UNIT 3: ESTABLISHING COMMUNITY-CAMPUS PARTNERSHIPS

"Curriculum development is a process and rests in part on the status of the community-campus partnership. As the needs of the community become more clear, and the experience of the faculty and students evolves, the curriculum will be greatly enhanced (Goodrow, B. et al, 2001)."

COMPETENCIES

After completing this unit, you will be able to:

- Describe the principles of partnership and how they can be applied to the process of service-learning curriculum development that uses service-learning as its pedagogy.
- Implement effective strategies for collaboration and "getting to know" your partners.
- Develop pre-planning strategies for your partnership's activities.
- Identify resources and partners within the academic institution that can facilitate planning a collaborative effort with community partners.
- Develop mutually beneficial relationships with community leaders and other stakeholders.
- Describe the asset-based approach towards working with communities in a service-learning partnership.

HANDOUTS

- Sample Service-Learning Partnership Agreement
- Sample Guidelines and Limitations for Students enrolled in a course that uses Service-Learning
- The North Carolina Community-Based Public Health Initiative Authorship Guidelines

WORKSHEETS

- Guidelines for Writing a Partnership Agreement or Memorandum
- Partnership Assessment Tool

INTRODUCTION

This unit provides key strategies for developing effective and meaningful community-campus partnerships for service-learning. For those who have established effective partnerships, the material presented in this unit may help "fine-tune problem areas. Even if users identify their partnership as advanced, we recommend reviewing the material in this unit. In addition, the worksheet materials will provide tools that can be used to assess the partnership and its effectiveness. More information about partnership assessment can be found in Unit 4.

THE PRINCIPLES OF PARTNERSHIP: THE FOUNDATION FOR THE COMMUNITY-CAMPUS PARTNERSHIP

A growing body of literature focusing on collaboration and partnership building amply describes the challenges of developing successful partnerships (Flower, 1998; Lasker, 2000; Maurana, 2000). Over the last 15 years, Community-Campus Partnerships for Health has studied, examined, engaged in, and evaluated what makes partnerships work, sustain authenticity, and achieve the change they want to see in their communities. The figure below aims to show how authentic partnerships best exist within a space that includes four specific elements: 1) Guiding Principles of Partnership, 2) Quality Processes, 3) Meaningful Outcomes and 4) Transformative Experience(s). These four elements represent a synthesis of the experiences of seasoned community and academic partners engaged in partnerships and on CCPH's extensive work since its first set of principles were released on 1998. Each element is described further, thus guiding the development of new partnerships and supporting existing partnerships that are striving to become more authentic (CCPH Board of Directors, 2013).

GUIDING PRINCIPLES: The following Principles of Partnership (see p. 22) developed by CCPH below are meant to be used for discussion or as a model for developing one's own principles of partnership, not to be prescriptive or adopted verbatim.

1. The Partnership forms to serve a specific purpose and may take on new goals over time.

2. The Partnership agrees upon mission, values, goals, measurable outcomes and processes for accountability.

3. The relationship between partners in the Partnership is characterized by mutual trust, respect, genuineness, and commitment.

4. The Partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.

5. The Partnership balances power among partners and enables resources among partners to be shared.

6. Partners make clear and open communication an ongoing priority in the Partnership by striving to understand each other's needs and self-interests, and developing a common language.

7. Principles and processes for the Partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.

8. There is feedback among all stakeholders in the Partnership, with the goal of continuously improving the Partnership and its outcomes.

9. Partners share the benefits of the Partnership's accomplishments.

10. Partnerships can dissolve, and when they do, need to plan a process for closure.

11. Partnerships consider the nature of the environment within which they exist as a principle of their design, evaluation, and sustainability.

12. The Partnership values multiple kinds of knowledge and life experiences.

QUALITY PROCESSES should be relationship focused; open, honest, respectful and ethical; trust building; acknowledging of history; committed to mutual learning and sharing credit.

MEANINGFUL OUTCOMES will be tangible and relevant to communities. For example: eliminating health disparities, creating affordable housing, closing the education gap and revitalizing rural economies.

TRANSFORMATION can occur at multiple levels, such as

- **Personal transformation,** including self-reflection and heightened social, political consciousness
- **Institutional transformation,** including changing policies and systems
- **Community transformation,** including community capacity building
- **Transformation of science and knowledge,** including how knowledge is generated, used and valued as well as what constitutes evidence and ethical practice
- **Political transformation,** including social justice

The power of a community-campus partnership can bring diverse groups of people together to identify new and better ways of thinking about building communities and strengthening higher education. By establishing the partnership on the guiding principles presented above, the partnership is well-positioned to focus on the pre-planning and planning strategies necessary for the development of a course that uses service-learning as pedagogy. These are also key principles that can encourage the institutionalization, growth, and sustainability of both the partnership and the service-learning curriculum.

INTEGRATING COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH PRINCIPLES OF PARTNERSHIP AND SERVICE-LEARNING

Principle #1: Formed to serve a purpose

In developing a partnership, members benefit from engaging in formative conversations. These conversations can ensure that partners acknowledge and describe the similarities and differences among them, especially those that relate to culture. Developed from places of deep mutual understanding, partners can specify the shared purpose that brings them together and set realistic partnership goals. That purpose and those goals should be specified and included in any memoranda the partnership develops. They may find that, overtime, the original goals need to be revised and/or augmented.

Principle #2: Agreed upon values, goals, measurable outcomes, and accountability

The first step towards agreement in these areas is to discover the questions each side has for the other. Institutional representatives may have questions regarding the community partner's mission and strategies; the community organization may have questions regarding the institution's curriculum building process and self-teaching opportunities. Once perspectives and agendas are better understood, a negotiation and priority setting process should be used to distill the areas of mutual agreement that can be used as the beginnings of a working relationship.

Principle #3: Mutual trust, respect, genuineness, and commitment

These elements will become stronger over the passage of time, but it is critical to highlight their importance at the very beginning stages of relationship-building. Each partner must function with genuine respect for the other in terms of the value and importance of the resources, perspectives, knowledge, and time each side devotes to the partnership. Even if partners come from very different places in society, it is critical for both sides to reserve judgment and to maintain an open mind regarding motivations and the quality of what each side brings to the partnership.

Principle #4: Build on strengths and assets, but also address needs

High quality assessment can be productive at all stages of a partnership, even the beginning. Discussions around the first three partnership principles should provide a base upon which to maximize each partner's assets while also uncovering needs that can be addressed effectively through the partnership. Establishing a pattern of mutual assessment also paves the way for rigorous and meaningful evaluation as the partnership evolves. Further, until issues and needs are expressed, no true understanding or honest approach to partnership development can be expressed.

Principle #5: Balance power and share resources

Many institutions assume that their community partners hold limited power and that it's necessary for the institutions to "build them up." While possibly well-intentioned, this is an unproductive and potentially dangerous assumption (for more information, see Culturally Competent Service-learning). Partners should both openly discuss and assess the partnership's power dynamics; then, if necessary, methods of power redistribution should be considered. Once a more equitable balance of power is in place, resources can be shared more effectively. Partners should also be creative regarding how resources are defined. Resources are not just financial; they also often include people, supplies, space, or knowledge. Moreover, appreciation and energy can be seen as resources that partners can and should share and celebrate.

Principle #6: Clear, open, and accessible communication

Establish communication expectations as well as the best communication mechanisms for all partners and then honor them. Schedule times for regular in-person meetings possibly alternating between campus and the partner site, as possible. Addressing the issue of communication processes to follow when misunderstandings and disagreements arise can strengthen the partnership and ensure that the partnership's goals remain paramount, reducing the likelihood that participants will be diverted by issues that turn out to have been misunderstandings.

Principle #7: Agree upon principles and processes

Many partnerships begin with the discussion of roles and procedures. f values and goals aren't aligned, however, and if mutual trust and effective means of communication have not been established, the process design phase is unlikely to go smoothly or to have successful, lasting results. Thus, it is strongly recommended that parties address the first six principles before embarking on the course of designing processes and defining roles.

Principle #8: Ensure feedback among all stakeholders

Use feedback from all partners to inform process and program refinement. Gathering feedback is an effective way to show respect for partners; incorporating that feedback into evaluation outputs and program design reflects a true appreciation of each partner's perspective.

Principle #9: Share the benefits of accomplishments

Benefits of accomplishments can be defined as growth and an increase in resources as well as appreciation; appreciation can be shown in numerous ways. It is important that each partner share credit and show appreciation for the other partners. At a minimum, this could be through recognition in reports, newsletters, or journal articles, celebrations, formal presentations and public acknowledgement.

Principle #10: Process for closure

Effective partnerships must have the capacity and patience to consider and embrace change as they develop. Partnerships can be viewed as living organisms that must be nurtured over time. Those nurturing activities can proceed indefinitely, or in some cased, the partnership can recognize that formal partnering must come to a close. In these cases, establishing an agreed upon process for closure is critical so that partners retain the strength and growth developed through having been part of an authentic partnership. In instances where the partnership elects not to close but to morph into something entirely different, members may elect to close the initial partnership formally before structuring the new entity or it may decide that a simple change in the Memorandum of Understanding is sufficient.

Principle #11: Consider the nature of the environment

Partnerships develop through organizations and individuals coming together to achieve what they could not have achieved working alone. In coming together, participants must recognize not only how the environment and culture in which they function affects their views and approaches but also how they affect their partnering organizations' approaches to initiative design, evaluation, and sustainability. Honesty and openness required to develop authentic partnerships mean that partners will be cognizant of the multiple ways in which their environments restrict and/or free them to shape the partnership and its work.

Principle #12: Valuing multiple kinds of knowledge and life experiences

Each individual and organization brings strengths to a partnership. If we listen, observe, and show appreciation for these strengths we can improve the work we do together. We each have a segment of the mosaic, developed from our unique perspectives and experiences; through valuing multiple types of knowledge and life experiences, our partnerships become stronger. Appreciating the viewpoints and experiences of all partners reduces the likelihood that we become narrow and encourages movement towards connectedness and meaningfulness.

ASSETS-BASED VS. NEEDS-BASED APPROACH TO SERVICE-LEARNING

When assessing a community, campus partners tend to focus on the problems, deficiencies, and *needs* of its constituencies. As such, higher education institutions often enter a community intending to "fix" and to "help." However, this approach can drive community leaders and groups to feel devalued and to disengage. If community members do not establish their *own vision* for the future of their community and the strategies for getting there, most campus actions are not likely to affect real and lasting change. If community members are actively mobilized and invested in community development, however, the likelihood for real progress is greatly strengthened. Thus, a "*develop*" versus "*fix*" orientation encourages institutions to first discover community assets and then devise ways build upon them.

Following the model for *asset-based community development* set out by Kretzman and McKnight in *Building Communities From the Inside Out,* there are three levels of assets to be considered: (1) individuals, (2) associations, and (3) institutions. Within these asset groups there may exist, for example, grandmothers who provide free daycare to their families, active parent-teacher associations, neighborhood block captains, and tenant associations. Campus partners and service-learning pedagogy may be conceptualized as external resources that can expand the capacity of these pre-existing groups to develop and strengthen their community. Service-learning is effective when it connects not just major institutions, but entities in each asset level when it creates new linkages between community assets that did not exist before. These links can create new powerful networks and avenues for information flow and resource sharing. Simultaneous with an asset-based approach to community assessment is the asset/need approach to conducting a campus assessment. Where are the strengths? Are there faculty or staff, for example, who live in the community with which the partnership is being developed? Who are the board members? Who are respected members in the community?

Key Takeaways:

1. Begin partnerships by assessing and building upon the value and importance of what each side brings to the table. Be creative regarding how resources and assets are defined.
2. Find areas of common ground in terms of values and goals before defining roles and processes.
3. Actively consider issues of power and privilege. Avoid approaching service-learning from a charity orientation.
4. Establish real and accessible channels of communication; be rigorous in dedication to comprehensive evaluation and intentional change.

TIPS FOR GETTING STARTED

The following tips are designed to help you think through the steps involved in 1) forming a partnership, 2) establishing the pre-planning activities of the partnership, and 3) developing operational strategies for a partnership planning committee. These tips are relevant for an individual playing a lead role in developing the partnership as well as for someone joining as a member of a partnership. The order of the activities discussed below may vary depending on the status of your community-campus partnership's focus and experience.

Community partners frequently express the thought that academic institutions "ask for a lot" from the community partners with whom they work. Thus, not surprisingly, faculty express occasional difficulty in convincing community organizations to commit to service-learning. Many strategies can help academic institutions better communicate the value proposition that service-learning can provide to community partners. For example, service-learning provides an opportunity for community members to *have a voice* in how the next generation of college graduates is trained and educated. Service-learning, when designed well, can help community partners *form links* and create *new networks* with other associations, institutions, and individuals active in bringing change and improvement to the community. In addition, partnering with an academic institution can strengthen the community partner's fundraising efforts and increase the number of funding opportunities for which the community partner is eligible.

Even though class schedules often mean that students will be interacting with the community organization and its clients for a short period of time, these future graduates should also be viewed by the community partners as *potential future donors* and *potential future volunteers.* Additionally, students can still provide short-term benefits to community partners, in the form of their energy, ethnic or socioeconomic diversity, and fresh perspective. Students can also be sources of third party evaluations, and the work that students do through journals, papers, and portfolios can be very enlightening in terms of how the programs and the mission of a community organization are seen through the eyes of outsiders.

Forming a service-learning partnership:

Examine the historical legacy of the relationship between your campus and its surrounding communities. Historical information will contribute to and shape the development of the partnership. Questions to consider include: Have there been instances of exploitation, mistrust, and misunderstanding between the school and communities in the past? If so, have the concerns been resolved and addressed? Have there been instances of success and positive contributions? If so, how have these successes and contributions been recognized and celebrated? Interviewing leaders on campus and in the community can help you to gain a broad, balanced, and honest perspective. Acknowledging and being honest about this historical legacy can help in achieving successful community partnerships.

Identify your partners and know your community: Are you teaching or developing a service-learning course that will determine the type of community partners that must be involved to teach the course content, or do you have existing community relationships around which you plan to build a service-learning course?

In either scenario, it is critical that you know your community. The process of knowing the community and identifying new or additional partners can be achieved in a variety of ways. **You may begin by becoming acquainted with people in the community through being an active observer and listener.** What are others telling you about the community? What are the nuances, culture, and traditions of the community? Your respect for, as well as appreciation and understanding of the community will grow when you become more involved. This could be through attending or joining community events and groups such as town meetings, K-12 activities, religious and spiritual events, or other social forums. Developing relationships in the community you live and work in provides an opportunity to meet new people and work collaboratively to address the larger concerns of those around you. An early step might be to visit the local volunteer center either in person or online to locate community agencies that may be addressing issues of similar interest. If a volunteer center does not exist in the community, a local church, synagogue, mosque, United Way, or school may be able to provide assistance identifying organizations with which you might partner. Finally, you may be able to build from existing community relationships through volunteer activities, or other community partnerships.

Get to know your partners. Partnerships that have demonstrated the greatest success highlight the importance of inclusion, rather than exclusion. Throughout the course of the partnership's activities, it is important to develop personal relationships. Getting to know each other is an ongoing process that requires time, patience, flexibility, and humor. It is important to try to understand all persons and their perspectives. For example, what do you know about their cultures, backgrounds, values and hobbies? In addition, you may wish to refer to Unit 8 and review the suggested readings related to cultural competency.

Involve key decisions makers in the partnership. If key decision makers-- including academic and community leaders-- are not directly involved in the partnership, then it is important to share information with them about the partnership role and function. Their assistance and involvement could be critical in later stages of the partnership's activities.

Pre-planning activities for a service-learning partnership:

Identify each partner's skills and assets. Once all of the partners have been identified, it is important to have a clear understanding of each person's skills and assets. In an effort to identify individuals' skills and assets, you may wish to take an inventory of each stakeholder's key strengths and assets, noting how those strengths may contribute to the fulfillment of the partnership's activities. What skills and assets do they bring to the partnership?

Identify roles of partnership members. Before you launch your activities, it is important to determine the roles that each person would like to play in carrying out the partnership activities. As your partnership evolves, encourage each individual to stretch the limits of their experience. For example, if you tend to enjoy and rely on your strength in facilitating meetings, you may wish to take on a new responsibility which allows for more skill development for yourself and for others, even while mentoring others in facilitation skills.

Foster leadership and skill development among partners. Regardless of each individual's role in the partnership, there should be opportunities for leadership development among the group's members. For example, you may wish to invite an expert in public speaking to meet with your group to provide tips on effective presentations to large audiences, or you might invite members to attend a meeting on practicing effective leadership skills.

Identify resources. Once the core partners have been identified, it is useful to catalogue available financial and human resources. In some cases, it may be possible to identify resources that are available through in-kind donations from participating planning committee members or other organizations that are committed to the partnership's mission and goals. Assuming some resources are in place, and there is agreement that the partners would like to work together, the work may begin! One way to formalize the partnership's work is through the establishment of a partnership agreement or memorandum.

Develop a partnership agreement or memorandum. The purpose of a partnership agreement or a memorandum is to begin the process of formalizing the partnership and to establish the foundation for the partnership's activities. The agreement or memorandum will address the partnership's goals and objectives, as well as the roles and responsibilities of those involved in the partnership. The partnership members must identify the appropriate terms and language to convey partnership guidelines. In some cases, the term "agreement" may appear as a legal document. It is important to shape the guidelines in a way that feels most comfortable to all partnership members.

Cultivating the partnership

Identify who will be involved in the planning process. Key questions here include: How are decisions made? How is work carried out? How are activities planned and priorities set? Depending on the size and scope of the project or the campus, as well as community partner policies, you may want to consider forming a planning committee. Members of the planning team should have the capacity to make binding decisions on the part of the organization they represent or, in the case of faculty, regarding the course they are teaching. The team's values, such as mutual respect, knowledge sharing, openness to new ideas, and inclusiveness will serve as the foundation upon which the team performs its work. The team may wish to refer to the CCPH's Principles of Partnership mentioned earlier in this unit to guide the committee's work and decisions.

Establish an agenda with special focus on the development of goals, objectives, and strategies. General brainstorming using creative "free flow" techniques will help generate ideas about the partnership's goals, objectives, and strategies. This approach fosters inclusion and a respect for diverse ideas and opinions during the planning process.

Establish governance, shared leadership and decision-making structures. Sharing power and leadership can be fostered by rotating leadership positions within the structure of the planning team. This strategy may create a greater sense of ownership of the team's collective activities. It may also improve communication between team members and improve commitment to and attendance at team meetings.

Establish a place for your planning team to meet. In the spirit of sharing power, team members may wish to rotate places to meet. Rotating meeting settings may also help dispel the notion that any one partner "owns" the partnership and the process. It also spreads the travel time burden.

Establish useful methods of note taking. How will discussions from the meetings be documented? Will they be taped and transcribed or will notes be taken manually? Keeping consistent and well documented meeting notes is critical. All documentation from the meeting can be collected and shared online for those who were not able to attend the meeting.

Establish systems to evaluate the meetings. At the end of each planning team meeting, members may wish to assess the effectiveness of the meetings as well as ways to improve future meetings. For example, the meeting facilitator may use the technique: ***Stop*** (what should we stop doing?), ***Start*** (what should we start doing?), ***Continue*** (What is working well that we should continue?). Team members may, if culturally appropriate and relevant to the process, write their responses on index cards or a standard form for shared discussion. The team may also opt to use the ***Plus*** (what is working well)/***Delta*** (what could be improved) method of evaluation.

Establish methods of communication. What methods of communication will the partnership members rely upon? How often will the team formally communicate with one another? These questions are vital--keeping one another informed of progress, challenges, and requests will steer the level of momentum. If the team decides to use an online collaboration tool, it will be important that each member has both access and familiarity with that tool.

Determine and design the partnership's planning process. Once the planning team's goals and objectives are identified, the group can explore and discuss the planning processes for its activities. How can the partnership be better organized for success? Answers to this question will guide the planning committee's strategy for carrying out its activities, mission, values, and more. In addition, the committee may consider the following questions to assist in designing the planning process: What will the process entail? How long will it take? What results are we seeking and how will we know when we are finished? Who will do the work? Working through a process to answer these questions will develop a stronger foundation for the success of the partnership.

Identify methods of accountability. Identifying methods of accountability will help the team stay on track and reward itself for achieving small and large milestones. Methods of accountability can take the form of self and team assessment and evaluation through informal (unstructured conversation and feedback) and formal ways (focus groups, surveys, etc.).

Develop a risk management plan. Identifying accountability methods may also be important when conflicts or disagreements arise. Articulating roles, responsibilities, and forums for dispute resolution can be critical factors in the success of the partnership. There will be conflicts that emerge during partnership activities. It is essential to plan for them as much as possible. One method to prepare for future conflict is to develop a risk management plan. Recommended approaches to managing risk for those on the university side include signing agreements with community partners, clearly communicating to students that they would never be expected to put themselves in a situation where they felt uncomfortable or unsafe, and encouraging graduate and professional students to join professional associations, as those groups usually provide some form of liability protection for internship-like situations.

In addition, comprehensive training and orientation, (provided by both the institution and the community partner) for students entering into new community environments or clinical settings can be highly effective, especially when that orientation sets out a clear code of ethics and expectations as to behavioral norms. For example, students may enter clinical settings and have a bad experience but be reluctant to report it either because they blame themselves, are fearful of repercussions, or feel that the special needs of the client population or partner excuse the situation. Clearly this is something that should be avoided. Faculty should ensure that students are fully aware of the risk management policies of their academic institutions, as well as their role and responsibility in upholding those policies. Lastly, some academic institutions have expanded institutional review board oversight to student as well as faculty research projects. Any applicable standards or restrictions set by such a body should be discussed and clearly understood by all parties involved.

Risk management is also pertinent for community partners. Many organizations that work with children require incoming students to be screened for past convictions or to undergo similar reference checks or fingerprinting. Knowing these requirements is necessary to ensure adequate lead and preparation time for student clearance. Again, a student orientation can be effective to set boundaries, communicate standards, and discuss expectations.

Develop a partnership assessment plan. Over the course of the partnership's activities, how will you know that your overall partnership has been successful? There are a variety of assessment tools that measure the effectiveness of partnerships. The partnership planning team may be interested in participating in an assessment exercise through the completion of these tools. Sample tools may be found at the end of this unit.

Develop a plan for sharing credit and recognition among partnership members. Unit 7 addresses the importance of developing a dissemination plan for sharing important information related to the partnership's activities. This may include disseminating research-based findings and informative marketing material through in-person presentations or print sources. In the case of print publications and articles, is important to discuss how information will be shared and who will receive the credit for authorship. The handout titled, "The North Carolina Community-Based Public Health Initiative Authorship Guidelines" is an example of how credit is shared among authors. Authorship guidelines such as these may be included in the partnership agreement.

REFLECTION QUESTIONS

- When you think of the term "partnership," what comes to mind?
- What do you know about the historical relationship between the campus and community? What can be learned from that history to inform the successful development of a new or expanding partnership?
- Describe the structure and function of the partnership. How would you and your partners like it to evolve in the short- and long-term?
- Have you or your community partner/s engaged in similar partnerships in the past? What have been the benefits and/or drawbacks from these efforts? What lessons have been learned?

CHECKLIST FOR THIS UNIT:

The following checklist is meant to serve as reminders of the key components to consider when forming a partnership. The process of building a partnership is fluid and natural; it is not prescriptive. It is important to utilize this checklist in this spirit. During the course of your partnership's development, have you:

- ❑ Applied the principles of partnership in building your community-campus partnership?
- ❑ Taken an inventory of the strengths and assets of your community?
- ❑ Spent time getting to know the community?
- ❑ Spent time getting to know your partners?
- ❑ Involved all stakeholders in the planning process?
- ❑ Drawn upon effective negotiation and conflict resolution models?
- ❑ Built on the strengths and assets of each stakeholder in the planning process?
- ❑ Created a model of governance that promotes shared power and leadership?
- ❑ Created a plan to share credit among partnership members?
- ❑ Established useful methods of note taking?
- ❑ Established systems to evaluate the meetings?
- ❑ Created methods of accountability and goal-setting?
- ❑ Drawn upon effective brainstorming techniques during the planning process?
- ❑ Created a partnership agreement?
- ❑ Identified partnership team meeting sites?
- ❑ Developed the mission, goals, and objectives for the partnership?

SUGGESTED WEBSITES AND ONLINE RESOURCES

Population Health Clerkship partnership agreement
The University of Massachusetts Medical School and Graduate School of Nursing

Academic and community partnership overview
St. John's Collaborative for Intergenerational Learning

Building and sustaining long-term relationships with service-learning partners
Park University Honors Academy

Azusa Community Scholars program spotlight
Azusa Pacific University

Discovery Charter School Nazareth College Collaboration

SUGGESTED TOOLS AND WORKBOOKS

Community Organizing Handbook, 3rd. Edition
Center for Community Engagement & Service Learning, University of Denver

Partnership Overview
Discovery Charter School and Nazareth College

Partnerships for Success Rubric
Rhode Island Campus Compact and AICU Rhode Island

SUGGESTED READINGS

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HANDOUT: SAMPLE SERVICE-LEARNING PARTNERSHIP AGREEMENT

The following sample partnership agreement is from the Indiana University School of Dentistry and Goodwill Industries. You may wish to refer to this sample agreement during the partnership building process. Depending upon the nature of the agreement, partnership members are not required to sign their names to the document.

NAME OF COMMUNITY PARTNER:

Goodwill Industries
Indianapolis, Indiana

NAME OF SCHOOL:

Indiana University School of Dentistry (IUSD)

PURPOSE:

Indiana University School of Dentistry plans to provide service-learning experiences for dental students that will fulfill learning objectives and provide service that meets a true community need. The Community Partner, Goodwill Industries, has a facility and willingness to provide experience for students. Both IUSD and Goodwill Industries believe that the experience for students can be mutually beneficial to the agency, the school, and the students.

The School (IUSD) Shall:

1. Provide a faculty member who will be responsible for facilitating and evaluating the educational experience. The faculty member will also serve as the primary communication link between Goodwill Industries and IUSD.

2. Have written objectives and guidelines for the experience desired.

3. Instruct the student in understanding his/her role in this experience, as follows:
    - a. Be supervised by the appropriate personnel, as designated by the agency and mutually agreed by IUSD.
    - b. Engage in 4-6 hours of service activities that will have direct contact with the clients of Goodwill Industries. These activities are for the purpose of learning about the assets and challenges of this population.
    - c. Participate in identifying approximately six clients of Goodwill Industries who are in need of dental services and have no other access to such services.
    - d. Provide the needed dental services, or arrange for appropriate IUSD personnel to provide that service at IUSD, through funding allocated by the West Foundation.
    - e. Uphold Goodwill Industries rules and regulations.
    - f. Maintain confidentiality of information.
    - g. Expect no remuneration for his/her educational experiences.
    - h. Obtain written permission from Goodwill Industries before publishing any material related to the student experience at the agency.

Goodwill Industries Shall:

1. Provide orientation to the dental students that will include information about:
    a. History, structure, mission, funding of the agency and the policy or political process that supports its existence.
    a. Characteristics of the clients who are served by the agency, including assets and challenges related to their social, physical, and financial existence, as well as other information deemed to be pertinent to the students' understanding of the clients.

2. Provide a resource person (mentor) who will assist the IUSD faculty member in guiding the students' learning experience and will participate in evaluating students' involvement.

3. Make service roles available to the students who will have direct contact with the clients of Goodwill Industries.

4. Provide the help of appropriate personnel, such as a social worker, to identify those clients with disabilities who are most in need of free dental services at IUSD through the Donated Dental Service Program.

5. Have the right to terminate any student who is not participating satisfactorily or safely in this placement.

6. Provide written notice to IUSD at least 90 days prior to the termination of this agreement.

UNIT 3 HANDOUT: SAMPLE GUIDELINES AND LIMITATIONS FOR STUDENTS IN SERVICE LEARNING COURSES CALIFORNIA STATE UNIVERSITY, LOS ANGELES

The following handout provides guidelines for students involved in community-based programs. You may wish to refer to this handout particularly for orienting students to the course and expectations in community settings.

More information about this document can be obtained by contacting the Office of Service-Learning at California State University-Los Angeles (CSULA).

As you begin your university service-learning placement work, please remember that you will be a representative of California State University-Los Angeles in the community. As such we ask you to carefully read and abide by the following guidelines created to assist you in having the most productive community service-learning experience possible.

1. **Ask for help when in doubt.** Your site supervisor understands the issues at your site and you are encouraged to approach her/him with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also consult your course instructor or the Office of Service-learning at CSULA.
2. **Be punctual and responsible.** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
3. **Call if you anticipate lateness or absence.** Call your supervisor if you are unable to come in or if you anticipate being late. The site depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.
4. **Respect the privacy of all clients.** If you are privy to confidential information with regard to persons with whom you are working, i.e. organizational files, diagnostics, personal stories, etc., it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.
5. **Show respect for the agencies with which you work.** Placement within community programs is an educational opportunity and a privilege. Remember, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.
6. **Be appropriate in attitude, manners, and appearance.** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress neatly, comfortably, and appropriately (check your site for its conduct and dress codes). Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSULA's ongoing service-learning programs.
7. **Be flexible.** The level or intensity at the service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

In addition to the above expectations, as a participant in your community service-learning experience, you are also responsible for the following limitations.

NEVER…

- report to your service site under the influence of drugs or alcohol.
- give or loan money or other personal belongings to a client.
- make promises or commitments to a client that neither you nor the organization can keep.
- give a client or organizational representative a ride in a personal vehicle unless the person is authorized for transport. DO NOT transport a child by yourself.
- tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative.
- tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity.

Other Safety Issues:

- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival.
- If you take the bus, be sure to know the route and the bus fare.
- In case of a breakdown or transportation problem, carry enough money to get home.
- Develop a community safety net of resources in your placement area.
- Get to know your supervisor at the agency. Ask her/him questions about the area and get suggestions on what you should do if you find yourself in trouble.
- Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24-hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.

I have reviewed these guidelines and limitations

Print name: ______________________________ Date: ____________________

Signature: ______________________________

UNIT 3 HANDOUT: THE NORTH CAROLINA COMMUNITY-BASED PUBLIC HEALTH INITIATIVE AUTHORSHIP GUIDELINES

The following authorship guidelines created by the North Carolina Community-Based Public Health Initiative members are an example of certain criteria to consider in an effort to share credit in a group process. You may wish to adapt these guidelines for your own purposes. Permission to reprint this document has been granted by members of the North Carolina Community-Based Public Health Initiative.

Members of the NC Community-Based Public Health Initiative have both an opportunity and responsibility to share our experiences with others. While several media are available, the most likely medium to be used is the written word, and faculty are likely to be most interested in writing for publication.

However, faculty genuinely want to share credit and authorship with agency and community counterparts. Contributions may include original ideas which were critical to the implementation of a project or development of a paper; suggestions on how to how to write about a CBPHI experience(s); or review and comment on a draft of a written paper.

The guidelines which follow represent the CBPHI faculty's efforts to focus on a broader set of "contributors" to a written document, rather than the narrower definition of "writers" in defining authorship.

Process of decision-making regarding authorship

- topic is proposed by any member of the Consortium in any CBPHI setting
- topic is discussed by members present and a decision is made to move forward
- Designation of person to "take the lead" is based on interest and willingness to do the work
- other persons who want to play a "supportive role" are listed as well
- written description of proposed topics and leaders/supporters is circulated to all Consortium members to allow others to indicate interest
- the *Notification Form* is submitted to the CBPHI Communications and Publications Review Committee
- lead person is responsible for contacting all persons expressing an interest
- meetings are set-up to move paper writing forward (manuscript working group)
- list and order of authors are decided at these meetings (see below)

List of authors

(Adapted from the International Committee of Medical Journal Editors). All authors must state that they have made substantial contributions to each of the following three activities. Contributions can be in oral or written form:
Conception and design, or analysis and interpretation
Drafting the article or revising it critically for important intellectual content
Approval of the final version to be published

- the above guidelines are adhered to
- involvement in the CBPHI process is not enough to be cited as an author
- community partners who may have less experience writing for publication will qualify as authors if, either individually with the lead author or with the entire manuscript working group:
    1. they are involved with concept discussions about the paper or interpretation of findings

44435808. they review and make comments on at least one draft
44436720. they review the final version and give approval prior to publishing

Order of authors

- in most cases, the lead author will become the first author, unless, as part of the manuscript working group, the responsibility and work load is rearranged
- the first author is ultimately accountable for the information presented
- the lead author will propose the author list and order to the manuscript working group for discussion and approval based on contributions to the final product

Acknowledgments

- will be more inclusive of contributions to the project versus the paper specifically
- can acknowledge individuals, coalitions, or the entire Consortium
- must include a general statement acknowledging CBPHI and include mention of the three partners: community, agency, and UNC-CH

UNIT 3 WORKSHEET: GUIDELINES FOR WRITING A PARTNERSHIP AGREEMENT OR MEMORANDUM

The following worksheet provides key guidelines of a partnership agreement that the partnership may wish to consider when designing an agreement or memorandum that is unique to its members. All members should be involved in the discussion to identify the important components of the partnership agreement or memorandum. Space is provided to record your responses to the questions below.

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
What key partners are involved in the community-campus partnership?	
What is the historical legacy that has existed between the community and campus?	
What are the partnership's purpose, goals and objectives?	
What are each partner's expectations and anticipated benefits of the partnership? (i.e., faculty, community, and student)	
What are the roles, responsibilities and key tasks of each partner? How are these roles identified? Do they reflect the strengths and assets of each partner?	
What is the timeline for small and large milestones?	
How might community partners and representatives from the campus work together to address them?	
What are the partnership's outcomes?	
Whose financial resources will contribute to the partnership's activities?	

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
How will all partners and stakeholders be oriented to the partnership activities? For example, how will students be oriented to the community agency and vice versa?	
How will fundraising activities be carried out (i.e., grant-writing, etc.)? Who will be responsible for identifying funding opportunities and developing proposals for funding?	
What resources will be allocated to the partnership activities? List these resources.	
What are the anticipated partnership's products, and how will the copyright and ownership issues be addressed?	
What is the partnership's evaluation plan of its work and how will the findings be used?	
How will students be supervised?	
How will students' service activities be monitored?	
How often will supervisors/faculty meet with students to review progress?	
What is the partnership's "feedback" strategy and agreed upon ways to address partner's concerns and achievements?	
What is the partnership's marketing and publicity plan?	

Components of a partnership agreement or memorandum	Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum.
What is the process for sharing information with the community and campus about relevant research findings produced from the partnership's activities?	
What is the process for determining authorship? For example, if articles are written about research findings how will authors be identified and cited?	
How will the partnership share credit and celebrate success? How often will celebratory events take place?	
How will the partnership ensure the inclusion of culturally competent approaches in the partnership's activities?	
What is the partnerships' risk management plan?	
What emergency procedures are in place to protect students, faculty, and community representatives?	
Other:	
Other:	
Other:	
Other:	

UNIT 3 WORKSHEET: A PARTNERSHIP ASSESSMENT TOOL

This partnership assessment tool is a resource that can be used to measure the success of your partnership. Please review the instructions below. This tool can be completed by individual partnership members or as a group. Permission to reprint and adapt this tool was approved by the author, Mike Winer.

Background:

Partnerships are mutually beneficial and well defined relationships entered into by two or more individuals to sustain results that are more likely to be achieved together than alone. Whether you are just beginning or are already engaged in a partnership, this tool will pinpoint the strengths your partnership can build upon and the areas where you are challenged.

Instructions:

Evaluate your partnership by rating the strength of various qualities in your work together. Use scores of 1 - 4, where 1 = low and 4 = high.

If the statement is true all or most of the time, score it "4". If the statement is often true, you may score it a "3". If the statement is only occasionally true, you may score it a "2", and if the statement is rarely if ever true of your work together, score it a "1". You use the score "0" when you don't know the answer.

Please note: The answer sheet is numbered vertically and corresponds to the questions sheets.

Scale	0	1	2	3	4	5
Sample Responses	Don't know	Rarely if ever true	Occasionally true	Often true	True all or most of the time	

1. The person or people who started or are starting our partnership have an initial vision that is clear to each of us.

2. We believe we are asked to be in this partnership because we bring diverse cultures, backgrounds, resources, and skills.

3. We ask people outside of our usual work groups and power structures to be in this partnership because they have something important to contribute.

4. We do a good job of honestly telling others what we want from this partnership both personally and for our organizations.

5. We have someone to convene meetings who is skilled in group process and helps us maintain a balance of power among partners of the partnership.

6. Our meetings are effective because everyone usually participates in discussions, making decisions, taking action, and tracking our achievements.

7. Our joint vision statement is unique from the mission statement of each of the individual organizations we represent.

8. Our joint vision is supported by every organization we represent.

9. Our partnership has an agreed upon mission, values, goals, and measurable outcomes.

10. We have a quick and easy way to convey the essence of our vision to others.

11. We list specific results we want from our work together that are measurable.

12. Before taking any action, we lay out a game plan for eliciting support from key stakeholders.

13. We evaluate ourselves by reviewing what we've accomplished and the ways we work together to accomplish those things.

14. We do a good job of documenting our progress to date.

15. Our respective home organizations clarify to each of us how much money, time, and other resources we are free to bring to this partnership.

16. Each of us has a defined role or roles in our partnership, and I know what each partner contributes to our effort.

17. The relationship between partners is characterized by mutual trust, respect, and genuine commitment.

18. We expect conflict from time to time and we discuss how we value our differences.

19. We have rules for handling conflict, including a commitment to work on long and difficult issues.

20. We acknowledge that some conflict can never be resolved and find ways to work together anyway.

21. The partnership builds upon identified strengths and assets but also addresses areas that need improvement.

22. We organize ourselves and clarify our responsibilities so that we get work done in an efficient and effective way.

23. We make active decisions on how to staff the partnership so we can keep records, distribute minutes, and do other important support functions.

24. We seek resources to continue our work.

25. We have a clear, mutually-agreed-upon process for making decisions.

26. The partnership balances the power among partners and enables resources among partners to be shared.

27. I know how to get information about what's going on in the partnership.

28. There is 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.

29. We reward ourselves and other people outside of the partnership for contributions to our work.

30. We have successes that demonstrate to us and others the potential for this partnership.

31. We have a clear action plan that lays out responsibilities, budget, and timeline

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

33. Each of us knows what the other is responsible for and how to demonstrate that we fulfill those responsibilities.

34. All of the member organizations sign joint agreements that detail how the partnership will be structured and administered.

35. My organization makes changes in its policies and procedures that promote working together now and in the future.

36. We explore how we can influence community leaders and groups to develop collaborative approaches that solve other community problems.

37. We have an evaluation plan that measures results of our work as well as our process together.

38. We understand that evaluation is a learning tool to help us make ongoing improvements in what we do and how we do things.

39. We make changes in what we do and how we do things based on our evaluations.

40. Our partnership develops and evolves over time.

41. We plan for inviting new partners, orienting them appropriately, and including their self-interests and resources in our work.

42. We reorganize ourselves as necessary to include new partners and to retire partners whose job is finished.

43. We find graceful ways to deal with partners who are no longer contributing, but who are having trouble separating from the partnership.

44. We agree on the image we wish to convey to others about our partnership.

45. We plan for promoting the good work we do and the results we accomplish.

46. We are shameless self-promoters about the success of our work together.

47. Partners share the credit for the partnership's accomplishment/s.

48. We identify which policies, programs, and initiatives within our own partnership need to be changed for us to be effective in the long run.

49. To build longer term support for our partnership efforts, we reach out to broader communities.

50. We plan for influencing key stakeholders and the broader community in order to develop leaders who can carry on this partnership work.

51. We have a working knowledge of a range of interrelated needs and opportunities in our community and how those needs are presently met.

52. We know that to be effective in the long run, we have to change the way we provide health care, human services, education, government, etc.

53. We make plans that use our partnership experience to change the way we provide health care, human services, education, government, etc.

54. We recognize that there is a point where the partnership as we know it must end because our project or initiative is finished.

55. We continue to change the way we deliver our partnership's services, programs, and initiatives by expanding our efforts in other ways.

RESPONSE SHEET

Date ________ Partnership: ______________________________

Scale	0	1	2	3	4	5
Sample Responses	Don't know	Rarely if ever true	Occasionally true	Often true	True all or most of the time	

1.		15.		29.		43.	
2.		16.		30.		44.	
3.		17.		31.		45.	
4.		18.		32.		46.	
5.		19.		33.		47.	
6.		20.		34.		48.	
7.		21.		35.		49.	
8.		22.		36.		50.	
9.		23.		37.		51.	
10.		24.		38.		52.	
11.		25.		39.		53	
12.		26.		40.		54.	
13.		27.		41.		55.	
14.		28.		42.			
Total							
Group Av.							

IMPLICATIONS: There are no right or wrong responses. The object is to learn as you go along: where you are strong, where your group is challenged, and why you might have different perceptions among the partners of your partnership.

1. The total and group average for each column simply give you a quick handle on agreement and differences. The score itself is not important, and for some statements no one may have a response because your partnership is not yet at that point. The numbers—and the agreement and differences in them—are the launching point for discussion.

   - The first column [1-13] indicates how your group is managing the ups and downs of getting started as you bring people together and start to form the partnership.
   - The second column [14-29] shows how well you dealing with difficult issues that usually bog teams down as they further develop their work.
   - The third column [30-43] portrays how well you are reaping the benefits of the efforts you are undertaking.
   - The fourth column [44-56] displays how effectively you are building resources that integrate the work of your partnership into the larger community over time.

2. Discuss the responses in your team or small groups. If everyone in the partnership has similar scores, then you are in agreement that either you are doing well or are being challenged in that area. If some of you have similar scores, but others are different, discuss the difference in perception. The statements point to how well you are doing and where you are challenged in:

   - **1-3** Bringing people together
   - **4-6** Enhancing trust and running effective meetings
   - **7-10** Developing a clear vision that is readily communicated
   - **11-13** Specifying measurable results that get buy-in from others
   - **14-16** Documenting progress and defining roles
   - **17-20** Managing conflict
   - **21-24** Organizing the effort and building resources
   - **25-29** Supporting each other through clear decision-making, information and rewards
   - **30-33** Managing the work with action plans and responsibilities
   - **34-36** Involving the leaders from each organization and the larger community
   - **37-39** Evaluating the results, learning and making needed changes
   - **40-43** Renewing the effort through partnership changes
   - **44-47** Promoting the work of the collaborative in the greater community
   - **48-50** Building community ownership
   - **51-53** Changing underlying community systems for long-term effectiveness
   - **54-56** Bringing closure to the partnership but not to the effort.

The purpose of this tool is to learn, make needed changes, and increase effectiveness. Focus on how your partnership will celebrate the successes to date and benefit from the challenges you still face. Remember to use this tool regularly both as a stimulus to further growth and as a track record of how you have progressed together.