**Facilitating student participation in service learning and applied research-based partnerships:**

**Developing the capacity of a next generation of professional partners**

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**GOAL:** Discuss strategies for developing students’ capacity for work in community-university partnerships, particularly via community-based applied research, program evaluation, consultation, advocacy, and service.

1. **CONTEXTS OF THIS WORK - SELECTED COMMUNITY PARTNERSHIPS**
	1. Multi-agency, school-based wraparound initiative to address the comprehensive needs of families
	2. Pilot data-based evaluation and coaching effort to support innovative service delivery in public housing
	3. Family support effort to reduce disparities in child welfare
	4. Interdisciplinary community-university partnership to identify and promote community assets
	5. Multi-level partnership with local children’s intermediary, supporting research and advocacy efforts
2. **STUDENT ROLES AND TRAINING EXPERIENCES**
	1. Students function in diverse roles, including: program evaluators, consultants, researchers, policy advocates, program developers/implementers… and ‘critical friends’.
	2. Example learning objectives: gaining experience working in nonprofits, including strategic planning; building program evaluation experience base; preparing reports for policy briefs; coordinating community initiatives.
	3. Students develop/build on competencies in such areas as: applied research and program evaluation; capacity building, collaboration (particularly with community partners and across interdisciplinary teams), group process/facilitation skills, advocacy, qualitative/quantitative data collection and analysis; etc.
3. **FACULTY AND COMMUNITY PARTNER ROLES**
	1. Development of these opportunities (faculty research labs, program curriculum, broader partnerships)
		1. Preliminary steps – the critical context of reputations/relationships and team-based infrastructure
		2. How might these steps differ for, e.g., class-related projects vs. student-led applied research efforts, or for an advanced practicum versus an initial experience in program evaluation or consultation?
		3. In some circumstances: develop contracts, with feedback from key parties (examples available)
	2. Support and mentoring of students
	3. Developmentally-appropriate supervision and guidance to students of varying experience levels
4. **LESSONS LEARNED – WHAT HAS WORKED? WHAT HAS NOT?**
	1. Strengths and benefits of the partnership-based training experiences
	2. Less successful elements
	3. Actionable strategies and recommendations.
		1. Establish a mutually beneficial partnership
		2. Increase the likelihood that student involvement will be positive for all parties
		3. Engage students as important stakeholder in the partnership (not just ‘implementers’ of decisions made by the practitioners, faculty, etc.
	4. How do we do this? What are our general organizing frameworks for our teams, given that we operate without the benefit of a center or other structured organizational support?
5. **WE WANT TO HEAR FROM YOU**
	1. What are your strategies and models for student engagement? What has worked for you?
	2. What have been your experiences with interns, practicum students, and student researchers?
	3. What seem to be optimal contexts for substantive student involvement?
	4. What do you see as the necessary and sufficient conditions – and requisite steps by community and university partners – for student roles as full partners in community-based partnerships?

**KEY, TAKE-HOME POINT:** It is critical that we ensure that university-community partner relationships are meaningful for all parties (including the agencies, other community partners, the student trainees, and university faculty), and that they serve to bring academically-grounded knowledge to the field.

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