Community Engagement
Matchmaking & Community Needs
HRPP… not IRB?

Not all interactions with people are regulated activities
• Community health needs assessment
• Procedure feasibility study

But maybe, IF…
• The community members are representative of the targeted population and you will collect data to answer the research question
• As part of the research you will evaluate the experiences of the community members in relationship to the research and use this data for research purposes
The Archway Partnership connects communities with higher education resources to address locally-identified community and economic development issues.
What is the Archway Partnership Process?

- UGA historical mission (1785) of taking the entire university to the people
- Innovative process for identifying, prioritizing and addressing community needs through university resources*
- UGA places a Public Service & Outreach faculty member in each Archway Partnership community
- Faculty take a neutral third-party position on community-identified issues and priorities
Quarells County Overview

- Partners via MOU
  - Chamber of Commerce
  - Joint Development Authority
  - City of Care
  - City of Wellness
  - Quarells County
  - Quarells County School System
  - Utilities EMC
  - Manufacturer
  - Business Services Company
  - Rakele Technical College
  - UGA Extension Service*
Archway Professional
Public Service Faculty

Executive Committee
Key Community Leaders

Priority Area
Health & Wellness

EXAMPLE

Issue-Work Group
Community Stakeholders

Community Champion

Community Champion

Community Champion

Sub-Issue Work Group
Chronic Disease
Fitness

Sub-Issue Work Group
Teen
Pregnancy

Sub-Issue Work Group
Locally-Grown
Products

www.archwaypartnership.uga.edu
Collaboration Continuum

- **Trust**
- **Collective Impact**
  - Long term (decades) individual, organizational and community commitment to address a societal issue. Alignment of common agenda & measures for a shared vision.

- **Collaborating**
  - Long term interaction based on shared goals, work to enhance each others capacity.

- **Cooperating**
  - Share resources (space, staff, finances).

- **Coordinating**
  - Align and adjust work to achieve common purpose.

- **Networking**
  - Exchanging information for mutual benefit. Inter-agency information sharing.

Adapted from Kerry Graham, 2014
## Typical Continuum Timeline

<table>
<thead>
<tr>
<th>Stage</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compete&gt;&gt; 200 years</td>
<td>Pre-Archway</td>
</tr>
<tr>
<td>Co-Exist – Silos or Lanes</td>
<td>Pre-Archway</td>
</tr>
<tr>
<td>Networking - Communicating</td>
<td>9 Months</td>
</tr>
<tr>
<td>Coordinating</td>
<td>18 Months</td>
</tr>
<tr>
<td>Cooperating</td>
<td>3 Years</td>
</tr>
<tr>
<td>Collaborating</td>
<td>5 Years</td>
</tr>
<tr>
<td>Collective Impact</td>
<td>7 Years</td>
</tr>
</tbody>
</table>
Why the Archway Partnership?

- It takes time to tear down the silos and **build** local skill sets for collaboration and partnership.
- The process includes the **intentional** practicing of collaboration and partnership skills.
- The Collaboration Continuum* is a series of steps to increase **community trust** and reduce turf battles.
- Decisions are made by **consensus** rather than majority rules.
- Decisions must **benefit** the community-at-large.
The Archway Professional in the Community

a. *We build* relationships with community members and *connect* to UGA and other higher education resources

b. *We facilitate and convene* meetings of the local Executive Committee and meetings of Issue Work Groups

c. *We recruit* community stakeholders to participate in Issue Work Groups and community Champions to lead the Issue Works Groups

d. *We assist* the community and the Operations Coordinator in articulating and continually prioritizing community needs

e. *We coordinate* Archway Partnership activities with other local and regional higher education institutions
The Archway Professional in the Community

f. *We utilize* decision-making and problem-solving skills to identify resources and assist community work groups with accomplishing objectives

g. *We visit* the University of Georgia and other institutions of higher education campuses to meet with faculty, students, and administrators as needed

h. *We link and manage* student and faculty involvement in local projects

i. *We network* with local, regional, and state agencies to provide resources, training, and content expertise
Thank You!

Sharon Liggett, MPA, Public Service & Outreach Faculty, sliggett@uga.edu
Institute of Government: Planning & Environmental Services
# Project Funding: ~$1 million in 2020

## 2020 Funding by Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Branding</td>
<td>$65,250</td>
</tr>
<tr>
<td>RSVP Downtown Design</td>
<td>$197,020</td>
</tr>
<tr>
<td>Local Government Assistance</td>
<td>$107,548</td>
</tr>
<tr>
<td>Strategic Planning and Facilitation</td>
<td>$62,473</td>
</tr>
<tr>
<td>Environmental Policy Academy</td>
<td>$2432</td>
</tr>
<tr>
<td>Coastal Resilience</td>
<td>$257,352</td>
</tr>
<tr>
<td>Oyster Policy and Promotion</td>
<td>$255,000</td>
</tr>
<tr>
<td>Nature-Based Infrastructure</td>
<td>$118,642</td>
</tr>
</tbody>
</table>

Includes some grants that span more than one year

## Funding Sources 2020

- **Federal**: $724,522
- **State**: $110,473
- **Local**: $216,548
- **RSVP (GMA + Local)**: $145,020
- **Foundation**: $235,600
What makes us successful?

- Build from relationships with federal, state, and local agencies.
- Take time to build relationships first, so that you can listen for research needs.
- They have a lot of research needs! But they need to trust that you won’t waste their time and that your research agenda will align with their needs. So listen, listen, listen.
- Understand that they are very under-resourced and stretched. These are public servants who wear many hats. They may not respond to long emails. A quick email asking for a quick call may be a good way to start.
- PSO has so many connections with so many agencies, governments, and stakeholders. It’s much easier to “enter” a community if an existing guide introduces you.
What makes us successful?

- Understand that they may have extensive experience in their fields. They may know about research projects that have been successful or have not been successful. By listening, you will learn about these projects.
- Be very mindful that many vulnerable communities can feel “over-studied.” Plenty of studies but nothing in return.
- Partnership with UGA faculty
- Integration of students – research, applied assistance, enthusiasm

Applied + Research = Very Robust and Interesting Work
Broader Impacts

The National Science Foundation defines broader impacts as having “the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.”

Integrating research and public service can provide a notable advantage in seeking large federal and foundation funding as these opportunities increasingly examine the outreach and communication capabilities of the applicants and the broader impacts the project will have.

Example Project

• Built from a Sea Grant funded grant studying legal issues arising when roads flood more frequently from sea-level rise.
• State agency received funding from NOAA to assess how green infrastructure might impact flooding hazards in Liberty County as well as develop model ordinances for resilience. Asked us to help.
• We were already working with Liberty County on a Downtown Master Plan.
• We developed this guide based on legal research as well as our experience working with local governments.
• Engagement also resulted in concrete implementation: two stormwater grants for the community.
• Research informed our recent law review article.
To “extend” education of the University to the entire state
What we do

**Educational Programs**
Programs addressing community needs are delivered in a public setting and open to everyone.

**Consultation**
Individuals may consult with Extension staff at the office, at home, or on their farms.

**Research**
Applied research that meets the needs of communities and improves lives.

**Written Extension Materials**
Subject matter experts develop written materials for distribution at the county level.

**Community Development**
Build local coalitions to address issues facing communities, families, and youth.
Extension Applied Research

Agriculture and Natural Resources
- Testing soil applications
- Enhancing bovine feed to improve meat quality
- Apps to identify pests

Youth Development 4-H
- Leadership development models
- Public speaking self-efficacy
- Youth as community garden leaders

Family and Consumer Sciences
- Cancer prevention behaviors in rural Georgians
- Barriers to the Diabetes Prevention Program
- Exploring opioid misuse and prevention
Our People

Extension Agents (county-based faculty): local educator, consultant, research staff

State Level Specialists (university-based faculty): researchers, content expertise, train-the-trainer
Research in Extension

Agents conduct annual needs assessment

- Work with local leadership team and/or health coalition

Agents have a plan of work – what they will focus on for 2 years

Projects have to fit the needs and plans

Research typically centered around programs and services

For me – Extension agents are the recruiters and the data collectors → they have to buy-in!
Keys to success

• Relationships
  - My relationship with Agents
  - Agent relationship with the community

• Be sensitive to community needs, perceptions and resources

• What can you give back to the community during and beyond the project?

• Share results and ownership (data, publications)
Extension and the Georgia CTSA

• Conduct translational research

• Serve on the Georgia CTSA Community Engagement Committee and Steering Board

• Aid researchers in engaging Extension and the community

• Support community-academic partnerships to
  ➢ Enhance research
  ➢ Improve communities
Georgia CTSA Resources

- Community Engaged Research Program (CERP)
- **3-Tier Support**

**Tier 1:** Presentation to CERP Steering Board-concept presentation & bi-monthly

**Tier 2:** Community Engaged Research Committee – project-specific & quarterly

**Tier 3:** Formal CERP Faculty/Community Partnership – project specific
Georgia CTSA Resources

- Community-Academic Database

- Over 600 community and university partners across Georgia that is publicly available to facilitate collaborations.
Wrap-up

IRB tips

- Clearly define roles
  - “Advisors” are often not well-described
- Identify resources and training
- Time to incorporate feedback
- Written Agreement or MOU – Office of Research Legal counsel

- Next Session – April 27, 1:00 p.m.
  Selection, inclusion & access