Academia-Community Partnered Participatory Research: Considerations for Navigating the "Road Less Traveled"

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Objectives

- Why Academia and Community might partner

- What partnership means

- When Academia and Community should partner & when they should not.

- Barriers and Facilitators to partnership

Why Academia and Community Might Partner

- Enormous amounts of <u>new knowledge</u> are barreling down the information highway, but they are <u>not arriving at the doorsteps of our patients.</u>

- This is particularly true for a disproportionately high percentage of women, racial/ethnic minorities, and other high-risk groups in the US healthcare system.

Why partner?
New approaches to achieve new results!

Lenfant C. Clinical Research to Clinical Practice - Lost in Translation? N Engl J Med 2003;349:868-74.

What is Community-Based Participatory Research (CBPR)*?

"A <u>collaborative</u> approach to research that <u>equitably</u> involves all <u>partners</u> in the research process and <u>recognizes</u> the unique strengths that each brings".

--W.K. Kellogg Foundation (2001)

*Community <u>Partnered</u> Participatory Research

What is Partnership?

1. The state of being a partner: participation

2. A) a legal relation existing between two or more persons contractually as joint principals associated in a business. B) the persons joined together in a partnership

3. A relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibilities

Webster's Ninth New Collegiate Dictionary

What are the ingredients needed for engagement?

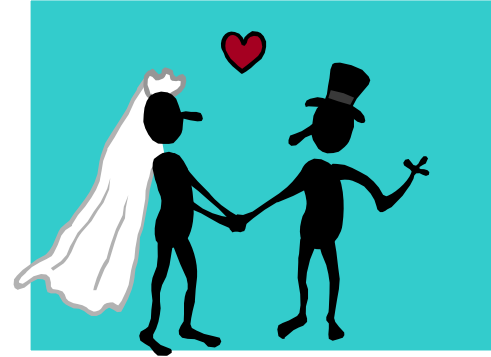vs. involvement

Community Involvement

(The OLD way - pre-arranged marriage)

- Community Involvement asks community to come to academia's table

- It defines the leadership

- It presumes to have the answers

- Relationships are managed to ensure goals are achieved

Community Involvement Engagement

(The New Way - Is it Love?)

- The locus of control and ownership are collaborative

- Leverages built ownership into action

- Promotes organic development of thought, building networks, and cultivating leadership

Common Ingredients for Engagement

- Hopefully you actually like each other

- Respect

- Common values & purpose

- Recognize the importance of sharing, dialog, negotiation, etc. to achieve a greater good.

Successful Community Engagement

- Develop meaningful partnerships

- Respect community diversity

- Identify and mobilize community assets

- Assure long-term commitment

Considerations for Community-Academic Partnerships

- "Memorandum of Understanding" to define partnership roles around key issues
  - E.g. process/procedure, perspective, time parameters

- Do not enter into partnership with assumptions

- Value "resident experts"

- Establish community advisory boards; they are important, but are not sufficient for partnerships

What it means to be…

In Name Only

- Short-term goals
- Brief
- Shoot from the hip
- Staff
- Agency-Driven Operation

Authentic

- Long-term goals
- Depth
- Evidence-Based
- Relationship Builder
- Community-Ownership Policy

Challenges Associated with Academic Partnering

The academic calendar:

- Usually 8 months, (September-June) with several breaks within that 8-month period

- Students may only be available for a single semester or quarter

- Faculty members also plan their work around academic calendar

- Challenging, but not impossible: the key to getting the most out of your collaboration is to know the academic schedule and plan ahead

Financial Cost

- Time and materials to exchange knowledge, supervise, and evaluate the partnership or participate in research

- Time spent in planning and coordinating partnership activities

- Material costs-for example, space and resources dedicated to partnership activities
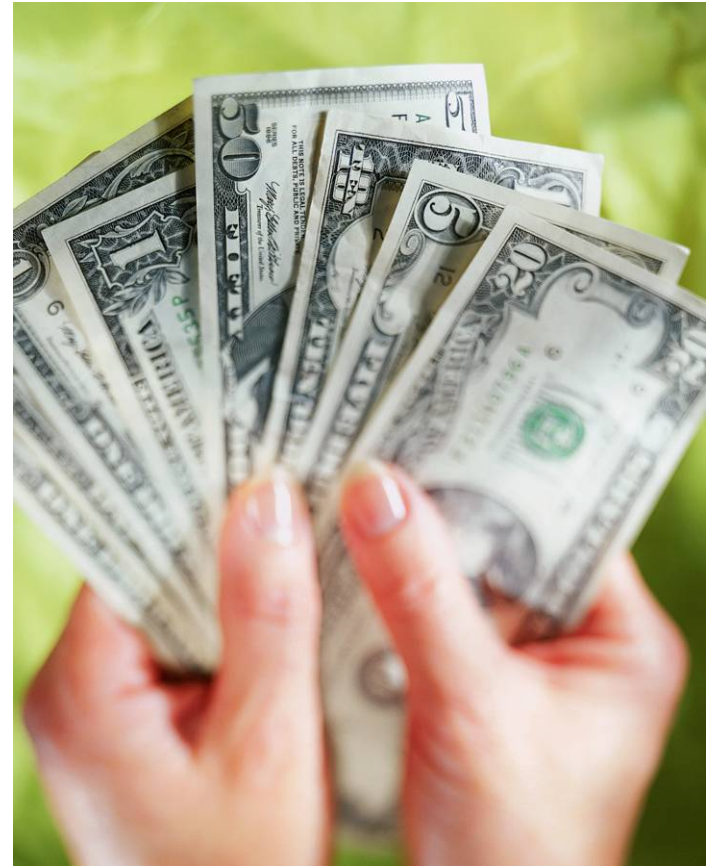
Challenges Associated with Academic Partnering: Power Differentials

Campus Partner usually has:

- More resources

- More personnel

- More *perceived* power

Sources of Conflict:

- Control over the allocation of resources

- Leadership

- No MOU

Communities and Universities have Different Values and Priorities

Community

- Specific mission with matching priorities
- Make sure potential campus partners understand your mission, goals, and expectations, such as site location, and population served

University

- Multiple missions and priorities
- May be some overlap with community's missions and priorities, but less attention is paid to them
- Sense of always being "right" when there are disagreements

Communities and Universities have Different Languages:

- Academia often uses confusing "jargon"
- This can lead to misunderstandings and marginalization of one partner or their staff and constituents
- Careful planning is the key

- Share documentation, such as a website or annual report
- Avoid jargon or make sure it's explicitly explained

Faculty Incentives

- Faculty members are evaluated on teaching, research, and service

- Difficult for faculty to show that community work is relevant to their evaluation

- Some institutions are re-writing guidelines for faculty promotion to include high quality community work

Faculty Incentives

- It may be worth asking faculty members about their evaluation process.

- Understanding faculty evaluation can give CBO's insight into the actions and decisions of faculty
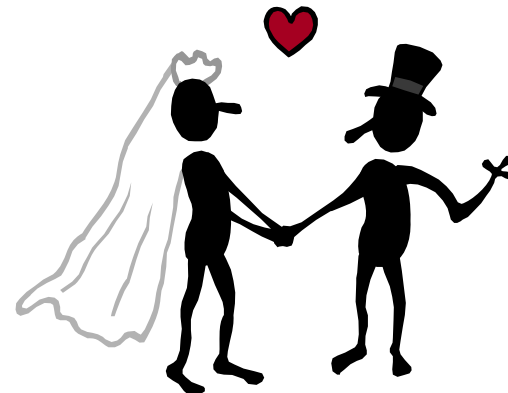
  members.

Community Incentives differ from Faculty Incentives

Non-tangible:

- Community-defined power
- Capacity building
- Tearing down barriers that exist between community members, academia, and researchers

Tangible:

- Knowledge transfer
- Infrastructure building
- Stipends
- Partnership with others

To do this work, personalities are important:

- Honest
- Open
- Positive
- Flexible
- Facilitatory

- Dedicated
- Patience
- Accepting
- Respectful
- Non-Arrogant

How might this be done?

Jones L, Martins DS, Pardo Y, Baker R, & Norris KC - Circle of Influence Model for Collaborative Research © 2002

Summary Recommendations

- Be thoughtful about the decision to partner - who, why, and how.

- Use a Memorandum of Understanding (MOU) to guide the partnership and reduce conflicts.

- Continue to look for win-win scenarios and consider the potential long-term implications of early successes.

Good Luck !!!

Our Collaborative

Our Collaborative

Our Babies - Future NIH Scholars

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Considerations for Improving Community-Academic Partnerships

- Recognizing the existence of competing agendas - be open, respectful

- Respect for community's time, effort, insights (recognized with payment for services, authorship, etc. - same as academia)

- Build upon existing community resources

- Commitment by the funding source to maintain close contact throughout the length of the project

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Considerations for Improving Community-Academic Partnerships

- Meetings: Alternate sites, establish ground rules, maintain community academic co-chairs for meetings (consider 2 community co-chairs in many settings to lessen the chance of community being dominated by academia)

- Mentorship: Use a model where community members are co-mentors for the entry level academic faculty who are learning the needed skills to conduct respectful partnered research with and in communities with balanced input from both academic and community sides of the research program.

Considerations for Enhancing the Academic Side of Community-Academic Partnerships

- Ensuring an understanding of community as a partner

- Learning how to develop balanced collaborations with equal power sharing

- Learning how to build effective relationships with community

- Investing in community to enhance its ability to function as a highly effective partner

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Considerations for Enhancing the Academic Side of Community-Academic Partnerships

- Appreciating the value added by a true partnership

- Understanding that community partner goals are unlikely to mirror academic goals

- Recognizing the capabilities and limits of community partners

- Understanding how to effectively utilize a Community Advisory Board

Considerations for Improving Community-Academic Partnerships

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Considerations for Improving Community-Academic Partnerships

- Understanding how to collaborate and building effective relationships: (commitment = time, patience, physical presence, and assist in building the communities' capacity for understanding, participating and benefiting from research)

- Need for faculty to be briefed/educated by community leaders and visa versa around understanding the two interfaces

Important Elements for an Effective Community Advisory Board (CAB)

Networking	Vision	Intangibles
Help create a partnership roadmap	Establish an honest overview of the short and long term plans	Integrate CAB members as co-mentors for all aspects of faculty development
Help provide a balance in articulating the community health priorities	Choose to be informed and updated on a regular basis in one or more formats (e.g. briefings, emails, conf calls, meetings)	Seek appropriate community co-mentors for entry level faculty
Help to broker competing agendas	Recommendations & critiques should be solicited and supported similar to academic input	Compensate community members for their participation. academic partners are compensated.
Provide contacts, strategies	Provide partnership perspective & balance	

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