Community University Engaged Showcase II: Making a Difference

Building University-in-Community Networks for University-with-Community Solutions

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What is Your Mission?

**MSU Mission**

- strives to discover practical uses for theoretical knowledge and to speed the **diffusion of information** to residents of the state, the nation, and the world…

- is committed to emphasizing the **applications of information**; and **contributing to the understanding and the solution of significant societal problems**…
Definition of Outreach/Engagement

“Outreach [engaged scholarship] is a form of scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.”

Provost’s Committee on University Outreach

1993
A Conceptual Framework for Engaged Scholarship

• To facilitate and guide university-in-community partnerships

• To address community concerns and provide for faculty success

• To generate, apply, disseminate and preserve knowledge
An Approach to Community Presence

- **Becoming embedded in communities**
  working in long-standing partnerships

- **Stressing asset-based solutions**
  focusing on asset-based solutions

- **Building community capacity**
  building capacity within families, businesses, and communities

- **Creating collaborative networks**
  building networks among communities and organizations that lead to sustainable [regional] collaborations
“In order to be an effective contributor to regional creativity, innovation, and economic growth, the university must be integrated into the region’s broader creative ecosystem.”

What is Scholarship-Focused Outreach and Engagement?
Engaged Scholarship

• Reflects the core values/mission of the institution
• Stresses mutual input and benefit
• Focuses on community defined issues
• Produces evidence-based outcomes
• Is guided by theories of change (grounded theory, CBR approaches)
• Builds self determination in community partners
• Creates products appropriate for assessing faculty performance
• Transforms partners/participants
• Reflects the 4 cornerstones of knowledge
Scholarship-Based Approach to Campus-Community Partnerships
Traditional Approach to Change: Linear Modeling, Linear Thinking

Foster-Fishman, P. (2007) Campus to Campus Partnerships Training Program. MSU.
When in Reality, Things Are Not Linear…

Foster-Fishman, P. (2007) Campus to Campus Partnerships Training Program. MSU.
Outcomes - Assets Impact Model for Systems Change

Relationship among Actions at the Various Levels

Individual
- Inputs
- Activities
- Outputs
- ST, I, LT Outcomes

Group/Family
- Inputs
- Activities
- Outputs
- ST, I, LT Outcomes

Agency
- Inputs
- Activities
- Outputs
- ST, I, LT Outcomes

System/Neighborhood
- Inputs
- Activities
- Outputs
- ST, I, LT Outcomes

Community
- Inputs
- Activities
- Outputs
- ST, I, LT Outcomes

Impacts

Internal and External Characteristics

Robert Brown and Celeste Sturdevant Reed
© Outreach Partnerships Check Points Training Michigan State University
Developmental Nature of Outcomes - Assets Impact Model of Systems Change

Robert Brown and Celeste Sturdevant Reed (2001)
University-in-Community Partnerships for University-with-Community Transformational Changes
Successful Campus-Community Partnerships

• Share a common vision
• Share agreement about goals and strategies
• Have mutual trust and respect
• Share power and responsibility
• Communicate clearly and listen carefully
• Understand and empathize with one another’s circumstances
• Remain flexible, with eye on the target
• Achieve mutual benefits
• Enhance community partner’s capacity for self sufficiency
• Enhance faculty member’s scholarly career
Building a Self-Determined Community: Checklists for Self Sufficiency

- Jackson Community Action Agency, Jackson education, business, health care, human services, citizens, criminal justice system, and MSU outreach and engagement
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Core Areas</th>
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<tbody>
<tr>
<td>Babies and Toddlers (0-5)</td>
<td>HEALTH</td>
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<tr>
<td>Youth (6-18)</td>
<td>EDUCATION</td>
</tr>
<tr>
<td>Adults &amp; Families (19-54)</td>
<td>SAFE PLACES</td>
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<tr>
<td>Elders (55 plus)</td>
<td>RELATIONSHIPS</td>
</tr>
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<td></td>
<td>ENVIRONMENT</td>
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AND FOR COMMUNITY

SAFE PLACES  HEALTH CARE
HOUSING     OPPORTUNITY
ECONOMY     EMPOWERMENT
EDUCATION   CITIZENSHIP
ENVIRONMENT INTEGRATION
Examples: Healthy beginnings & Early Development

- Child is born drug free
- Child’s emotional needs are met
- Child’s primary health provider is identified
- Child speech is age appropriate
- Child acts with purpose
- Child gives affection
- Child recognizes “bad” behavior
- Child takes turns with peers
- Parents are primary teachers
- Parents assure child has up to date immunizations
- Parent encourages child to ask questions
- Parent encourages child to express feelings
- Parent teaches child to label body parts
Indicators of Our Well-Being

The Power of We
System Level Community-Campus Connections

**Power of We** – connecting through a community collaborative of collaboratives

- A unique, sustainable model for capacity building and community improvement
- Committed to transforming the Lansing Metropolitan Area
- Co-transforming the linkages between community and campus
- Collaborative to improve 25 indicators of community well-being
Power of We Consortium Structure

The Power of We Consortium and its 12 Coalitions

- Improved Capacity
- Strengthened Social Services
- Enhanced Community Well Being (measured by 33 indicators)

Founding Entities
- Community Economic Development Network
- Greater Lansing Homeless Resolution Network
- Long-term Care Collaborative
- Immigrant and Refugee Resource Collaborative
- Land Use and Health Resource Team
- Infant Mortality Initiative

Community-Based Partners
- Community Coalition for Youth
- Ingham Substance Abuse Prevention Coalition
- Strong Families / Safe Children
- Asset Independence Coalition

Faith-Based Partners
- Birth to Five Subcommittee

Affiliates

Impact

Data Committee (information)
Investors Steering Committee (resources)
Leadership & Practice Committee (capacity)

Ingham County Health Department and Capital Area United Way (staff support)
Membership

- **Founding Entities** (15), e.g. MSU, Capital Area United Way, City of Lansing, Ingham County Health Department, Lansing School District, Department of Human Services, CMH, etc.

- **Faith-Based Partners** (~10)

- **Community-Based Partners** (~25)

- **Community Representatives** (~8)

- >100 **Affiliates**
Goals

• Advance **intellectual and social development**

• Build a dynamic, diverse, and vibrant **economy**

• Promote **physical and mental health**

• Keep homes and communities **safe by strengthening families and neighborhoods**

• **Steward natural resources**

• **Strengthen the sense of community** cohesion by actively engaging residents in the change process
Six Outcome Focal Areas

- Intellectual and Social Development
- Health
- Environment
- Economy
- Safety
- Community Life
Examples of Coordinated and Leveraged Investment - Community Infrastructure

• **Neighborhood Revitalization:** Investing in neighborhood centers and their action plans for neighborhood revitalization

• **Nonprofit Sector:** Supporting faith-based and community organizations in building their own capacities through training, technical assistance, and grants

• **VISTA Members:** Organizing multi-year financing arrangements with the Corporation for National and Community Service in support of a pool of VISTA members that are placed throughout the community
Examples of Coordinated and Leveraged Investment - Community Infrastructure

- **Health Coverage for the Uninsured:** Outreach by community health workers financed through multiple sources of funding and carried out through braided contracts with community-based organizations.

- **Early Childhood Development:** Development of a community system of care and supports for parents with young children.

- **Youth Development:** A philanthropic venture led by the Community Foundation to mobilize, coordinate, and leverage public and private resources towards improved outcomes for at-risk youth.
Percentage of Workforce in Major Occupation Groups Representing High-Skill, High-Wage, High-Growth Jobs

Capital Area & Michigan, 1999–2006

One-third of the Capital Area workforce is employed in the occupational groups that contain knowledge jobs.

For 2006, the Capital Area and the state compare favorably to the nation in knowledge jobs.

<table>
<thead>
<tr>
<th></th>
<th>Capital Area</th>
<th>33%</th>
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<tbody>
<tr>
<td>Michigan</td>
<td>29.3%</td>
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<tr>
<td>U.S.</td>
<td>28.5%</td>
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In the Capital Area, about 30% of 12th graders reported drinking 5 or more alcoholic drinks in a row during the past 2 weeks.

When students who drank alcohol in the last year were asked how they got alcohol, they said they got it from:

- Someone over 21 yrs. 33%
- Home, with parent’s permission 12%
Domestic violence is underreported. Many victims do not notify authorities.

The rate in 2005 is at its highest level in the past 10 years, but is less than the Michigan rate.

Capital Area: 662
Michigan: 677
Ground Level Ozone = Smog.

The EPA ozone standard is 85 parts per billion.

In the Capital Area, ozone levels have been going down in the last few years.
In 2006, a SOCIAL CAPITAL SURVEY was administered in the Capital Area, seeking to measure degrees of:

- TRUST
- SOCIAL CONNECTION
- CIVIC PARTICIPATION
Birth-to-Work Initiative

Power of We Consortium and Michigan State University
Systemic Perspective on Birth-to-Work Developmental Pathway

- Power of We structure and community framework, MSU engagement structure, iterative dialogue processes, and cross-discipline understandings
Transitional State, Relationship Impacts

Assessing Proximal and Distal Causal Forces

Proximal Influences
- Partner Selections
- Workplace
- Society

Proximal Influences
- Peers
- School
- Community

Proximal Influences
- Parents
- Family (Kin)
- Neighborhood

Prenatal

Distal Influences

Late Adolescence Stage (18-25)

Early Adolescence Stage (10-14)

Early Childhood Stage (0-5)

Risk

Resilience
MSU Faculty and Students

- Experiential learning opportunities for the 15,000 MSU undergraduate students in SL/CE Center (Tools of Engagement)
- Research practicum training for graduate students in the Graduate Certificate program
- Structure for linking faculty and academic staff research interests with an organized network focused on community change
Example of Campus-Community Program Development

**Community Neighborhood Association Leader**
- [has aspirations and ideas]

**MSU Dept. of Computer Science and Engineering**

**Associate Provost for University Outreach and Engagement**

**Interdisciplinary Team of Researchers**
- Assembles

**MSU Researchers**
- [performing research – issues related to the use of IT]
  - Disparities in Internet access and use
  - Education computer games
  - Computer science/software development and technologies

**Engagement Occurs**
- Result: ITEC

**Partners**
- [From community, business, education, and government]

University-Community Linkage

- Abandoned school building
- Underprivileged neighborhood
- Underperforming children
- Pressure for community to use building for substance abuse program
- Community declines substance abuse program
- Private company Spartan Internet bought building
Steps Taken by the Interdisciplinary Team

Interdisciplinary Team of Researchers

• Major objectives
  – Innovative research
  – Enhancing users’ skills in technology and technology disciplines
  – Develop applications for community business partners

Takes action!

• Team decides how to organize
  Involves community, MSU units, Spartan Internet, Prima Civitas
  - Choices:
    • Set up as a university research laboratory?
    • Set up as an independent nonprofit corporation?

• Decide what to do? What programs?
  Emphasize afterschool programs that promote science, technology, engineering and math skills in children
  - Delivery system to use? Educational computer games (Alice)

• Develops business plan to become self-sustaining
  - Involve government, workforce development agencies, community foundations, Lansing School District, Capital Area IT Council, etc.
Carried out by the interdisciplinary team of faculty researchers

- Spin-off to private company
- Develops marketable product
- Delivers to school for implementation

Community Benefits
- Skilled workforce
- Stimulate innovation
- Afterschool activities

University Benefits
- Contracts and grants
- Better relationship with partners
- Community valuing MSU
- Fulfills land-grant mission

Basic Research

Applied Research

Research Process, Technology Transfer, and Benefits

Innovation new products

New ideas new processes
System Level Community-Campus Connections

Youthville Detroit – connecting through co-location

• An innovative, collaborative, multi-organization Detroit youth center for afterschool and weekend activities

• A Detroit work and meeting space for MSU researchers
Wiba Anung (Early Stars)

- Partnership to enhance early childhood education experience for tribal children in Michigan
Project Specific Systems Change
Wiba Anung (Young Stars)

Building Teacher Capacity through Collaborative Research with American Indian Head Start and Early Head Start Programs in Michigan
MSU, Bay Mills Community College, and The Intertribal Council of Michigan

- Enhancing the quality of the Tribal EHS and HS System
  - Staff training
  - Facility enhancement
  - Child outcomes
  - Parent involvement
  - Curricular cultural context enhancement
Outcome Assessment

• Family Context
  – Home Environment
  – Parenting
  – Cultural Identity

• Program Outcomes
  – Classroom Environment
  – Teacher/Child Relationship
  – Parent Satisfaction

• Child Outcomes
  – Academic School Readiness
  – Social-Emotional Development
“Researchers have a responsibility to cause no harm, but research has been a source of distress for indigenous people because of inappropriate methods and practices.” (Cochran et al, 2008)
Unique Needs of Tribal Communities

- Magnitude of historical trauma
- Diversity across tribal communities
- Negative experiences with researchers treating community members as “objects”
Applying These Principles in Tribal Communities

- Acknowledge personal and institutional histories
- Understand the historical context of the research
- Be present in the community and listen to community members
- Acknowledge the expertise of all partners
- Openly discuss all aspects of the research
- Match words with actions
- Establish research overview team representative of the tribal community: An action IRB!

Christopher et al., 2008
Critical Steps

- Obtain tribal oversight
- Train and employ community members as project partners
- Use a facilitator approach
  - Develop relationships between researchers and community members
  - Encourage clear communication, requesting clarification when researchers lack historical and community knowledge or community lacks scientific knowledge
  - Create an open dialog in which community members can relay information and air concerns
- Use of culturally specific assessment and intervention methods

(Fischer & Ball, 2003)
Community Engagement is

Scholarly Focused
Community Based
Mutually Beneficial
Capacity Building
Sustainable
For the Public Good
University Outreach and Engagement

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