

# 2023 Upper Susquehanna Watershed Forum

## Community Engagement, Resiliency and Natural Resources in the Watershed

# 2023 Upper Susquehanna Watershed Forum

JOIN US FOR A DAY OF LEARNING AND SHARING ABOUT COMMUNITY ENGAGEMENT IN THE UPPER SUSQUEHANNA RIVER WATERSHED, AND ONGOING EFFORTS TO IMPROVE WATER QUALITY

## SESSION D: Community Engagement



### **Barry Brenton**

*Anthropologist and Social Scientist,  
Binghamton University*  
**Building Successful Community-  
University Partnerships for Engaged  
Learning, Research, and Action**



### **Maggie Brenner**

*Board Member, Butternut Valley  
Alliance*  
**Engaging and Involving the  
Butternut Creek Watershed  
Community**



### **Isabel Ruff**

*ALLARM Volunteer Monitoring  
Specialist*  
**Stream Work Makes the Dream  
Work: Volunteer Monitoring in  
the Susquehanna River Watershed**



### **Ranier Lucas**

*Upper Susquehanna Coalition Trees  
for Tributaries Coordinator*  
**Volunteerism: How to Become  
Agents of Environmental Change**

**Attend this and other sessions at the 2023 Upper Susquehanna Watershed Forum on Wednesday, October 18<sup>th</sup>. To register, visit [www.u-s-c.org/uscforum](http://www.u-s-c.org/uscforum) or scan this link:**



*Scan Link*



# Building Successful Community-University Partnerships for Engaged Learning, Research, and Action



Barrett Brenton, PhD, Faculty Engagement Specialist

**BINGHAMTON**  
UNIVERSITY

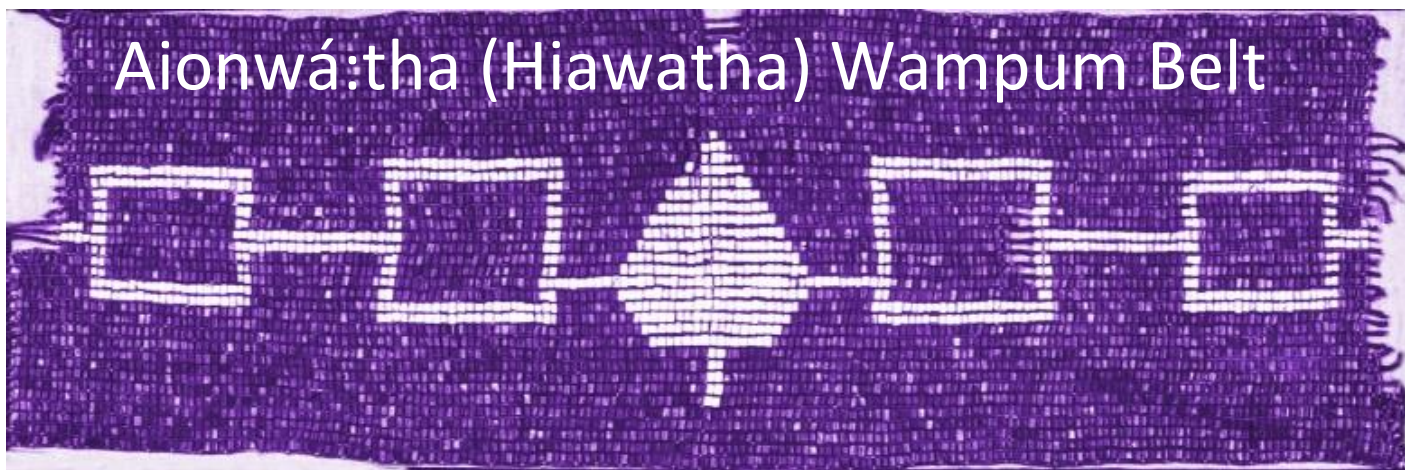
CENTER FOR  
CIVIC ENGAGEMENT

Presented at the 2023 Upper Susquehanna Watershed Forum, October 18, 2023

Community Engagement, Resiliency and Natural Resources in the Watershed



# Aionwá:tha (Hiawatha) Wampum Belt



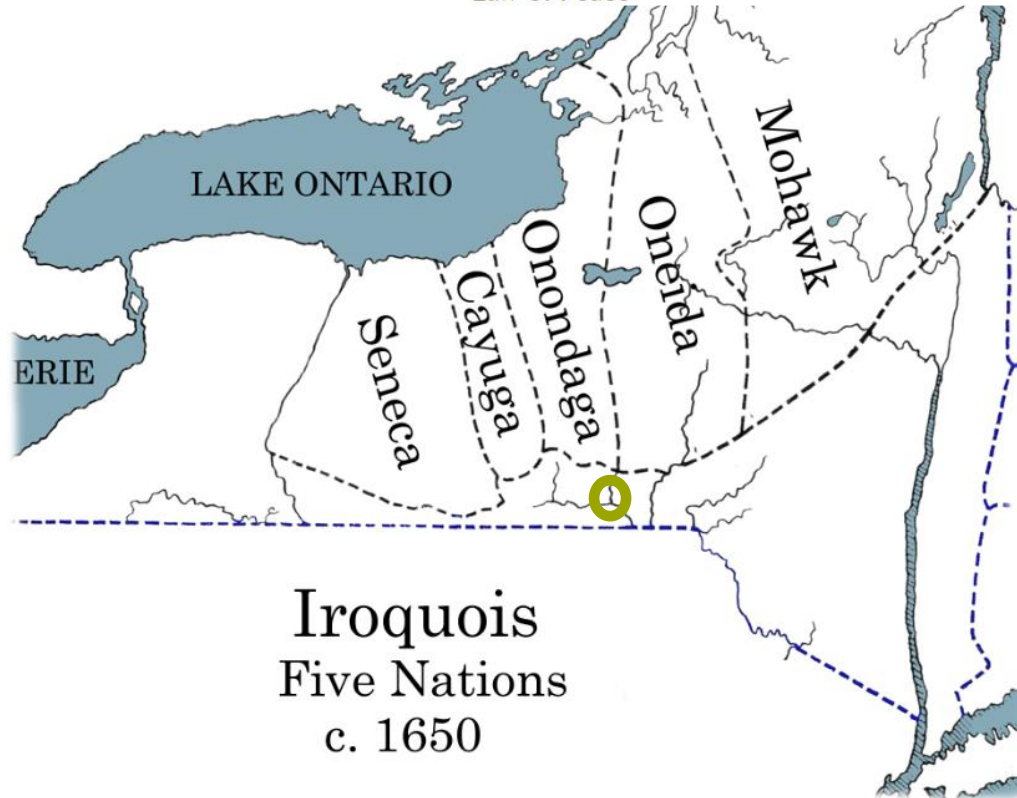
**SENECA  
NATION**  
Keepers of the  
Western Door

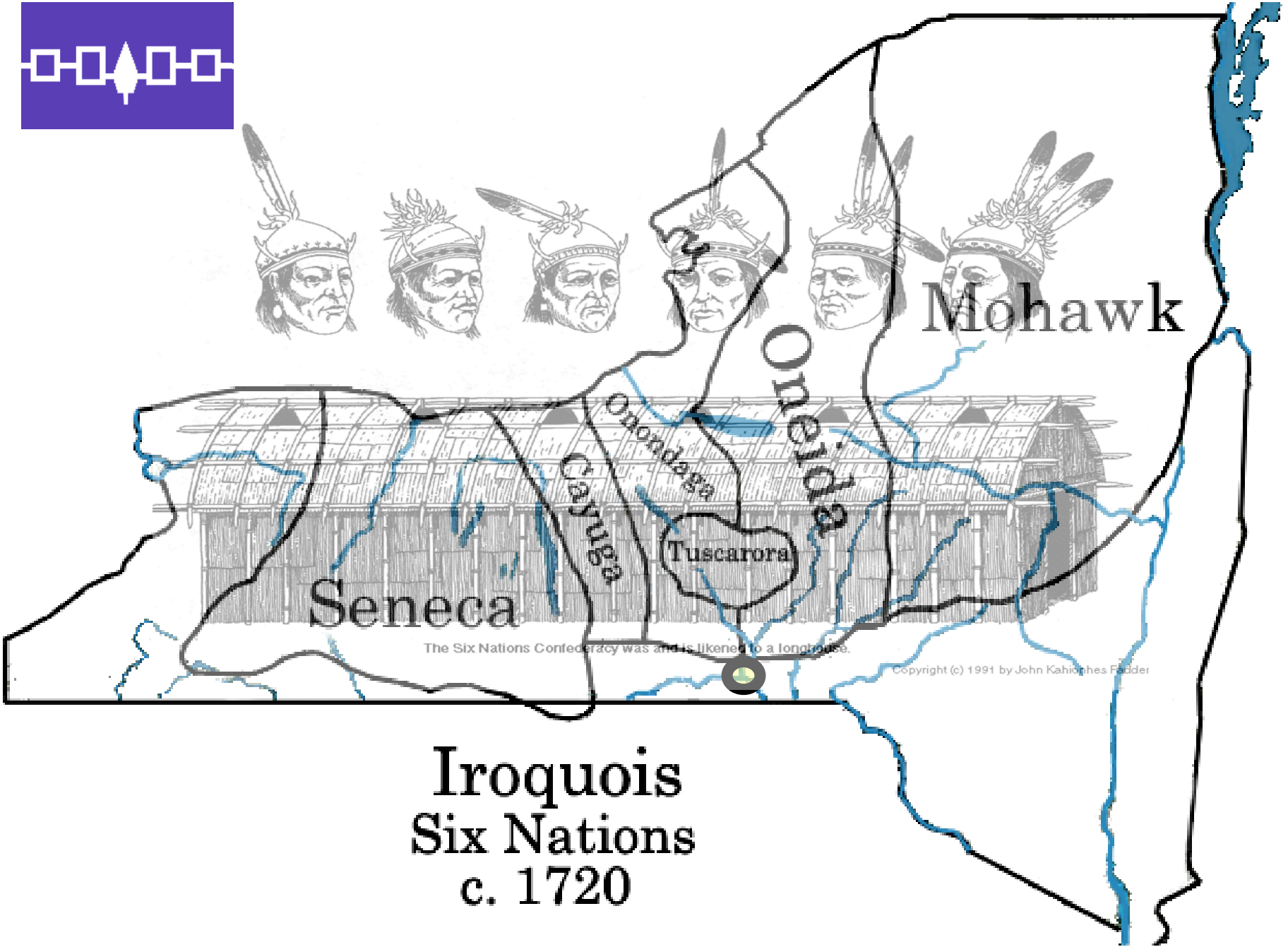
**CAYUGA  
NATION**

**ONONDAGA NATION**  
Keepers of the Central Fire  
and the heart of the Five  
Nations loyal to the Great  
Law of Peace

**ONEIDA  
NATION**

**MOHAWK  
NATION**  
Keepers of the  
Eastern Door





Seneca

Cayuga

Onondaga

Tuscarora

Oneida

Mohawk

The Six Nations Confederacy was and is likened to a longhouse.

Copyright (c) 1991 by John Kahionhes Fadder

# Iroquois Six Nations c. 1720



# The Three Sisters Garden – A Living Treaty to Honor and Respect the Land upon which We Reside





# The Three Sisters Garden – A Living Treaty to Honor and Respect the Land upon which We Reside



Three Sisters Garden

In collaboration with the Onondaga Nation in the spirit

## Three Sisters Garden

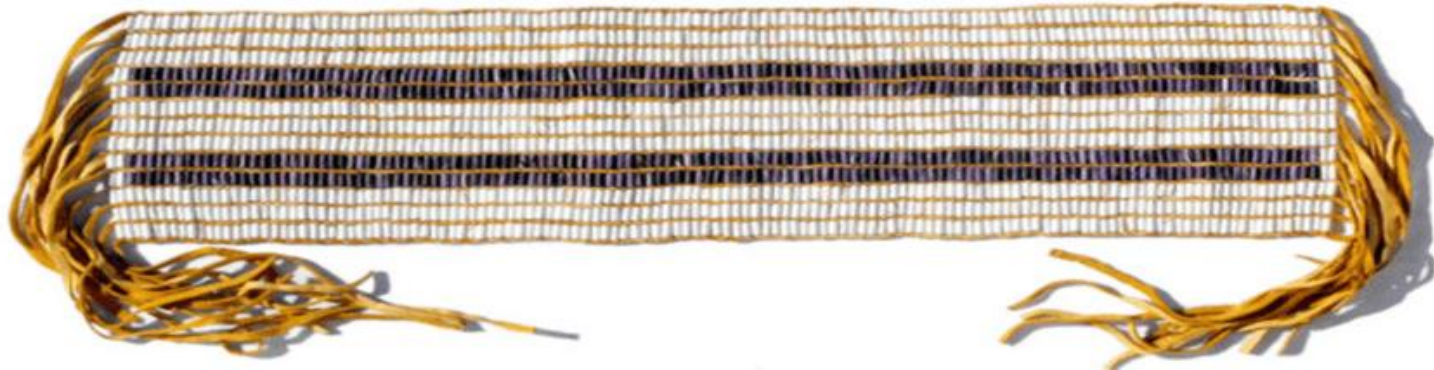
In collaboration with the Onondaga Nation in the spirit of the Two Row Wampum—Gä•sweñta' or The Silver Covenant Chain of Friendship. As a Living Treaty "Together we will travel in Friendship and in Peace Forever, as long as the grass is green, as long as the water runs downhill, as long as the sun rises in the East and sets in the West, and as long as our Mother Earth will last"



# Gä•sweñta' - Two Row Wampum



Today, the white beads symbolize the principles of Peace, Respect, and Friendship. The two purple rows symbolize the independent paths of the Haudenosaunee and the newcomers to the Americas.



# Community Engagement

The **collaboration** between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange** of knowledge and resources in a context of reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. [Emphasis Added]

-Carnegie Foundation for the Advancement of Teaching, 2014



# Center for Civic Engagement (CCE)

## Mission

The Center for Civic Engagement (CCE) cultivates partnerships that strengthen communities and develop active and engaged citizens.

## Goals

- The CCE works with communities within and beyond Binghamton University's campus to provide rewarding and meaningful opportunities to students, faculty, staff, alumni and other community members
- The CCE supports the attainment of academic, personal and professional growth through civic engagement, developing active and engaged citizens
- The CCE serves as the hub for coordinating community engagement and community-engaged learning at Binghamton University



# Carnegie Community Engagement Classification



- Requires a **culture of engagement** that is reflected through institutional mission, identity and commitments.
- **Evidence-based documentation** of institutional practices to be used in a process of self-assessment and quality improvement.



# **Creating meaningful and reciprocal community partnerships using an asset-based approach**



**In taking an Asset and Strengths-Based Approach to working with community partners *need* to avoid using the four letter word:**

**~~NEED~~**

## Values - Strengths - Assets

<ul style="list-style-type: none"><li>• Collaboration</li><li>• Equity</li><li>• Reflection</li><li>• Dialogue</li><li>• Listening</li><li>• Communication</li><li>• Trust</li><li>• Respect</li><li>• Reciprocity</li><li>• Diversity</li><li>• Flexibility</li><li>• Connection</li><li>• Relationship</li><li>• Authenticity</li><li>• Voice</li><li>• Participation</li><li>• Open mind</li><li>• Conviction</li><li>• Responsive</li><li>• Nurture</li><li>• Humility</li><li>• Care</li><li>• Cultivate</li><li>• Advocate</li><li>• Integrity</li><li>• Self-direction</li><li>• Efficiency</li><li>• Creativity</li><li>• Competition</li></ul>	<ul style="list-style-type: none"><li>• Decisiveness</li><li>• Democracy</li><li>• Transdisciplinary</li><li>• Interdisciplinary</li><li>• Disciplinary</li><li>• Equality</li><li>• Human Dignity</li><li>• Sustainability</li><li>• Fairness</li><li>• Freedom</li><li>• Family</li><li>• Autonomy</li><li>• Power</li><li>• Friendship</li><li>• Social change</li><li>• Social Justice</li><li>• Assets</li><li>• Beauty</li><li>• Love</li><li>• Innovation</li><li>• Engagement</li><li>• Learning</li><li>• Cooperation</li><li>• Change</li><li>• Transformation</li><li>• Revolution</li><li>• Belonging</li><li>• Curiosity</li><li>• Humor</li></ul>	<ul style="list-style-type: none"><li>• Community</li><li>• Responsibility</li><li>• Self-awareness</li><li>• Meta-cognition</li><li>• Nature</li><li>• Self-respect</li><li>• Self-realization</li><li>• Independence</li><li>• Honesty</li><li>• Competence</li><li>• Harmony</li><li>• Knowledge</li><li>• Leadership</li><li>• Quality</li><li>• Pleasure</li><li>• Teamwork</li><li>• Truth</li><li>• Spirituality</li><li>• Peace</li><li>• Wisdom</li><li>• Loyalty</li><li>• Balance</li><li>• Quality</li><li>• Quantity</li><li>• Structure</li><li>• Status</li><li>• Recognition</li><li>• Stability</li><li>• Health</li><li>• Progress</li></ul>
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# Key Characteristics of Community-Engagement

- In and with the community
- Collaborative - involves community members in design and implementation
- Based on respect and reciprocity
- Validates multiple sources of knowledge and multiple methods of discovery
- Disseminates the knowledge produced to better/improve/remedy the societal issue

Source: Center for Community Engagement at Sonoma State University,  
[http://www.sonoma.edu/cce/faculty/differences\\_cbr\\_cbpr\\_ar.html](http://www.sonoma.edu/cce/faculty/differences_cbr_cbpr_ar.html)

## High Quality Practices for Responsible Community Engagement\*

This list is not in priority order, as all high-quality practices are interconnected and equally valued.

Practice accountability through recognizing the value of sustained community involvement in promoting understanding, fostering mutually beneficial relationships, and creating lasting impact.

### Value Diversity and Social Justice

#### Embrace a Strengths and Asset-based Perspective

- Recognize the wealth of resources, wisdom, and resilience that exists within communities and de-emphasize a deficit/needs approach to engagement.
- Emphasize enhancing opportunities and resources in partnership with community members and organizations, rather than on "fixing" perceived issues or problems within communities.

\*Adapted from: [Best Practices for Responsible Community Engagement](#) -Case Western Reserve University; [Principles of Ethical and Effective Service](#) -Stanford University; [Center for Community Engagement](#) -Sonoma State University; Strand, et al. Community-Based Research and Higher Education; Jacoby et al. Building Partnerships for Service Learning.



# High Quality Practices for Responsible Community Engagement

## Foster Mutually-Engaged and Reciprocal Partnerships

- Foster mutually beneficial and reciprocal partnerships that genuinely support the work of community partners and the development of students, faculty, and staff.
- Collaborate with community partners to develop agreed upon goals and strategies, and evaluate, and revise programs to ensure that programs are beneficial to their work.
- Explore your own identities and positionality, and how they shape your experience in community. Seek to continuously identify and challenge assumptions, biases, judgments, and stereotypes about individuals and communities.
- Promote inclusion through valuing and respecting people of diverse identities and backgrounds, and work to create inclusive environments.
- Recognize and identify ways to address root causes of social injustice and adapt a long-range social change perspective through a variety of forms of civic engagement.

# High Quality Practices for Responsible Community Engagement

## Practice Humility

- Approach community engagement activities with an open mind and a listening and learning attitude.
- Foster trust, empathy, and mutual respect through ongoing and sustained open communication.
- Critically examine how issues of power and privilege impact attitudes towards community and community engagement activities.



# High Quality Practices for Responsible Community Engagement

## Engage in Learning, Reflection and Evaluation

- Provide intentional opportunities for learning about partner organizations, community issues, and context before, during, and after community engagement activities.
- Process community engagement experiences through dialogue to deepen self-awareness and understanding of community and to inform future actions.
- Systematically evaluate engagement outcomes in collaboration with community partners.

# Ten Principles of Successful Community-Campus Partnerships

(Excerpted from Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003) Community-Based Research and Higher Education, p, 29

## *Entering Partnerships*

1. Share a worldview
2. Agree about goals and strategies
3. Have trust and mutual respect

## *Conducting Partnerships*

4. Share power
5. Communicate clearly and listen carefully
6. Understand and empathize with each other
7. Remain flexible

## *Outcomes of Partnerships*

8. Satisfy each other's interests or needs
9. Have their organizational capacities enhanced
10. Adopt long-range social change perspectives

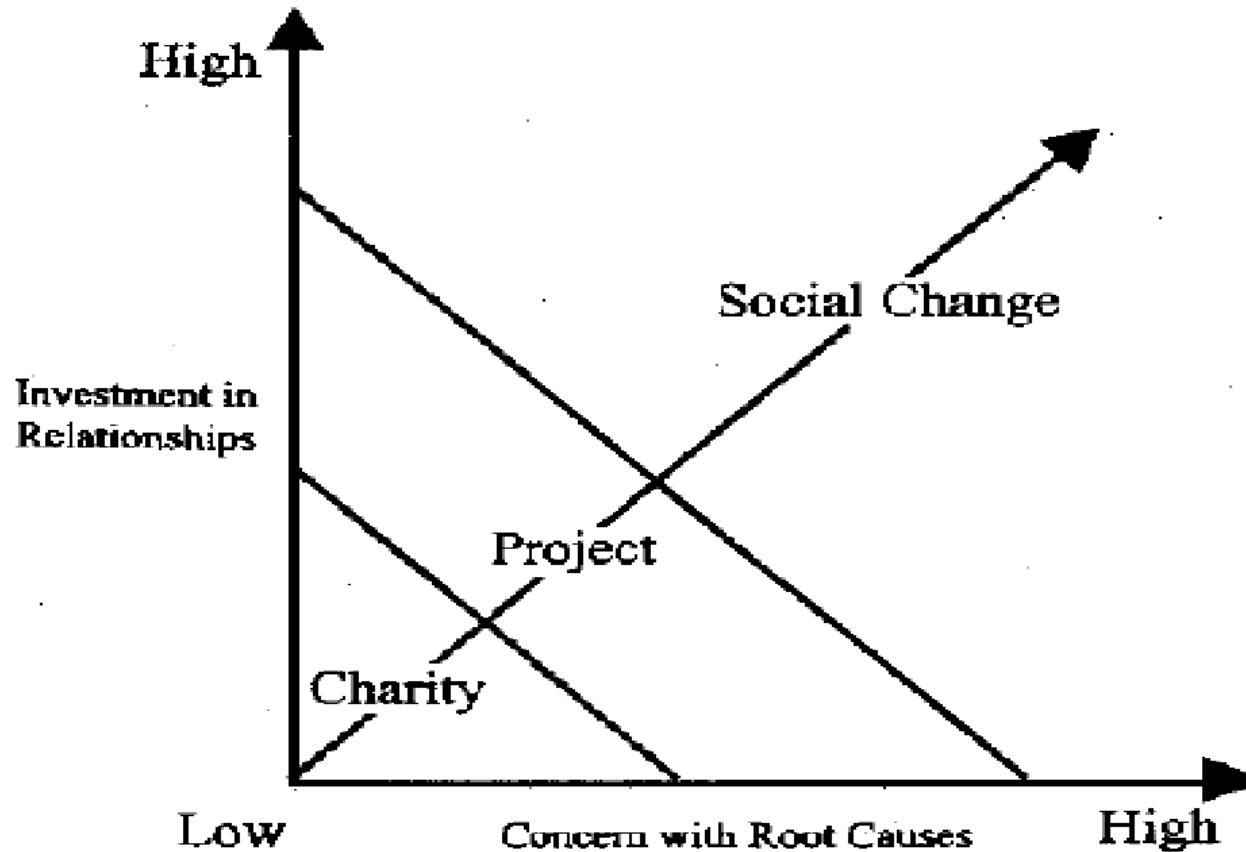
# Principles of Good Community-Campus Partnerships

(Excerpted from Jacoby & Associates (2003) Building Partnerships for Service Learning, p. 14)

- ❑ Partners have agreed upon mission, goals, and measurable outcomes for the partnership.
- ❑ The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- ❑ The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- ❑ The partnership balances power and among partners and enables resources among partners to be shared.
- ❑ There is a clear, open, and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/ clarify the meaning of terms.
- ❑ Roles, norms and processes for the partnership are established with the input and agreement of all partners.
- ❑ There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- ❑ Partners share the credit for the partnership's accomplishments.
- ❑ Partnerships take time to develop and evolve over time.



**FIGURE 1**  
*Critical Elements in Three Paradigms of Service*



Morton (1995:21 )

# Continuum of Engaged Scholarship

**TO**

## Broadcasting / Publicizing

**Research, teaching or creative work** is developed within academic disciplines and fields, generally without collaborating with communities.

**Programs** share findings and other scholarly products with the public through lectures, videos, websites, blogs, learning materials and more.

**FOR**

## Applying / Translating

**Research, teaching or creative work** is conducted or adapted for the benefit of a specific community or to address a recognized “problem of practice.”

**Programs** and products are tailored for communities based on their interests and needs, and community members are encouraged to access information and request resources.

**WITH**

## Collaborating / Co-constructing

**Research, teaching or creative work** is conducted with communities; problems, goals and methods are jointly defined by campus and community participants.

**Programs** are collaboratively developed with communities to address jointly defined goals and interests; multiple university and community stakeholders are actively involved.

**Collaboration and Relationship Building**

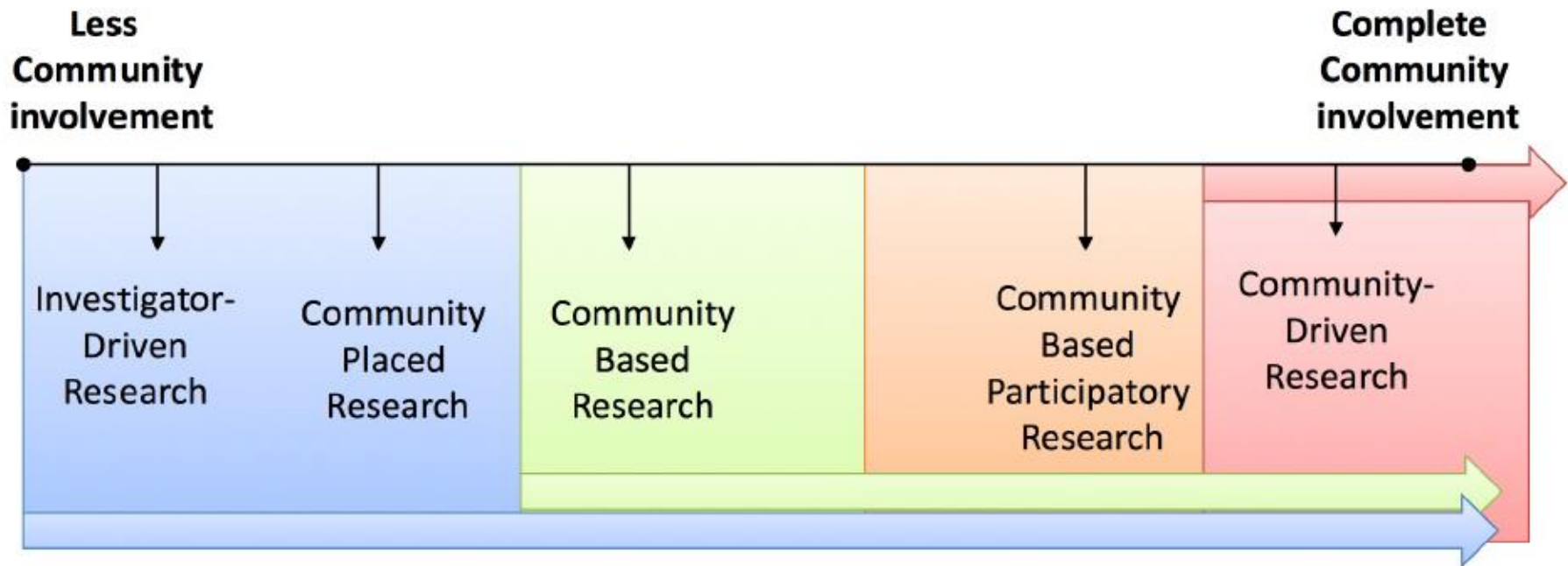


Office for Outreach and Engagement  
UNIVERSITY OF COLORADO BOULDER

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# Community Engaged Research Continuum





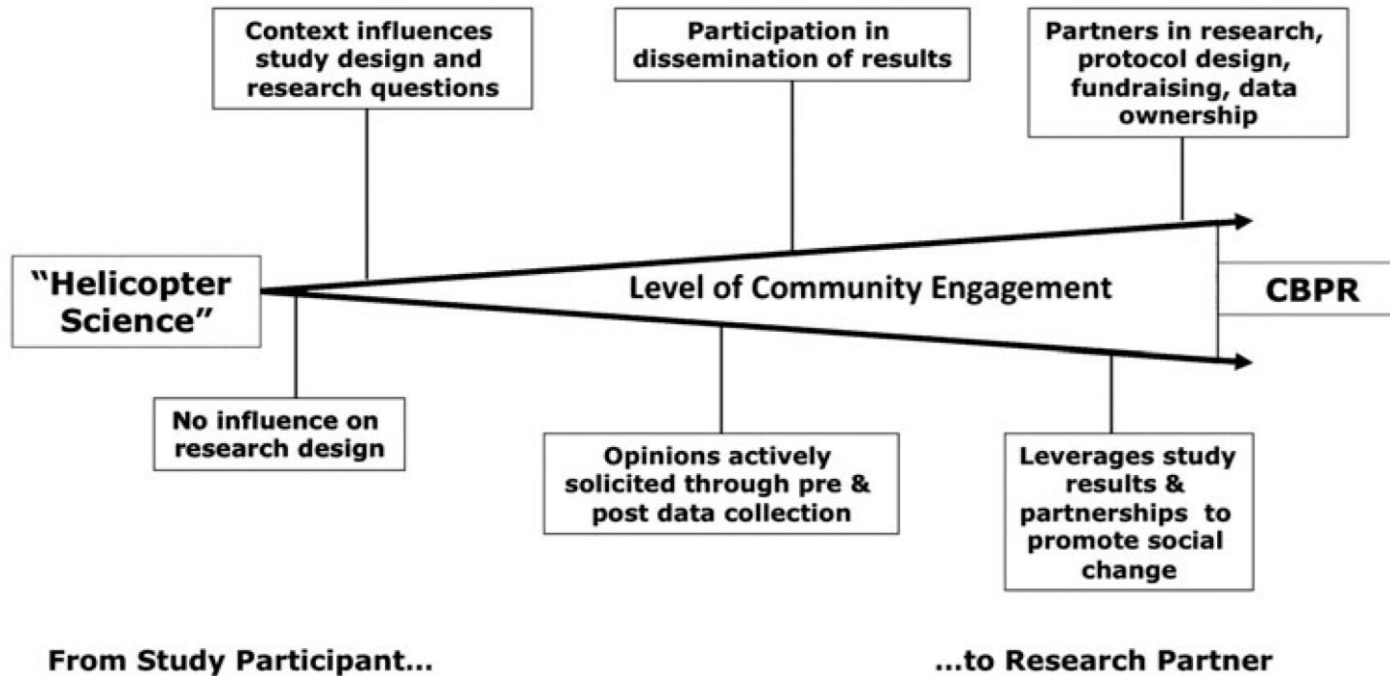


FIG. 1. Schematic of community based participatory research as a continuum of efforts, with varying degrees of community engagement. Levels of engagement increase as community members are transformed from study participants to research partners.

## HOW CBPR STRENGTHENS SCIENCE

**FIG. 2.** The 3 Rs (rigor, relevance, and reach) in relation to generalized steps of a community based participatory research approach, where traditional researchers and community members are jointly involved at each step, though levels of participation may vary.

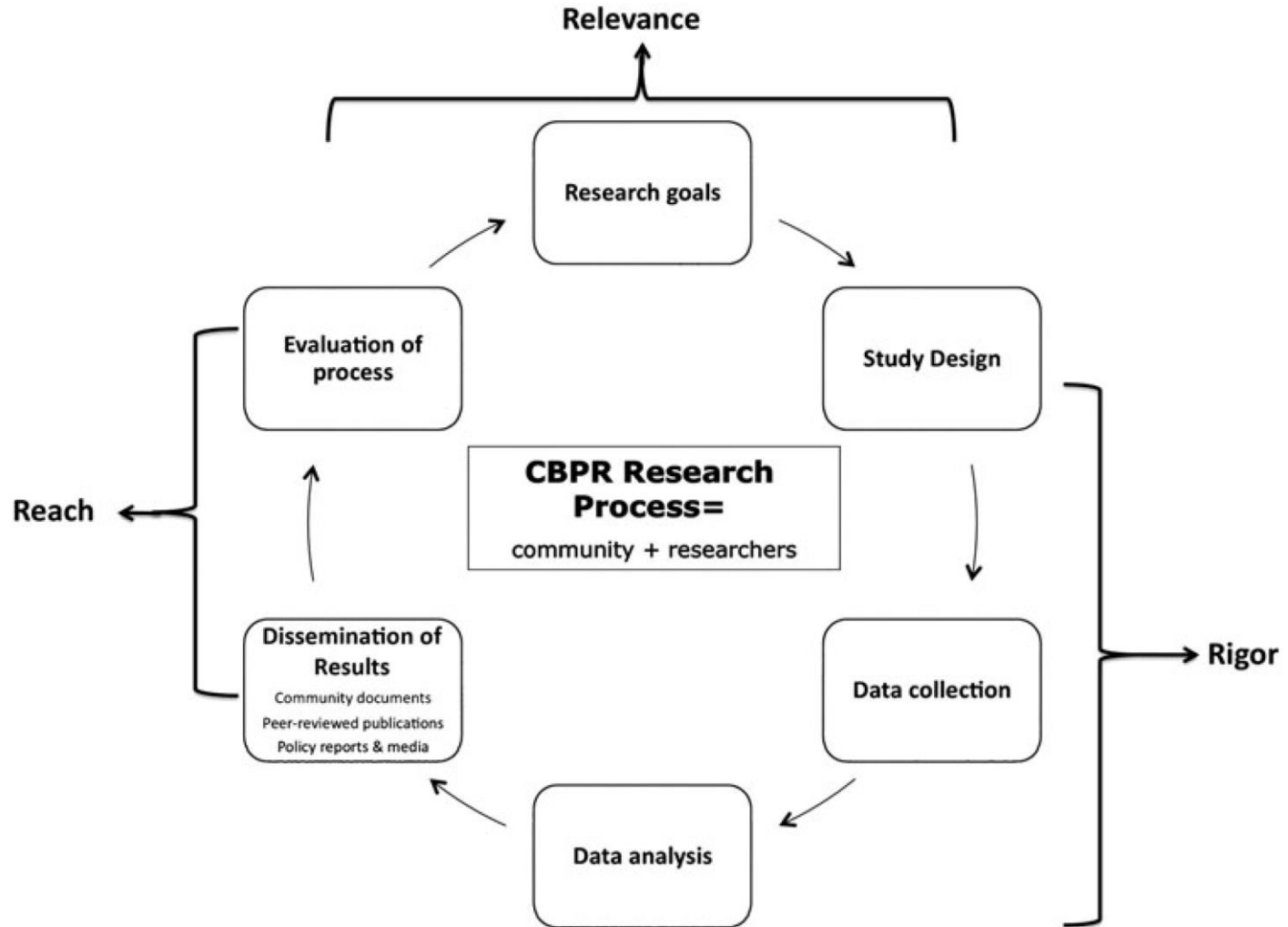
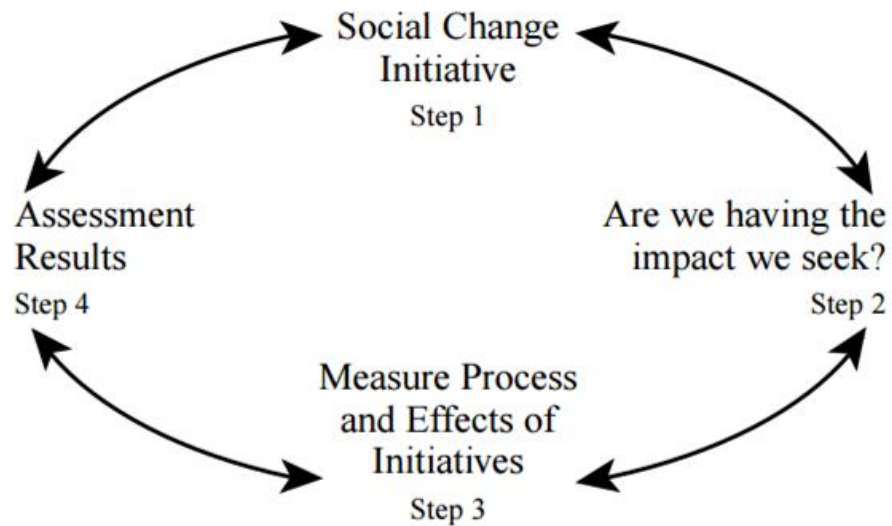


Figure 1  
*Comparative Models of Outcomes Assessments*

1a: Community-based research model



1b: Traditional research model

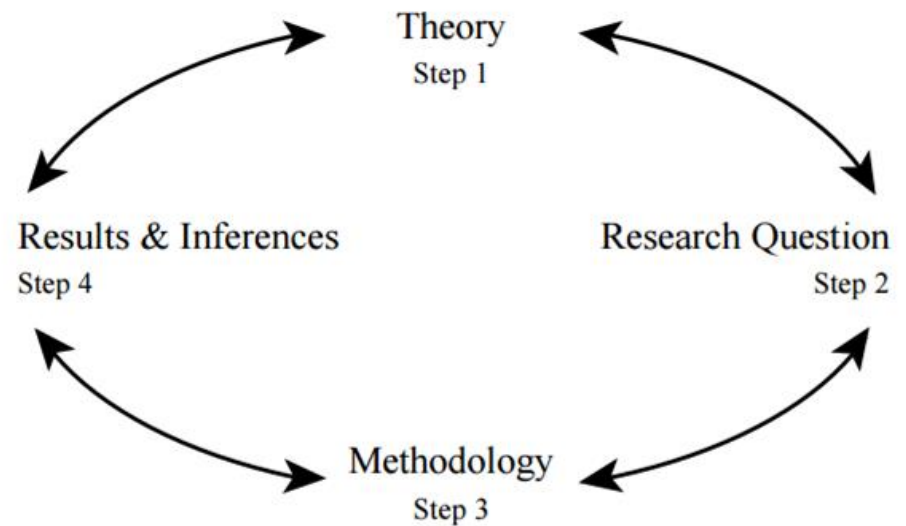
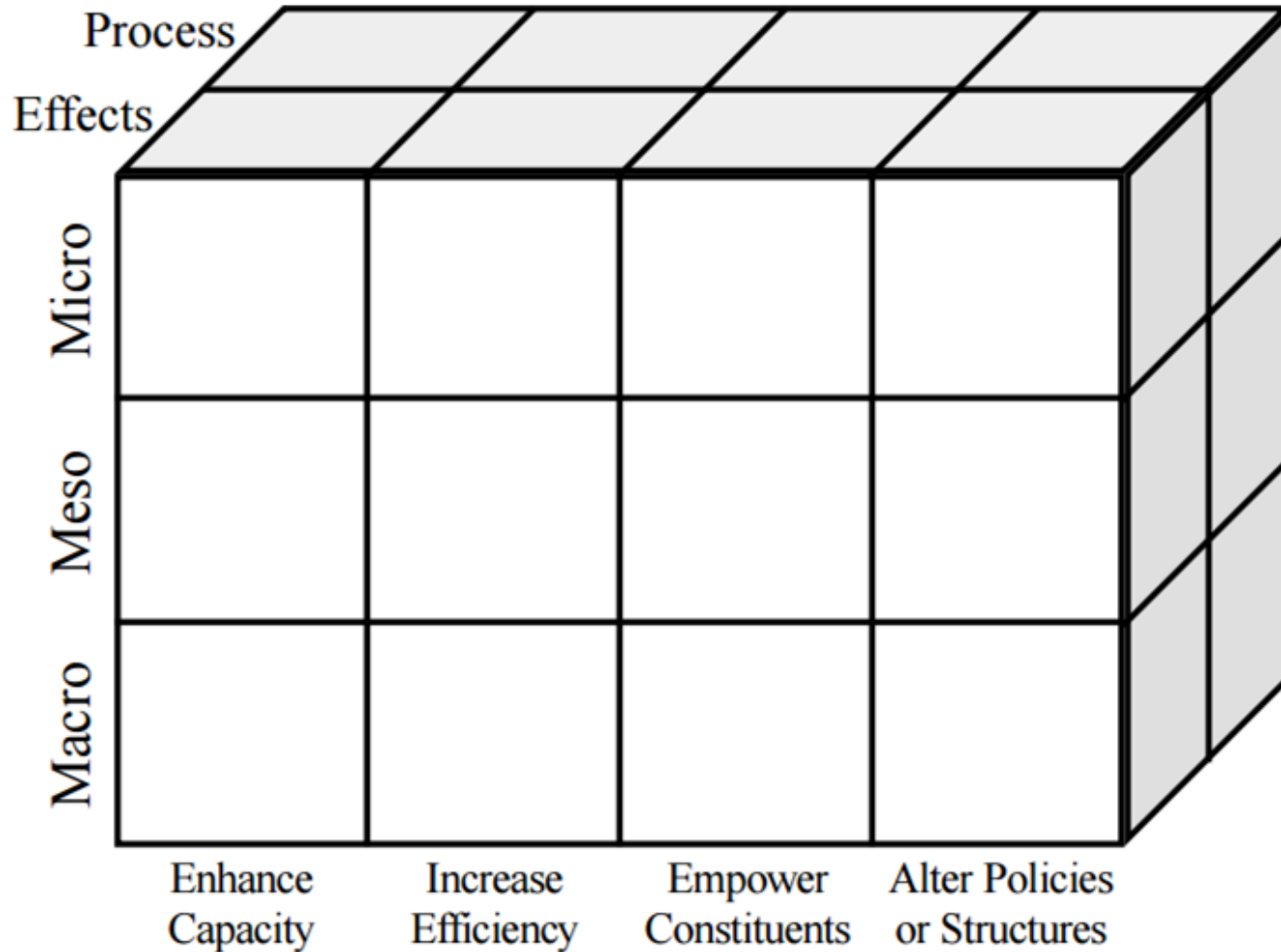




Figure 2  
*Conceptual Framework for CBR Assessments*



(Marullo et al. 2003:62).

# Questions?

# Sharing