# 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 <u>your</u> mission/needs and what kinds of contribution <u>universities</u> 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

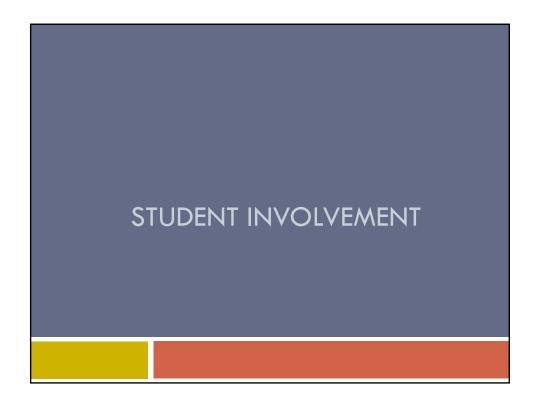
- □ It doesn't matter who comes to whom, but in exploring collaboration...
- □ Start with community needs and, by extension, your needs as a community practitioner.
  - If a university enters the partnership telling you your needs...

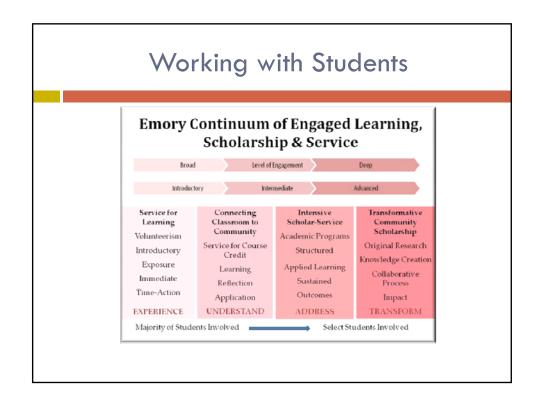
#### **STOP RIGHT THERE.**

- 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





#### 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 servicelearning 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)