants

Goals

- **Combine knowledge, wisdom & experience** in communities and in academic institutions to solve major health, social and economic challenges

- **Build capacity** of communities & higher educational institutions to engage each other in authentic partnerships

- **Support communities** in their relationships & work with academic partners

- **Recognize & reward** faculty for community engagement & community-engaged scholarship

- **Develop partnerships** that balance power & share resources equitably among partners

- **Ensure community-driven social change** central to service-learning & community-based participatory research (CBPR)

The Current State of Community-University Partnerships

1. There have been dozens of national groups calling for "the engaged campus"

2. The #, range, scope & benefits of "partnerships" and funding for "partnerships" is diverse and growing

3. The predominant model is not a partnership - but we are learning more about what works and doesn't work

4. There are ongoing challenges – but also recognized success factors
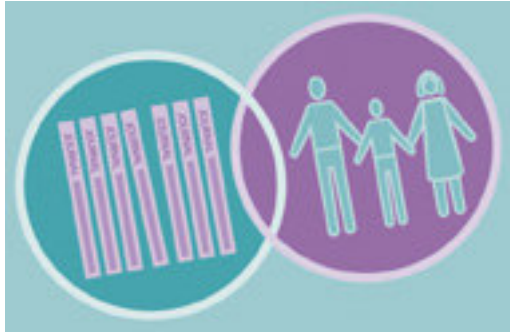
There have been dozens of national groups calling for "the engaged campus"

- Wingspread Declaration on Renewing the Civic Mission of the American Research University, 1998
- CCPH Principles of Partnership, 1998
- Campus Compact Benchmarks, 1998
- Presidents' Declaration on Civic Responsibility of Higher Ed, 1999
- Kellogg Commission on Future of State & Land-Grant Institutions, 1999
- Wingspread Summit, Realizing the Promise of Authentic Community-Higher Ed Partnerships: Community Partners Speak Out, 2006
- Higher Education Network for Community Engagement, 2006
- Research Universities for Community Engagement Network, 2007

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

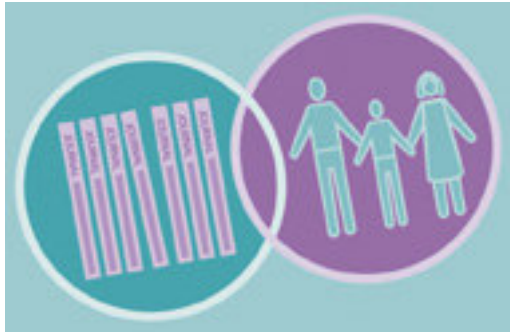**Facilities:** meeting space, sports facilities, libraries

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
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

Indicators of Engagement

Campus Compact

Mission and purpose

Administrative and academic leadership

Explicit connection to teaching and research

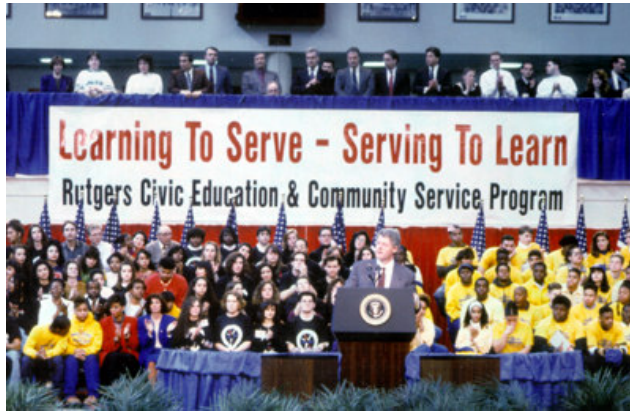Internal and external resource allocation

Disciplines, departments, and interdisciplinary work

Faculty development, roles and rewards

Community and student voice

Enabling mechanisms

Mutually beneficial, sustained partnerships

The Engaged Campus
Why Now?

Tradition of seeking moral and public purpose

Public expectations of accountability and value

Higher education as an economic asset

Prepare graduates for practice

Declining funding for higher education

Accreditation requirements

Communities face complex challenges and need to draw on all institutions as assets

Funding agencies increasingly recognizing community-academic partnerships as a strategy for change

The #, range & scope of "partnerships" is diverse and growing

- Eliminating racial and ethnic health disparities
- Increasing health workforce diversity
- Closing the achievement gap in K-12 education
- Increasing access to higher ed, health care, info technology
- Increasing youth civic engagement
- Increasing relevance of research, translation into practice & policy
- Creating healthier campuses
- Establishing quality affordable housing
- Revitalizing cities
- Developing rural economies
- Preparing graduates for practice in wide range of fields…

Methods & models: Community service, service-learning, community-based participatory research, etc.

The #, range & scope of "partnerships" is diverse and growing

- 98% of campuses offer service-learning courses, which combine academic with community work
- 98% of campuses have one or more community partnerships, most commonly involving nonprofit organizations (95%), K-12 schools (90%), and faith-based organizations (62%)
- $4 billion in student volunteer service
- Growth in campus structures to support faculty/student engagement

Campus Compact Member Survey

- Funding: Kellogg, Casey, CDC, NIH, CNCS, HUD…
- Recognition: President's Honor Roll, Carnegie Classification

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
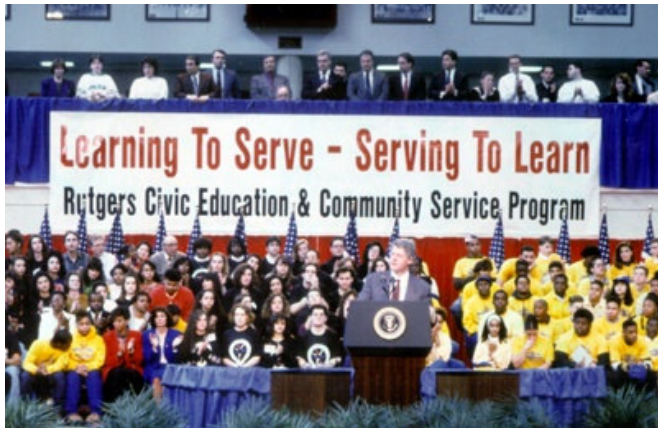
Benefits to Students

- 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

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 & validation

Benefits to Institutions

- Student recruitment and retention
- Enhancement of curriculum
- Alumni giving
- External funding
- Graduates excel
- Positive public relations
- Diverse research participants
- Accreditation
- Awards

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

University of PA and West Philadelphia

Founded in 1992, the Netter Center for Community Partnerships is Penn's primary vehicle for applying knowledge so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit. The Center is based on 3 core propositions:

1. Penn's future and the future of West Philadelphia/Philadelphia are intertwined.

2. Penn can make a significant contribution to improving the quality of life in West Philadelphia/Philadelphia.

3. Penn can enhance its overall mission of advancing and transmitting knowledge by helping to improve the quality of life in West Philadelphia/Philadelphia.

University of PA and West Philadelphia

The Center works to achieve the following objectives:

1. Improve the internal coordination and collaboration of all university-wide community service programs

2. Create new and effective partnerships between the University and the community

3. Create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities

Governance: National board, faculty board, community board & student board

University of PA and West Philadelphia

The Center's strategy for systemic change: Mobilizing University resources to help transform traditional neighborhood schools into innovative university-assisted community schools.

A community school is both a place and a set of partnerships that bring the public school together with other community resources. Schools become hubs for their neighborhood, in which an integrated focus on academics, health and social services, youth development, community development and community engagement leads to improved student learning, stronger families, and healthier communities

University of PA and West Philadelphia

Urban Nutrition Initiative - organizes school day, after school and summer learning activities: food and nutrition lessons; healthy cooking classes; fruit and vegetable stands; job training and youth leadership; school-based gardens; farmers' markets; community fitness and health programs. Expanded through state funding to 20 schools, serving 10,000 students/month.

America Reads/ America Counts - federal work-study program that employs university students as tutors to work with children in grades K-8 to improve literacy and math skills via one-on-one and small group tutoring.

Access Science – helps public school teachers improve their teaching of math and science. Penn's Department of Biology runs professional development for 80 teachers from 43 schools.

University of PA and West Philadelphia

Developing programs across campus that promote community-based problem solving:

Public Interest Anthropology Program

Urban Education Minor

Urban Health Track, Health & Societies Major

Franklin Community, a living-learning community dedicated to public service

Urban Social Entrepreneurship

University of PA and West Philadelphia

Service-learning & community-based research aim to bring about structural community improvement: Effective public schools, neighborhood economic development, and strong community organizations.

In 2008: 160 courses, 21 departments, 50 faculty, 1500 students, 5000 children & families from schools within three high school catchment areas. Sayre High School one of five Philadelphia high schools to make adequate yearly progress, the primary standard used to evaluate academic progress.

The Charleston & Georgetown Diabetes Coalition

Mission: To eliminate disparities for over 12,000 African Americans with diabetes through community action, health systems change, and collaboration. These disparities include decreased diabetes care, education, medications, and treatment; increased ER use, hospitalizations, costs of care & complications

Partners: 40 area churches, community centers, worksites, and libraries; MUSC College of Nursing

Governance: Representative board

The Charleston & Georgetown Diabetes Coalition

Formed in 1999, the Coalition is driven by community strategies and activities. Coalition actions are organized around three themes:

1. Community-driven educational activities where people live, worship, work, play, and seek health care

2. Evidence-based health systems change using continuous quality improvement

3. Coalition power built through collaboration, trust, and sound business plan

The Charleston & Georgetown Diabetes Coalition

History

Mid 1990s - Enterprise Community joins with Dr. Carolyn Jenkins, College of Nursing, to link 19 neighborhoods to conduct a needs assessment and improve health. Priorities include lack of access to education and skills for diabetes and hypertension management.

Late 1990s – Community builds and opens a local health center that focused on primary care for hypertension and diabetes care.

1999 – CDC issues call for REACH 2010 initiative. Community asked Dr. Jenkins to spearhead the development of a Coalition to apply for funding to address diabetes disparities in African Americans.

2000 – Awarded REACH 2010 funding, completed assessment of needs and assets, developed and implemented community action plan

2007 – Awarded CDC funding for South Eastern African American Center of Excellence to Eliminate Disparities (SC, GA, NC)

The Charleston & Georgetown Diabetes Coalition

Programs & Partnerships

Weekly diabetes self management education is offered in 8 community sites where people congregate taught by MUSC College of Nursing faculty and community health advisors who are certified diabetes educators.

Local librarians, in collaboration with MUSC librarians and diabetes educators, *teach people how to use the Internet* to find credible diabetes information

Local health providers work with people to *improve diabetes control*.

Coalition members work to *advocate* for policy & systems change

The Charleston & Georgetown Diabetes Coalition

Community Health Impact

Increased by 5% annually (until >95%), the % of African Americans with diabetes meeting any of the ADA goals for health measures

Decreased & maintained decreased rates of lower limb amputation in African American men and women in Georgetown and Charleston Counties to <= statewide mean for SC

Maintained education opportunities using community health advisors and diabetes educators among African American people with diabetes and their support system at 4 classes per week in the community setting.

*Changed Medicaid reimbursement policy* for diabetes education

The Charleston & Georgetown Diabetes Coalition

Academic Impact

Service-learning, CBPR & community-engaged scholarship

▪200+ students from the Medical University of South Carolina Colleges of Nursing, Pharmacy, Health Professions, Medicine, and Graduate Studies

▪51 interns from other universities

▪5 interns from local high schools

▪4 completed doctoral dissertations

▪Dozens of academic and community presentations

▪Peer-reviewed publications
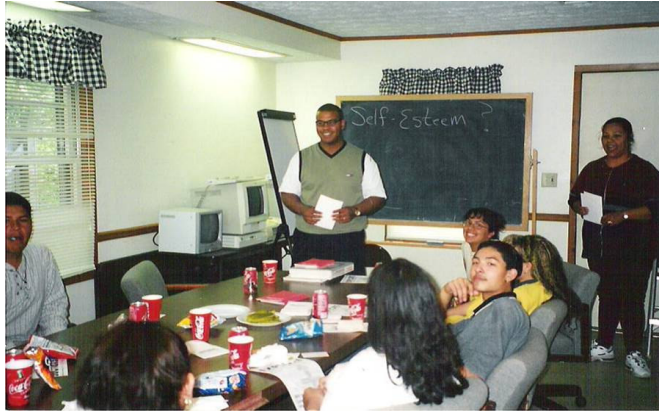
The predominant model is not a partnership

- 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

Community-Campus Partnerships
What's Working

- Strong relationships: trust, honesty, transparency, respect
- Mutual benefit of all partners
- Shared ownership of partnership, its projects and products
- Clear roles and expectations of all partners
- Support from funding agency that understands how authentic partnerships are developed and sustained
- Community partners valued/compensated for expertise
- Community and academic partners gain transferable skills
- Community peer networks for mentoring, learning and sharing of best practices

Community-Campus Partnerships
What's Not Working

- No community engagement as proposal is developed
- Inequitable distribution of power and resources
- Decisions made "behind closed doors"
- Grants require community, but funding goes to institution
- Lack of partner commitment to the community's future
- Researchers not community or culturally competent
- Undermining funding agency policies
- No planning for sustainability, no exit strategy
- Community lacks infrastructure to fully engage
- Presumption that communities speak with one voice

Framework for
Authentic Partnerships

1. Quality processes

"We are not just talking about a process that <u>involves</u> partners. There needs to be a process of <u>shared decision making.</u>"

~ Ella Greene-Moton, Flint, MI

Relationship focused…open, honest and respectful….trust-building…acknowledging of history…committed to mutual learning…sharing credit

Framework for Authentic Partnerships

2. Meaningful outcomes that are tangible and relevant to communities

"OK, we can work together on community-based participatory research, <u>but only if you support our kids in the pipeline</u>. Bring them to campus for programs, teach them skills they use to be more marketable, give them academic credit."

~ Vickie Ybarra, Toppenish, WA

Eliminating health disparities…affordable housing…education, economic development…

Framework for Authentic Partnerships

3. Transformation at multiple levels

"We build <u>social capital</u> when we're doing this work. We don't often talk about that."

~ Douglas Taylor, Atlanta, GA

- Personal transformation, including self reflection and heightened political consciousness
- Institutional transformation, including changing policies and systems
- Community transformation, including community capacity building
- Transformation of science and knowledge, including how knowledge is generated, used and valued and what constitutes "evidence"
- Political transformation, including social justice

Principles of Partnership

CCPH board of directors, 1998 & 2006

- Partnerships form to serve a specific purpose and may take on new goals over time.

- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.

- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.

- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.

- The partnership balances power among partners and enables resources among partners to be shared.

Principles of Partnership

CCPH board of directors, 1998 & 2006

- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.

Ongoing Challenges

- Community distrust of academic institutions
- Unethical behaviors
- 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 requirement and not 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

What campuses can do

Conduct a campus assessment of community engagement - build upon strengths, assets

Review mission and strategic plan - how can community partnerships further both?

Review funding and accreditation requirements - how can community partnerships help you meet them?

What campuses can do

Review curriculum - where can community partnerships enhance?

Review research – where can community partnerships enhance?

Create or enhance existing support structures

Examine faculty roles and rewards policies

Invest in the development of faculty, students, community partners and staff

What communities can do

Conduct a community assessment of campus engagement – build upon strengths, assets

Review mission & strategic plan – how can campus partnerships further both?

Review funding, licensing, certification requirements – how can campus partnerships help you meet them?

Identify conditions under which you will & will not engage in campus partnerships

What campuses & communities can do

Engage partners & prospective partners in dialogue and collaborative planning

Develop principle-centered partnerships

Become involved in this movement….

Campus Compact

Community-Campus Partnerships for Health

Tap into Resources!

www.ccph.info

- Communities as Partners in Cancer Clinical Trials: Proposals due December 8
- CCPH Annual Award: Nominations due January 30
- CCPH 11th Conference, April 29 – May 2, 2009 in Milwaukee
- Call for new CCPH board members coming out soon
- Electronic discussion groups
- Peer mentoring
- Online reports & toolkits:
  - Developing & Sustaining CBPR Partnerships
  - Community-Engaged Scholarship Toolkit

References

All available on the CCPH website at **www.ccph.info**

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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 at 414-456-8191 or
email at ccph@mcw.edu or
visit us online at www.ccph.info