

ENGAGING COLLEGES & UNIVERSITIES IN HUNGER WORK

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Goals for Successful Collaboration

- **Shared Value:** Both the university and the community partner must benefit from the partnership.
- **Mutual Understanding:** Of both your mission/needs and what kinds of contribution universities are positioned to make.
- **Good Relationships:** Clarity of expectations is key, as is buy-in of the right players.
- **Value on the long view:** Successful partnerships take time and, often, trial and error

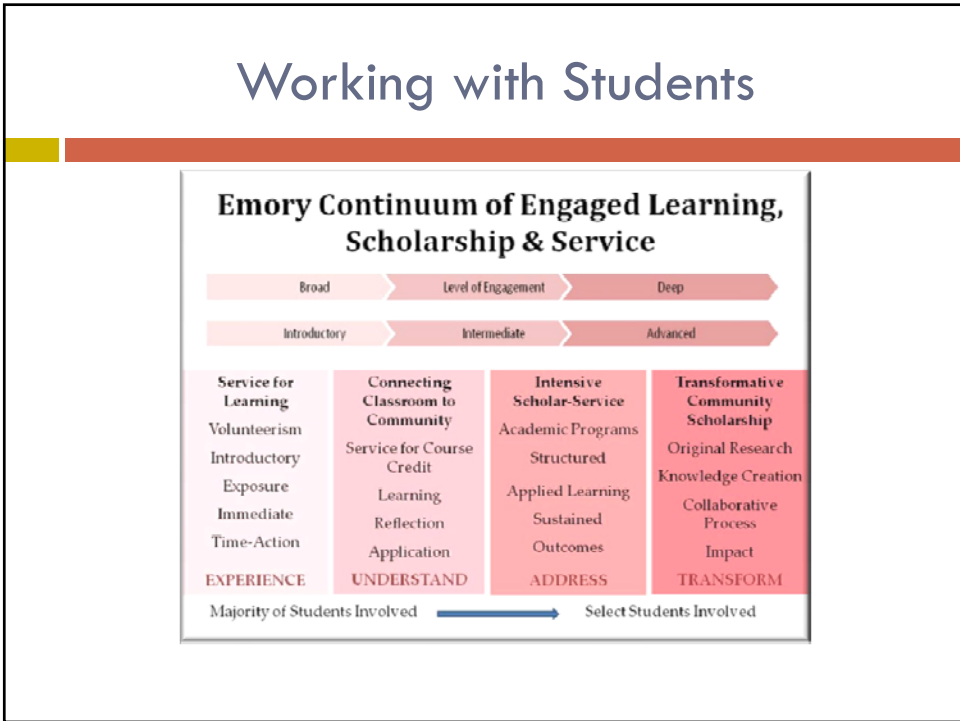
A model to initiate collaboration

- It doesn't matter who comes to whom, but in exploring collaboration...
- Start with community needs and, by extension, your needs as a community practitioner.
 - ▣ If a university enters the partnership telling you your needs...
 - **STOP RIGHT THERE.**
- Determine if you're dealing with a need the univ. can help address.
 - ▣ Could happen in lots of ways. More in a moment.
- If helping address that need is in keeping with the mission of the university (and the particular arm of it you're partnering with), then you're well on the way.

(some) Types of university-community partnerships

- Student involvement
 - ▣ Curricular
 - ▣ Co-curricular
 - ▣ Internships
 - ▣ Community scholars/transformers
- Practical research
- Faculty service utilizing expertise
- Grants with practice component or university-run services

STUDENT INVOLVEMENT



Co-Curricular Involvement

- Who: Students serving through service organizations, residence halls, religious groups, etc.
- Expectations:
 - ▣ Broad but not deep involvement
 - ▣ Exposure for many students
 - ▣ You'll need to teach them
- Point of contact: Often a "Community Engagement" office or a "Student Activities" office

Curricular Involvement

- Who: Students enrolled in courses with service-learning component
- Expectations
 - ▣ They're held accountable
 - ▣ They'll engage in some reflection on their work
 - ▣ They'll want to apply academic concepts to practice
- Point of contact: Individual faculty
 - ▣ Tip: Look through an online course catalog to identify matches

Internships

- Who: Upper-division students training for careers in public service, social work, nutrition, ministry, etc.
- Expectations:
 - ▣ Deep involvement
 - ▣ They're held accountable
 - ▣ They want to impress you because they want your help, too.
- Point of contact: Internship coordinators, program chairs in individual departments, instructors of courses with "internship" in title

Community Scholars/Transformers

- Who: Graduate students/researchers, advance students in community development programs,
- Expectations:
 - ▣ People with intrinsic motivation to solve problems and transform communities.
- Point of Contact: Graduate program directors in community development/social work/public policy/urban planning programs, directors of community fellowship programs

PRACTICAL RESEARCH

Practical Research

- Who: faculty members with research agendas and a social conscience.
 - ▣ Be creative.
- Expectations:
 - ▣ They have certain expectations to produce certain things. Be sure your priorities are aligned.
- Point of contact: Faculty members with priorities matching yours; also, instructors of research methods in social sciences (they're always looking for "application" projects for students)

FACULTY SERVICE UTILIZING EXPERTISE

Faculty Service Utilizing Expertise

- Who: Faculty members with an expertise or a service that could benefit your organization
 - ▣ Ex. Accounting or finance professor for your board of directors
- Expectations:
 - ▣ Their time is limited, but typically they want to lend their expertise to the greater good.
- Point of contact: case by case

GRANTS WITH PRACTICE COMPONENT

Grants with practice component/University-run services

- If you have a community problem to address, a university (more specifically, certain faculty or departments) might like to be part of the solution.
 - ▣ Write a grant that utilizes their expertise
 - ▣ See if they might like to partner as a service provider of some sort (and then figure out how to help them fund it)