Creating Inter-Institutional and Extra-Institutional Collaborations

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2018 ANNUAL MEETING CHICAGO

Creating Inter-institutional and Extra-institutional Collaborations

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Agenda

- Role of Collaborations in Supporting Institutional Mission

- Considerations in Developing and Sustaining Partnerships

- Practical Strategies for Deans

Role of Collaborations in Supporting Institutional Mission

Roots of collaboration

- Boyer (1990) described how scholars accomplish work that meets the real needs of communities through the:
  - scholarship of **discovery**
  - scholarship of **application**

- Boyer (1996) wrote, "the scholarship of engagement means **connecting the rich resources of the university to our most pressing social, civic, and ethical problems."**

- Engagement … involves the creation of "a special climate in which **the academic and civic cultures communicate more continuously and creatively with each other**" (p.33)

Carnegie Foundation Community Engagement Classification

- Elective process begun with 2006 classification

- A way to **claim an institutional identity** and **commitment to community engagement** (Driscoll, 2008)

- Definition of community engagement:

  the collaboration between institutions of higher education 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**

Purpose of Community Engagement

The partnership of college and university knowledge and resources with those of the public and private sectors to:

- enrich scholarship, research, and creative activity
- enhance curriculum, teaching and learning
- prepare educated, engaged citizens
- strengthen democratic values and civic responsibility
- address critical societal issues
- contribute to the public good

Carnegie Foundation for the Advancement of Teaching and Learning, 2015

How Collaborations Support Mission

- Democracy is at the core of successful university-community partnerships
  - Democratic purposes – contributing to the public good
  - Democratic processes – egalitarianism, transparency, collegiality, social justice
  - Democratic products – positive benefits for both university and community

- Partnerships tend to focus on community development, economic development, service learning, community-based research

- At UM-Flint, engagement and partnerships
  - Are historically part of our reason for existence
  - Continue to help define our purpose as a regional comprehensive university in the 21st century
  - Focus our efforts to create social change and work toward a more just society

Mission of the University of Michigan - Flint

The University of Michigan-Flint is a comprehensive urban university of diverse learners and scholars **committed to advancing our local and global communities**. In the University of Michigan tradition, **we value** excellence in teaching, learning, and scholarship; student centeredness; and **engaged citizenship**. Through personal attention and dedicated faculty and staff, our students become leaders and best in their fields, professions, and communities.

https://www.umflint.edu/chancellor/mission-vision

College of Arts and Sciences Mission

An educated citizenry is the foundation of a democratic society. The mission of the College of Arts and Sciences is to create and sustain a community of lifelong learners in an environment that emphasizes literacy, critical thinking, and humanistic and scientific inquiry.

The College will:

- Foster excellence in teaching and learning
- Engage students in learning partnerships with faculty
- **Develop** mastery of disciplines and **confidence in their application** for a future of meaningful and productive work
- Support students and faculty in traditional and **applied research** and creative endeavors
- **Engage** faculty and students **in professionally related service to the university and society**
- Promote and defend academic freedom, diversity, equality and justice

https://www.umflint.edu/cas/about-cas

History of Collaborations at UM-Flint

- Dates to the institution's origin/founding in 1956

- Creation of University Outreach under Chancellor's Office (1994)

- Significant emphasis on high impact pedagogies, including service learning and civic engagement (early 2000's)

- Movement of University Outreach to Academic Affairs (2010)

- Significant push toward International Collaborations (2015)

Partnerships as a University **Strategic Priority (2017)**

- A Vital Partnership with an Engaged Community

  - The University of Michigan-Flint will embrace its location in Flint by engaging in an active, reciprocal relationship with the city, the region, and beyond, partnering to create opportunities for student learning and academic research that has value for communities locally and around the world.

    - Expand engagement with Flint and surrounding communities that is anchored to student development and learning, matching university strengths and expertise with areas of community interest
    - Expand opportunities for students to engage directly in community organizations and projects
    - Build partnerships with other universities, health care organizations, K-12 schools, and cultural programs
    - Support faculty and student applied research and discoveries

The Complex Internal Ecosystem for Collaborations and Partnerships

- University Outreach
- K-12 partnership office
- University Advancement
- Corporate and Foundation Relations
- Development and Alumni Relations
- Intercultural Center

- Center for Educator Preparation
- International Center
- Procurement and Contracts
- Research and Sponsored Programs
- Student Involvement and Leadership
- Academic departments

University Outreach

- Purpose: to "connect campus and community to support learning, collaboration, and partnerships"
- Will celebrate its 25th anniversary in 2019
- University Outreach is comprised of
  - **Community Development** – Alternative Breaks, Discovering Place, Commitment to Service, Flint Truth and Action Partnership Project
  - **Economic Development** – EDA University Center for Community and Economic Development, MI START GATE(interactive portal to help entrepreneurs and small business owners in a 7 country area), Applied Research
  - **Innovation & Entrepreneurial Activities** – Innovation Incubator (free services to help people start local businesses and non-profits)
  - **GIS Center**

Considerations in Developing and Sustaining Partnerships

Developing Initial Partnerships

- Partners must recognize and find new strategies for **decision making** and **communication** that may be different from the strategies of either the university or the community partner

- Cannot be treated in a purely transactional manner

- Components for building meaningful relationships within university-community partnerships:
  - frequency of interaction
  - diversity of interaction
  - strength of influence on the other party's behavior, decisions, plans, and goals

Bringle & Hatcher, 2002

Developing Initial Partnerships

- Key considerations:
  - Contact persons – at leadership and "ground" levels
  - Policy development – MOU's - detailed responsibilities for both sides in the collaboration including key contact people, recruitment, and facilities. Ensure all collaborators have a chance to read, ask questions, and sign the MOU.
  - Talk about goals without academic or research jargon
  - Ensure sufficient buy-in from broad groups of individuals so as to avoid turf wars
  - Spread the partnership beyond two key contacts
  - Become part of the site's culture by interaction regularly, participating in other activities at the site, etc.

Walsh, 2002

Sustaining Partnerships

- There are **no shortcuts to creating trust** and understanding essential to complex relationships (Suarez, Harper, & Lewis, 2005)
  - Requires significant time and effort, both initially and in the long run

- **Reciprocity** is essential in decision making regarding **what is important** and **how it is to be accomplished**

- Must **share** power, decision making, and funding

- 4 key factors in sustained partnerships (Brukardt, Percy, & Zimpher, 2006)
  - Mission driven
  - Partnership-focused
  - Grounded in scholarship
  - Institutionally supported by leadership, infrastructure, financially

Centralization vs. Decentralization of Efforts

- Faculty may be challenged in creating and sustaining partnerships due to:
  - The "messiness" of direct engagement

  - Lack of experiential knowledge of issues being addressed

  - Professional challenges
    - Traditional values - Preference for disciplinary/basic research over applied research
    - Territoriality and silos
    - Conflict over funding priorities
    - Demands of and for diversity

  - Lack of time needed to foster mutual trust

Decentralized efforts are quite common

Examples:

- African Artist Series

- Master Gardener workshops

- High school Honor Band

- Center for Cognition and Neuro-ethics

- Genesee County Hispanic/Latino Collaborative (GCHLC)

- Fair Housing Opportunities Partnership

- Theatre and Dance department and Flint Repertory Theatre

Increasingly UM-Flint is Pursuing Institutionalized Collaborations

- Curiosity Academy
- K-12 student Collaborations:
  - Math Field Day (52 years and counting)
  - Super Science Friday
  - GEMS Summer Camp
- Ferris Wheel and Student Entrepreneurship
- Corporate Case Competition
- International Internships and Summer Exchange Programs
- MEDC Cyber-range Hub

Practical Strategies for Deans

Strengthening College Partnerships

- Value and build on the individuals already engaged in successful partnerships
- Establish a partnership office, if one does not exist on your campus
- Take up various challenge within the control of a College/School
  - Professional development
  - Resources – including clear guidelines for distribution of overhead
  - Recognition and reward
  - T & P criteria
  - Overtly partner with faculty to establish/reinforce partnerships (Governance)
  - Build into the selection criteria of searches
  - Market the impact of partnerships as a recruitment tool
- Ultimately, infrastructure (centralized office, policies, procedures, and staff) is needed, which has the capacity to respond to unanticipated opportunities for forming partnerships (Bringle & Hatcher, 2002)

Professional Development to Support Partnerships

- Teaching and Learning Center sponsored activities
  - Guest lectures
  - Teaching Circles
  - Etc.

- Unit–sponsored activities related to engagement/partnership development
  - Conference attendance
  - Webinars
  - Panel discussions
  - Business/non-profit/faculty mixers

Resources –
Flint Truth and Action Partnership Project Community Impact Seed Grants

- Established to support faculty/community collaboration in efforts to empower residents and stakeholders that lead to improved education, health, employment, and overall well-being in response to the water and lead crisis in Flint (funded by the W.K. Kellogg Foundation)

- Intended to facilitate and support university faculty in working side-by-side with community groups and organizations to enhance learning for students while increasing the capacity of the community.

- Partners can include local Flint businesses, non-profits, and community organizations as well as faith-based organizations and educational entities.

Recognition for Community Engagement

- Olivia P. Maynard and Olof Karlstrom **Faculty Award** for Civic Engagement

- Maize and Blue Distinguished Scholars
    - The highest undergraduate award, presented to 13 graduates at each of the May and December commencement ceremonies
    - Evidence of significant civic engagement is part of the Maize & Blue selection criteria

- Student Awards for excellence, including 7 specifically for civic engagement
    - Charlie Nelms Community Contribution Award for a Student, and for an Organization
    - Emerging Leader Award Lillian B. Wright Citizenship Award
    - Virginia Allen Serving Students Engaging Minds Award
    - Juan Mestas Award of Excellence
    - Brian Proffer Student Excellence Award

Tenure and Promotion Policies

- At College level, scholarship is **defined broadly** and includes applied research, practice-based research, and scholarship of community engagement in addition to basic or theoretical research (**using Boyer's Model** – discovery, integration, application, and teaching)

- Defined at the department level: Example … Public History
  - The department recognizes that tenure and promotion guidelines for the faculty member holding the Wyatt Professorship in U.S. History should **reflect the range of intellectual activities that the profession regards as public history scholarship**.

  - Inherent in public, academic inquiry is the **collaborative nature** of the work. According to the AHA, public historians contribute to the advancement of knowledge as they contribute academically informed perspectives that place community histories within larger national contexts and balance memory with current historiography. In this regard, their **work applies their scholarly expertise to the public documentation, interpretation, and discussion of history**. Such work should be recognized as scholarly in that it makes knowledge for and with diverse publics

  - The scholarly work of public historians **involves the advancement, integration, application, and transformation of knowledge.** It differs from "traditional" historical research not in method or in rigor but in the venues in which it is presented and in the collaborative nature of its creation.

Faculty Governance Committees

- Give voice to faculty in establishing the value and importance of partnerships in their work

  - Outreach Advisory Committee

  - Research and Creative Activities Committee

  - College Executive Committee and Governing Faculty of the College
    - Establishing and updating Tenure and Promotion criteria

Search criteria for tenure track positions

- How might the value of partnerships be communicated to faculty applicants?

    - Advertising and position descriptions

    - Sharing of T & P guidelines

    - During campus visits

Marketing materials reflect partnerships

UNIVERSITY OUTREACH BY THE NUMBERS

COMMUNITY

Our values and program areas reflect a sustainable communities approach that cultivates and supports social, environmental and economic well-being. Our programs support the diversity of academic opportunities at UM-Flint and promote innovation and creativity. In collaboration with our university and community partners, we identify common needs, struggles, and interests to mobilize collective resources and provide neutral safe spaces for shared learning and problem-solving.

1,174 K-12 Students

819 College Students

66 Faculty/staff involved

112 Community partner organizations

13 Grants received

$769,618 Total grant funding

INVESTING

By investing in community and each other, we acknowledge that all voices and viewpoints are important and valuable, we demonstrate our commitment to sharing power and challenging others to do the same. Our inclusive and solution-based approach helps unite communities, and builds local, regional, and national networks. These contribute to a positive and prosperous future for those we serve.

ENTREPRENEURSHIP, COMMUNITY & ECONOMIC DEVELOPMENT PROGRAMS

Innovation Incubator [IN]

1,175 People used [IN] services

354 Business Bootcamp Participants

234 Participants received business training for the first time

EDA University Center for Community & Economic Development

$210,000 Grant received

6 Faculty supported

7 Counties served

12 Student research assistants hired

Ecotourism & Sustainable Development

7 counties

$23,000 in technical assistance provided

60 community partners

3 research assistants

Financing University-Community Partnerships

- Internal
  - UM-Flint - University Outreach receives $445,000 annually in university base budget for staff salaries, marketing, service-learning, and co-curricular programming

- External
  - UM-Flint – Grants/Foundations – EDA Center, Great Lake Fisheries Trust, Kellogg, Mott, etc.

  - Federal grants – HUD – Office of University Partnerships – Community Outreach Partnership Centers (COPCs)

Measuring Impacts

- Students
  - National Survey of Student Engagement (NSSE) - level of volunteerism and/or engagement
  - Cooperative Institutional Research Program (CIRP) - level of volunteerism and/or engagement
  - Student Satisfaction Inventory (SSI) – students perceived reputation of the U in the community
- Faculty
  - Annual evaluations
  - Tenure and promotion
- Community
  - Community focus groups
  - Board membership
  - University advisory committees

Promising practices toward institutionalizing university-community partnerships

- Integrate engagement into mission
- Forge partnerships as the overarching framework for engagement
- Renew and redefine discovery and application as scholarship
- Integrate engagement into teaching and learning
- Recruit and support new champions
- Identify and remove current barriers
- Provide financial incentives

Brukardt, Holland, Percy, & Zimpher, 2006

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Thank You!

Please email me for copies of this presentation or for further conversation regarding this topic:

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