Building & Sustaining Meaningful Community-Campus Partnerships
CCPH Summer Service-Learning Institute
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Julie Nigon & Sarena Seifer
Objectives

- Understand and discuss how the CCPH Principles of Partnership can be incorporated into service-learning partnerships

- Apply the Asset Based Community Development model for building partnerships between campuses and communities in your service-learning course/program
The 10 Suggestions

(Service-learning from the perspective of community partner)
1. Plan your course with your community partner.
2. Learn from your community partner.
3. Be flexible.
4. Remember that your community partner’s reputation is on the line.
5. Be aware that your students cost the partner time and money.
6. Engage both your willing students and your less willing students in service-learning.

7. Respect your partner.

8. Document your successes and your struggles.

9. Make a long-term commitment to your partner and to service learning.

10. Become involved in CCPH.
1. Quality processes

“We are not just talking about a process that involves partners. There needs to be a process of shared decision making.”

~ Ella Greene-Moton, Flint, MI

Relationship focused…open, honest and respectful….trust-building…acknowledging of history…committed to mutual learning…sharing credit
2. Meaningful outcomes that are tangible and relevant to communities

“OK, we can work together on community-based participatory research, but only if you support our kids in the pipeline. Bring them to campus for programs, teach them skills they use to be more marketable, give them academic credit.”

~ Vickie Ybarra, Toppenish, WA

Eliminating health disparities…affordable housing…education, economic development…
3. Transformation at multiple levels

“We build social capital when we’re doing this work. We don’t often talk about that.”

~ Douglas Taylor, Atlanta, GA

- Personal transformation, including self reflection and heightened 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 and what constitutes “evidence”
- Political transformation, including social justice
Principles of Partnership

CCPH board of directors, 1998 & 2006

1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners 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.
Principles of Partnership

CCPH board of directors, 1998 & 2006

6. Partners make clear and open communication an ongoing priority 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 need to plan a process for closure.
Asset Based Community Development
http://www.abcdinstitute.org/

A Modest Introduction
Asset Based Community Development

- What is an asset?
- What are the assets of a place of great need?
- What are the assets of higher educational institutions?
- How can you help your students to model ABCD as service-learners and professionals?
Traditional development vs A B C D

Needs, deficiencies, problems
Negative mental map
Client mentality
Resources go to social service agencies
Undermines local leadership
Dependency
Separates community
Outside in

Capacities, assets, dreams, strengths
Optimistic mental map
Citizen participation
Minimizes bureaucracy, resources to community
Builds local leadership and confidence
Empowerment
Builds connections
Inside out
What’s wrong with the old way?

Deficiencies – define the entire picture
Problems become discrete units – not interlocking pieces
People become clients – “them” vs “us”
Resources ($$$) goes to agencies, not to the community
Programs target individual needs, not community needs
Gives message that solutions come from outside
Individuals don’t connect with each other
Deepens the cycle of dependency
What’s good about A B C D?

Begins with what the community/individuals have
Can begin/be sustained without funding, grants
Builds leadership
Builds internal connections – no “them” vs “us”
Builds connections between community and the outside
Issues and solutions defined holistically – as they are experienced
Self-sufficiency/empowerment can be built
Outside in – solutions come from outside, self-definition – broken, dependent on agencies

Inside out – solutions from inside, community fabric is built, self-definition – resourceful
Asset-based perspective – Determinants of health
McNight & Kretzmann

Individual behavior
Social support
Physical environment
Economic status
Health system

Individual behavior
Social support
Physical environment
Economic status
Health system
Principles of A B C D

Asset-based
Full participation/full contribution
  - Everyone is important
  - Mobilize all gifts, all creativity

Relationship-driven
  - Builds capacity, creative solutions

Internally focused - local solutions
  - More successful
  - More efficient use of resources

Creates citizen space
Categories of Assets

Individuals
- Skills, talents, capacities
- Dreams, visions

Associations
- Families,

Institutions
- Businesses, schools, libraries, police, fire, non-profits

Physical environment
- Greenspaces, transportation

Local economy
Human resources: knowledgeable faculty, staff, students
Services: health care, day care, transportation, legal aid
Materials: food donations, recycling
Facilities: meeting space, sports facilities, libraries
Economic support: employment, loans, purchasing coop
Emotional support: caring faculty, staff, students
Equipment and technology: AV, computer, internet
Policy and advocacy: credibility, relationships, political skills
Cultural activities: festivals, museums, music, theater
A B C D Processes

Map of community’s assets
Individuals mobilize, contribute gifts, talents
Internal connections
  – Develop a vision, “common good”
  – Define and solve problems
  – Multiple pathways for leadership
External connections
  – Reinforce internal strengths
  – Appropriate to community’s vision
A B C D and Service Learning

Core principles of social justice and equity
Respect for the community and its individuals
Paradigm shift – missionary mentality
Paradigm shift – community-driven vs research-driven, funder-driven
Conceptual framework/tools to understand communities
What do students learn from asset-based approach?

Appreciate strengths of individuals, how they keep themselves healthy
Understand community resources and how they provide for citizens’ well-being
Understand how community residents perceive their health and define their concerns