Engaged Scholarship: Partnership and Projects

Lorilee R. Sandmann, Ph.D.
University of New Hampshire
Outreach Scholars Academy

University of New Hampshire
Engaged Scholarship

Means faculty (campus or community-based) as scholars taking on problems through disciplinary means, fulfilling campus missions, and incorporating teaching, research, and service in a context of partnership and reciprocity.
Engaging with External Partners
Agenda...

- Principles and promising practices of scholarly engaged partnerships
- Case examples
- Mapping Your Engaged Scholarship Partnerships
Promise and Power of Partnerships

- Philosophical Model
  Why do we do it?
- Conceptual Model
  How do we think about it?
- Operational Model
  How do we do it?
Promise and Power of Partnerships

Philosophical Model

- Why do we do it?
- Why genuine democratic partnerships?
Promise and Power of Partnerships

Value Added

- Problem solved
- Scholarship/Applied knowledge
- Good will
- “Let’s call UNH”
- Ahead of the curve
Partnerships can provide an ideal setting for evaluating and documenting scholarly impact and engagement. Products or artifacts that result from scholarship can be generalized and disseminated for use by other communities or as a guide for public policy.
Products or Artifacts:

- training programs
- curricula and manuals
- planning and evaluation designs and methodologies
- policy round tables
- briefing and fact sheets
- best practice recommendations
- faculty and community partner co-presentations at professional meetings
- peer reviewed journal articles
- student thesis and dissertations
Elective Classification, Community Engagement

Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 20 partnerships)

<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institution Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th># of faculty</th>
<th># of student</th>
<th>Grant Funding</th>
<th>Institution Impact</th>
<th>Comm. Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Carnegie Foundation for the Advancement of Teaching, 2008
Conceptual Model

- How do we think about it?
Partnership Typologies

- **Service Relationship**: volunteer or sell support for an institution-related function; ex. contracted research, technical assistance
- **Exchange**: exchange resources for mutual benefits; ex. student learning
- **Cooperative Relationship**: plan together and share responsibilities
- **System and Transformative Relationships**: share responsibilities for planning, decision-making, funding, operations and evaluation of activities, and where each institution is transformed through the relationship; ex. community or sector transformation

*Sockett, 1998*
Framework for Development of Campus-Community Partnerships

Time

Depth and Complexity

- One-time events and projects
- Short-term placements
- Ongoing placements, mutual dependence
- Core partnerships, interdependence
- Transformation, joint creation of work and knowledge

Enos & Morton, 2003
4 Primary Areas Scholars Appear Most Useful

- To guide planning for new initiatives
- To build capacity of individuals, groups and institutions to promote positive change in their communities
- To evaluate outcomes of intervention efforts that might guide successful future activities; and
- To provide information and analysis for public policy decision makers
- Others?
# The CHESP Assess. Framework

<table>
<thead>
<tr>
<th>What do we want to know? (Concepts)</th>
<th>How will we know it? (Examples of Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of partnerships</td>
<td>Community perspective</td>
</tr>
<tr>
<td></td>
<td>Higher Education perspective</td>
</tr>
<tr>
<td></td>
<td>Service sector perspective</td>
</tr>
<tr>
<td>Participation and collaboration</td>
<td>Planning</td>
</tr>
<tr>
<td></td>
<td>Decision making</td>
</tr>
<tr>
<td></td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>Management</td>
</tr>
<tr>
<td>Communication</td>
<td>Within individual partnerships</td>
</tr>
<tr>
<td></td>
<td>Between partnerships</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Organizational structures</td>
</tr>
<tr>
<td></td>
<td>Resource allocation</td>
</tr>
<tr>
<td>Scholarship of engagement</td>
<td>Discovery</td>
</tr>
<tr>
<td></td>
<td>Integration</td>
</tr>
<tr>
<td></td>
<td>Application</td>
</tr>
<tr>
<td></td>
<td>Teaching and learning</td>
</tr>
</tbody>
</table>

*Gelman, 2003*
Promise and Power of Partnerships

Operational Model

- How do we do it?
- How do we design, build, and sustain genuine democratic scholarly engaged partnerships?
Partnership Principles

- Who are the Partners?
- What is the Purpose?
- Principles
  - Mutually beneficial, clear agenda
  - Mutual respect
  - Shared resources
  - Process—contact, communication, continuous
- Equitable but Not Equal
Principles of Community-Campus Partnerships

- Partners agreed upon mission, goals, and measurable outcomes for the partnership.
- Relationship is characterized by mutual trust, respect, genuineness, and commitment.
- Builds upon strengths and assets, but also addresses areas that need improvement.
- Balances power among partners and enables resources among partners to be shared.
- Clear, open, and accessible communication between partners, on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
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 partnership, with the goal of continuously improving the partnership and its outcomes.

Partners share the credit for the partnership’s accomplishments.

Partnerships take time to develop and evolve over time.

Michigan State Model

- Scholarship enacted with external constituents and contexts
- Collaborate with primary organization that is a portal to the community
- Fewer, deeper for impact
- Long-term
- Multidisciplinary
- Multiple projects
- Research faculty-led/Administratively managed
- Shared resources
How to Enter into a Partnership?

- Conduits to Partnership
  - On Campus
  - Off Campus
    - Education
    - Government
    - Non-Profit
    - Business/Industry
How to Enter into a Partnership?

- Analyze Demand and Developing Supply
  - What do communities/learners/organizations want from universities?
  - What do faculty want?
    
    *Connect with an intellectual question*

- Careful Framing of the Work
  - Share Values—Partnership, Reciprocity
  - Mutuality of Purpose
  - Capacity Building
  - Scholarship and Pragmatism

- Have Candid Cultural Co-Learning Discussions
Is the Partnership Workable?

University
- Scholarship in its various forms
- Faculty incentives and culture
- Undergrad and graduate students
- Remuneration and indirect costs
- Semester implications
- Outreach model
- Organization, staffing, clients
- Funders
- Ecological context
- Collaborators
- Vision, knowledge, data needs

Partner
What Will Be the Partnership’s Focus, Form & Function?

Agree on a Framework for Work and Accountability: Letter of Agreement & Work Plan
- Frames Mutual Interests
- Clarifies “Long-Term”
- Delimits Potential Resources

Sections of Agreement
- Mission Statement
- Team
- Outcome-Oriented Work Plan—research, training, etc.
- Resources
- Timeline
How Can We Enable Our Partnerships?

Create an Accountable Management Structure

- Membership, Leadership, Functions
- Parity as a Principle
- Constant Communication
- Evolution Over Time
- Timely Response to “Hunches”
How Can We Jointly Learn and Assure Productivity?

Establish Annual Program-Policy “Rounds”

- Dissemination Begins
- Co-authored Products
- Prudent Investment?
- Community-University Conversation
- Application of Learning
How Can We Jointly Resource Projects?

Broadly Define Resource Needs: Fiscal and In-kind

Invest in Early Successes

- **PHASE ONE:** Seed Resources
- **PHASE TWO:** Longitudinal Resources from Extramural Sources
Community Partners Say...
“Give me the data!”

“I would not consider this a business relationship. It is truly a community partnership, its purpose is to shape the community.”

“The university does not listen well.”

“Everything is jointly defined. Personalities play a part, and if all pull their weight everything works.”

“Serve the public good—if the public pays; it’s always about the money—in terms of sustainability; committed but constantly ambiguous future.”

“Always opportunities for partnerships, but funding is another question. I keep that in mind when things come up”
"Equitable, Not Equal"

- Roles...Inputs...Outputs...Outcomes
  - Work around the university, work in spite of the university, try to get the university on board.
  - U—partnership organizers, researchers, curriculum/students
  - Community—doers, service providers, public policy
Partnership Pitfalls

- Is That What We Decided To Do?
  - Negotiating partnership goals, strategies, and outcomes

- Drooling or Gagging?
  - Faculty engagement in partnerships; how to identify, maintain, and reward faculty? How work is different from working independently

- Your Data or Mine?
  - Handling partnership data

- “Credit”
  - Who gets it and how is it distributed?
Partnership Promise
or Pitfalls

- Multidisciplinary team building takes time
- Leadership needs evolve as team develops
- Organizational structures across partners need to be bridged
- Existing faculty cultures may inhibit participation
- Intellectual and organizational neutral space is key to team success

Amey, Brown & Sandmann, 2002
UNH Cases
Partnership Typologies

- **Service Relationship**: volunteer or sell support for a institution-related function; ex. contracted research, technical assistance
- **Exchange**: exchange resources for mutual benefits; ex. student learning
- **Cooperative Relationship**: plan together and share responsibilities
- **System and Transformative Relationships**: share responsibilities for planning, decision making, funding, operations and evaluation of activities, and where each institution is transformed through the relationship; ex. community or sector transformation

*Sockett, 1998*
Framework for Development of Campus-Community Partnerships

Time

Depth and Complexity

- One-time events and projects
- Short-term placements
- Ongoing placements, mutual dependence
- Core partnerships, interdependence
- Transformation, joint creation of work and knowledge

Enos & Morton, 2003
Questions – E.S.

Raised in collaboration with partners
Done collaboratively with partner
More personal (emergent designed portraiture ethnographies), smaller numbers of subjects
Context also is much more intimate
“Collaboronaut” Skills

- Devote Resources and Pay Attention
  - Liaison, facilitator, enabler, in-kind resources

- Get Embedded in the Partner’s Business
  - Hot links to organization

- Exercise Diplomacy
  - Manage expectations, Interpreter, Advocate to all parties

- Master Internal Change to Remove Barriers to Collaboration
  - “It is often easier to entice partners to join a collaboration than convince the rest of the home organization to play along.”
  - Trouble shooter

- Stewart of Engaged Scholarship Model--LS

Moss-Kanter, 2001
Planning Your Project’s Partnership

Plan and Share

Plan
- Identifying a partner for your project
- Approaching the partner
- Framing a collaborative partnership?
- What challenges might you anticipate? How will you address these challenges?

Share
- Commonalities; uniquenesses
Mapping

Principles of Partnership

+ 

Quality Scholarly Engagement
Map your project and prepare for your critical friends meeting


[http://www.ecosolcan.com/Client%20Handout%20on%20Inter-Organizational%20Collaborations.pdf](http://www.ecosolcan.com/Client%20Handout%20on%20Inter-Organizational%20Collaborations.pdf)

Check out: Campus-Community Partnerships for Health: *Partnership Perspectives.*
[http://depts.washington.edu/ccph/principles.html#principles](http://depts.washington.edu/ccph/principles.html#principles)

**EXTRA CREDIT:** Meet with your partner to negotiate parameters of a scholarly engagement project.