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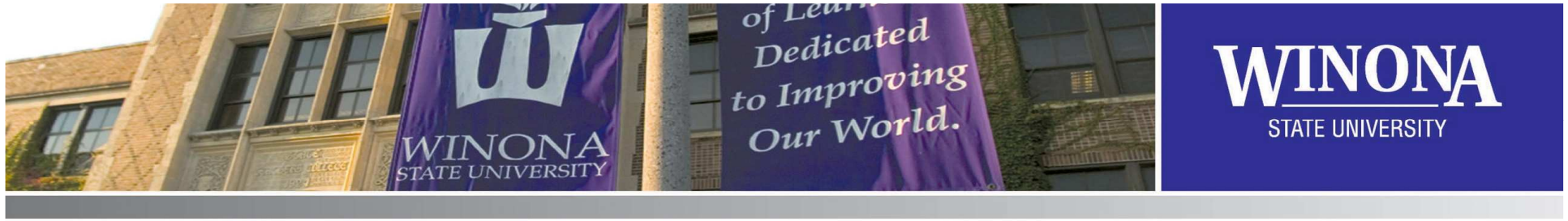
University/Community Partnerships

Documenting and Learning from the
Experience of Collaboration



University/Community Engagement

University/Community Engagement describes the **collaboration** between higher education institutions and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange of knowledge** and resources in a context of **partnership and reciprocity**. (Carnegie Classification Project, 2005)



Building an approach to documentation and learning from experience

- There is a community engagement “buzz” in higher education and funding circles—many reports and policy statements.
- With few exceptions, engagement is viewed through a higher education lens.
- Most measuring systems focus on demonstrating how “engaged” the university is rather than how involved all the partners are.



Building an approach to documentation: The IUPUI Inventory

- **Civic Engagement Inventory:** [CEI Home](#) [CEI Search](#) [CEI Report](#)
SEARCH CIVIC ENGAGEMENT SEARCH ENGINE To search the Civic Engagement Inventory, please use the following:
- **Free-Text Search: Select Topical Domain(s):**
- **Arts, Humanities, and Cultural Enrichment Keyword Search:**
- **Business/Technical Assistance Career and Professional Competencies Select Schools/Units:**
- **Economic Development**
- **Health, Social Sciences, and Human Services Education and Life-Long Learning** When you are finished, please click search.
- **Housing and Community Development Information Technologies Science, Engineering, and Technology Government, Urban Planning and Environment**



Building an approach to documentation: The IUPUI Inventory

Performance Indicators:

- Enhance capacity for civic engagement **Green**
- Enhance civic activities, partnerships, and patient and client services **Green**
- Intensify commitment and accountability to Indianapolis, Central Indiana, and the state **yellow**



Building an approach to documentation: The scholarship of engagement from a higher education perspective

National Review Board

<http://www.scholarshipofengagement.org/>

- Does the scholar state the basic purpose of the work and its value for the public good?
- Is there an “academic fit” with the scholar’s role, departmental and university mission?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify intellectual and significant questions in the discipline and in the community?



What are the features of a university/ community partnership from a shared perspective?

1. Who formulates the questions (and how)?
2. Who provides expertise and information?
3. Who participates in analysis and interpretation and in what roles?
4. Who bears the risk and who enjoys the benefits?
5. Who defines success and how?
6. Who translates the knowledge into action?

Source: Dr. Sherril Gelmon, presentation at Deakin/DHS on March 14, 2008



Community Engagement in the United States: What are we learning?

- Most partnerships are limited because distribution of power and resources among the partners are inequitable.
- Many partnerships are driven by the interests and priorities of the higher education partner(s) or funding agencies.
- The golden rule often prevails---those who have the gold, make the rules.



Community Engagement in the United States: What are we learning?

- Funding often supports campus infrastructure, not community capacity.
- Higher Education partners want to work collaboratively but often do not know how. A deep cultural change is needed if higher education is to recognize expertise from outside the Academy.



Community Engagement in the United States: What are we learning?

- The benefits of the partnership are often not readily apparent to community participants due to other pressing priorities-social, professional, financial that demand attention.

Source: Wingspread Conference, Achieving the Promise of Authentic Community-Higher Education Partnerships (2006)



What factors shape the course of any university/community engagement?

- The culture of the higher education institutions and the agencies that plan to collaborate
- The backgrounds, experiences and demographics of the participants and their experience with each other before, if any
- The pressures that each partner is feeling and the extent to which the partnership addresses or relieves those pressures or diverts attention and resources toward or away from critical priorities.



What factors shape the course of any university/community engagement?

Many factors influence what kind of relationships will form, what resources they can draw upon, how easily the group can arrive at a common purpose and agenda, how quickly a level of trust will form and whether the relationships can adapt to changing conditions and experiences that might place a strain on the working relationships within the collaboration or offer reasons to adapt the partnership to reflect new lessons learned.



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University/Community Partnerships

How is the Deakin University/DHS Partnership doing and what are you learning?



What factors are shaping the course of your partnership?

- The distribution of power among the participants
- The motivations that have brought you together—external mandates, compelling constituency needs, opportunities that require a partnership, early successful experiences that are building a strong inclination to work together more intensely



What factors are shaping the course of your partnership?

- The clarity of your shared agenda and the goals that derive from that agenda
- How well you have articulated what success will look like
- How measurable your progress is and the extent to which you can define leading and lagging indicators



What factors are shaping the course of your partnership?

- Your funding sources and any expectations and directives that go with that funding
- The level of support from the executive level in both organizations
- The extent to which this collaboration supports the core mission and goals of each organization



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Mutual respect and trust**—How far have you come in developing a close working partnership? Is your working relationship still evolving? If so, have you an ideal condition in mind? Do you agree on what the best possible model/working relationship might look like and how to achieve it? How often do you talk about the partnership itself, rather than the specific goals or projects you are pursuing?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Mutual benefit**---What benefits does each organization gain from working together? What kinds of evidence does each organization need in order to justify continuing this collaboration? Do you agree as a group on the answers to this question or does each contributor have his or her own reasons for participating? Who in each organization will decide whether the collaboration is productive and worth the investment of resources (personnel, funding, etc.)?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Shared vision---**What is your shared vision? How was it created? Who participated in developing the original vision? How does your vision guide your work?
- ✓ **Clarity of purpose---**Why did you decide to work together originally? Have your reasons for working together changed? If so, in what ways?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Ability to work cross organizational boundaries--**
To what extent do you share resources, risks and rewards? What do you share? Do you consider the contributions of each organization to be equitable and appropriate? What has “ownership” of the working relationship and the shared programs and activities?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Capacity to learn from experience and adapt---**
What information do you collect? How often do you review your progress? How do you apply what you learn from those reviews and reflections?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **An ability to work through differences and tensions---**What kinds of issues have arisen? How have you worked your way through them? What issues remain that are troubling to you?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Identification of leading indicators---**What measures do you use to assess your progress and the value of this work for your respective constituencies? What documentation do you keep? Who has access to this information and how is the information used?



Assessing the Deakin University/DHS (BSWR) Partnership

- ✓ **Alignment**---To what extent does this partnership match up with the identified needs of the community you serve? How were those needs identified and by whom?
- ✓ **Level of community support**---Who else knows about this collaboration? Who supports your work outside your organisations?



Building an approach to documentation: Using the CCPH Principles

Principle 1: Partners have agreed upon mission, values, goals and measurable outcomes for the partnership.

Principle 2: The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.

Principle 3: The partnership builds upon identified strengths and assets, but also addresses areas that need improvement



Building an approach to documentation: Using the CCPH Principles

Principle 4: The partnership balances the power among partners and enables resources among partners to be shared.

Principle 5: There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.



Building an approach to documentation: Using the CCPH Principles

Principle 6: Roles, norms, and processes for the partnership are established with the input and agreement of all partners.

Principle 7: There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

**SOURCE: Partnership Perspectives. Community-Campus Partnerships for Health. Volume 1, Issue II, summer 2000
Retrieved from <http://www.ccph.info/>**



Using the CCPH Principles: An Assessment Tool

Assessing the CCPH Principles of Partnership in a Community-Campus Partnership.

SOURCE: Authored by Julie Bell-Elkins, Director of the Office of Social Issues and Wellness at Framingham State College. Retrieved from <http://www.ccpb.info/>