

A TOOL TO DEVELOP & NURTURE

CAMPUS – COMMUNITY

PARTNERSHIPS

Created by Connecticut Campus Compact (CTCC)
and the CTCC Community Advisory Committee



CONNECTICUT CAMPUS COMPACT MISSION

Connecticut Campus Compact advances the public purpose of colleges and universities by deepening their ability to implement all forms of public engagement, providing civic pathways to academic and career success, and nurturing a culture of engaged citizenship on campus and within communities.

COMMUNITY ADVISORY COMMITTEE MISSION

The Community Advisory Committee will cause positive change, not only in the fundamental business of building campus-community partnerships, but also to entrenched issues facing committee members' identified communities of interest.

COMMUNITY ADVISORY COMMITTEE MEMBERS – 2011 TO 2012

Mary Ellen Hass (Chair): Family and Children's Agency

Nancy Thomas: The Democracy Imperative

Julianna Calvin: Habitat for Humanity

Kimberly James: Tunxis Community College

Ruth Gonzalez: Northwestern Connecticut Community College

Cathleen Love: University of Connecticut

Johnny Scafidi: Dwight Hall at Yale

Martin Hart: Manchester Community College

Shirley Jackson: Southern Connecticut State University

Saul Petersen (Ex-Officio): Connecticut Campus Compact

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INTRODUCTION

The practice of campus-community partnerships has gained significant attention in recent years from numerous sectors including the Office of Housing and Urban Development and the National Taskforce on Civic Learning and Democratic Engagement. Thanks to the work of organizations like Campus Compact, Community-Campus Partnerships for Health (CCPH), the Clinical and Translational Science Award Consortium and others, we have a greater understanding of the principles and frameworks outlining how potential partners should enter into, sustain, assess and celebrate their partnerships.

Despite this body of work, community organizations still struggle to ‘peel the onion’ of the campus in an effort to find ways to support each others’ goals. Within the Academy, there continues to be a need for greater attention to policies that support more strategic, mutually enhancing forms of partnership. In both cases, there are significant challenges that must be brought into the open and navigated collaboratively for optimal results. The challenges listed below are not universal or exhaustive, but are worth naming, particularly when considering the unique characteristics of partnerships that often include multiple stakeholders from both campus and community.

- There often needs to be special consideration given to student time constraint
- There is often the need for an interdisciplinary approach to issues being addressed
- Partnerships that rely heavily on students’ time should support student academic and civic learning as well as increased career readiness
- When developing policies governing partnerships, institutional leaders need to choose the right representatives by identifying a professional with both authority and the requisite skills. The ideal representative should have a level of institutional authority to adequately respond to the expectations of the community
- Community organizations often face the issue of limited capacity and significant financial constraints
- Community organizations are often more problem-focused, requiring an interdisciplinary set of skills brought to bear
- Community organizations constantly bemoan the fact that they do not know which people at a university or college they need to involve

Connecticut Campus Compact (CTCC) convened statewide representation from our members' partnerships as well as community advisory members for a series of meetings and online exchanges to consider ways to strengthen community-university partnerships. These professionals were selected because of their history with Connecticut communities and universities. A common objective emerged from these conversations. This was to produce a tool to guide the establishment and monitoring of campus-community partnerships.

HOW TO USE THIS TOOL

This tool was guided by existing frameworks, toolkits, and principles of partnerships that were provided by CTCC and the contributors to the conversations as a reading list. Our challenge is to continue to raise the quality and intentionality related to developing and nurturing campus-community partnerships. With that as a target, this tool outlines five priority areas of strong partnerships, namely:

- I. Foundations
- II. Mission and Purpose
- III. Communications
- IV. Capital
- V. Ongoing Assessment

Beginning on page 9, individual components of each priority area are listed, giving an overall checklist, comparable to a list of best practices that can be used when establishing or assessing a campus-community partnership. There is a space before each item that serves as a checklist. The following system is used when completing the checklist:

WITHIN EACH SPACE PROVIDED, USE THE FOLLOWING RESPONSE:

- + (plus sign) = ongoing effort made
- / (forward slash) = some efforts made
- (blank) = no effort made

This procedure is then followed for priority areas I to V. Following this, on page 19 in Appendix A, is a *Partnership Assessment Summary Scoresheet*. This allows you to view a snapshot assessment of the overall partnership being referred to.

If deemed appropriate, the user can then complete an *Action Planning Sheet* in Appendix B on page 20 to respond proactively to areas of the partnership that require attention.

WHO SHOULD USE THIS TOOL?

This tool would be beneficial to professionals responsible for reaching out from the campus to community organizations OR in support of community organizations that wish to partner with a college or university in ways that promote shared success. This tool also could serve as a framing document when creating policies or guidelines governing partnerships.

WORKSHOP DESIGN FOR TOOL USE

It is recommended that workshops designed to use the Partnership Tool take the form of panel presentations and small table work. Workshops should therefore be divided into three distinct phases:

- First, a panel representing several key campus-community partnerships will reflect upon their partnership with the aid of a series of guiding questions provided. This reflection will be done in conjunction with a completed partnership assessment using the partnership tool. This will give participants an opportunity to learn about existing partnerships taking place between members of the campus and community and get a strong sense of the partnership tool in action as well as key questions that one should be deliberating.
- Secondly, the audience will engage in small table dialogue spawning from the guiding questions. Participants will be organized so that initial dialogue is among peers (community organization, faculty, institutional research, community service). This is best done through designated facilitators.
- Thirdly, facilitators will guide participants through an assessment and action planning session. For existing partnerships, this will serve to reflect upon work done to date. For new or planned partnerships, this will serve to establish a plan built on acknowledged best practices. Tools for this are included in the partnership toolkit.

The panelists should use the Partnership Tool as a resource for their presentations. Panelists should then respond to the following questions based on their experiences AND the details outlined in the partnership tool. Questions to reflect upon:

- What do you consider vital in establishing new partnerships?
- What has led you to invest in your partnership, and elaborate on the outcomes you look for? How are outcomes decided upon?
- How are outcomes evaluated, by whom, and with what result?
- What sustains your partnership?
- What institutional changes would you recommend to support the quality of your partnership?

In addition:

- The panel members should share resources that reflect best practices in campus-community partnerships



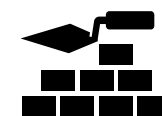
PRIORITY AREAS I TO V

I. FOUNDATIONS

- ___ Partners understand and build upon their historical relationship.
- ___ Partners operate with a high level of openness and transparency.
- ___ The actions taken by partners foster strong relationships and are characterized by mutual trust, respect, genuineness and commitment.
- ___ Partners co-define individual and shared roles, norms, and processes.
- ___ Partners show they are willing to learn together and from one another.
- ___ Partners identify assets and limitations that impact on partnership objectives.

I. FOUNDATIONS

- ___ Total number where no effort has been made
- ___ Total number where some effort has been made
- ___ Total number where ongoing effort is made



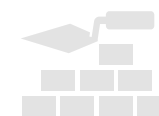


II. MISSION AND PURPOSE

- ___ Partners mutually identify, regularly review, and, if needed, revise the mission or purpose of the partnership.
- ___ The partnership's mission and purpose reflects the shared values and goals of the partners.
- ___ A plan is in place that reflects a set of strategies, objectives, actions, and benchmarks clearly tied to the mission or purpose of the partnership.

II. MISSION AND PURPOSE

- ___ Total number where no effort has been made
- ___ Total number where some effort has been made
- ___ Total number where ongoing effort is made



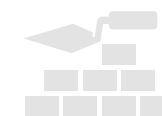


III. COMMUNICATIONS

- ___ Decisions are made through a process of clear, open, and frequent communication.
- ___ Partners actively listen and share information in support of the partnership.
- ___ Partners work together to clarify language, terms, and definitions.
- ___ Partners share the results of the partnership or initiative in open-source publications accessible to the public.

III. COMMUNICATIONS

- ___ Total number where no effort has been made
- ___ Total number where some effort has been made
- ___ Total number where ongoing effort is made



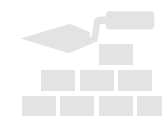


IV. CAPITAL

- ___ Partners agree on what and how resources should be shared.
- ___ Resources are committed to both sustain and celebrate the partnership.
- ___ Partnership objectives are articulated in each member department's/organization's strategic plan.
- ___ Partners support assessment through in-kind and financial contributions.

IV. CAPITAL

- ___ Total number where no effort has been made
- ___ Total number where some effort has been made
- ___ Total number where ongoing effort is made





V. ONGOING ASSESSMENT

- ___ All members of the partnership engage in the assessment process.
- ___ Partners engage in a process of dialogue throughout a project to make assessment-based decisions on revising or continuing an initiative.
- ___ Assessment reports reflect community terminology and language.
- ___ Partners identify specific benchmarks and indicators for measuring success.
- ___ Partners evaluate using commonly accepted assessment methods, both qualitative and quantitative.
- ___ Partners evaluate three aspects of an initiative: results, process, and relationships, with particular attention paid to the partnership relationship itself.

V. ONGOING ASSESSMENT

- ___ Total number where no effort has been made
- ___ Total number where some effort has been made
- ___ Total number where ongoing effort is made



APPENDIX A.

The *Partnership Assessment Summary Scoresheet* allows the user to view a snapshot assessment of the partnership being referred to. This, in conjunction with the *Action Planning Sheet* on the following page, provides an opportunity for the user of this tool to consider ways of improving the partnership.

PARTNERSHIP ASSESSMENT SUMMARY SCORESHEET

Priority Area	Total Score: No effort made	Total Score: Some effort made	Total Score: Ongoing effort made
Foundations			
Recommendations			
Communications			
Capital			
Ongoing Assessment			
TOTALS			

APPENDIX B.

ACTION PLANNING SHEET

This *Action Planning Sheet* was adapted from the 2011 Eastern Region Conference Faculty Rewards Institute. This allows the user of the tool to respond proactively to areas of the partnership that require attention.

- As detailed in the planning sheet, the user outlines a goal that stems from a partnership assessment using the partnership tool and summary scoresheet.
- The user then describes one objective that can contribute to achieving a particular goal.
- The user then details several courses of action to be taken with respect to the objective described.
- For each action, the user provides evidence of success, lists of individuals to be involved, and a timeline for completion.

Goal:		Objective:	
Action to be Taken	Evidence of Success	Individuals to be Involved	Timeline

APPENDIX C.

PROCESS

Connecticut Campus Compact (CTCC) convened statewide representation from our members' partnerships as well as community advisory members for a series of meetings and online exchanges to consider ways to strengthen community-university partnerships. These professionals were selected because of their history with Connecticut communities and universities.

A common objective emerged from these conversations. This was to produce a tool to guide the establishment and monitoring of campus-community partnerships. This tool was guided by existing frameworks, toolkits, and principles of partnerships that were provided by CTCC and the contributors to the conversations as a reading list. There were ten resources reviewed in the development of this tool. Various practices were highlighted from a total of seven of these resources as being most applicable to campus-community partnerships.

The result was a broad array of practices that then needed to be grouped by theme. Five priority areas were established, the model document for which was the Maine Campus Compact rubric noted in the references. As criteria within each priority area were repeated among original sources, they were given priority in determining the final listing within the tool.

APPENDIX D.

RESOURCES

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NOTES

