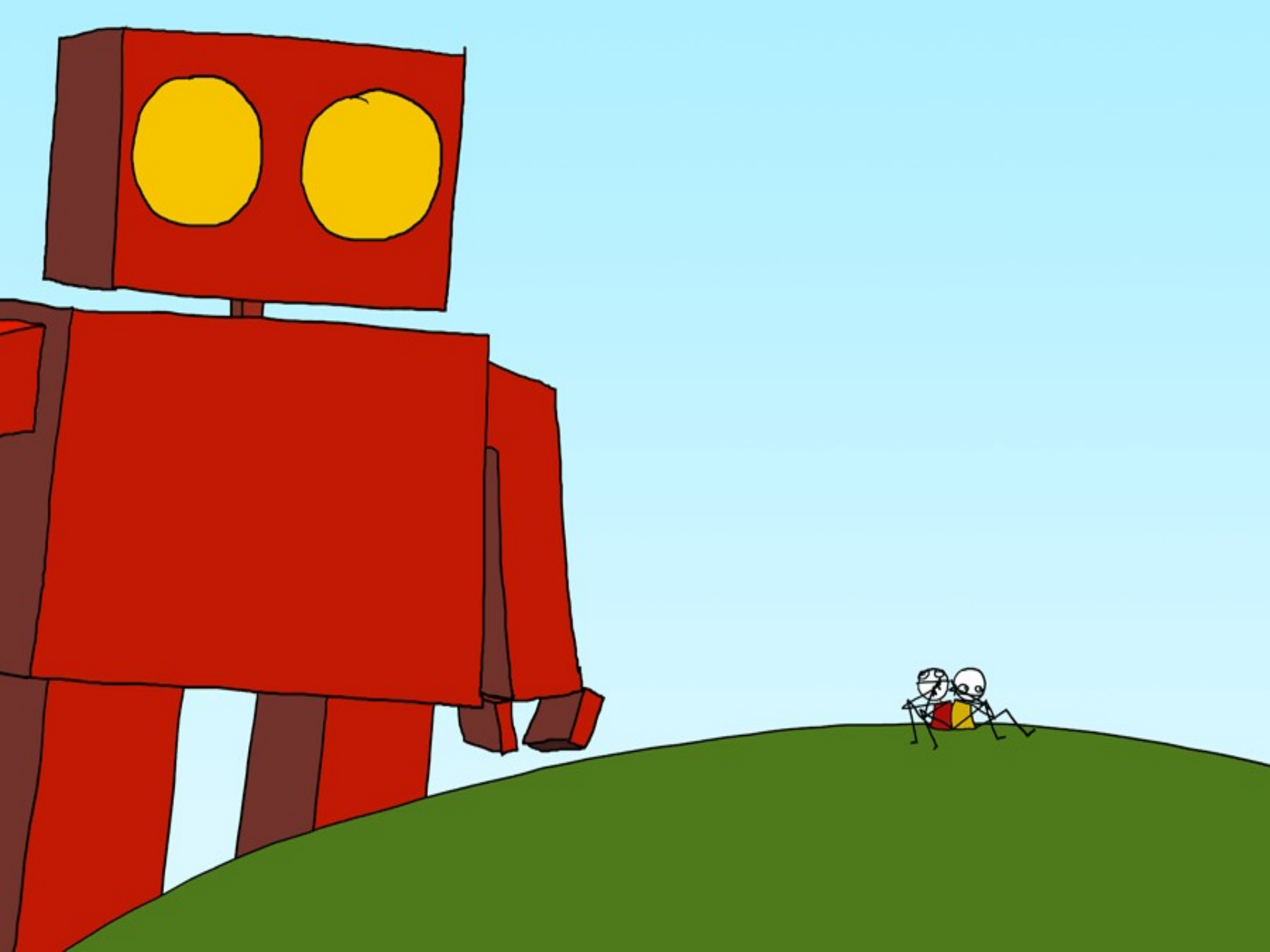


Realizing the Promise of Community-Campus Partnerships



**MINNESOTA COUNCIL OF NONPROFITS
2010 ANNUAL CONFERENCE
OCTOBER 8, 2010**









Various Types of Student Engagement



Volunteering

- an extracurricular activity a student chooses
- may be done for the short- or long-term, and by individuals or in groups
- often is coordinated by student organizations and/or campus civic engagement center, as well as by community organizations

Service-learning

- a course that includes community work as an option or a requirement
- usually is set up by a campus civic engagement center or by individual faculty
- should be designed to benefit both the partner and the students

More Types of Student Engagement



Community service work-study

- a paid part-time position students must qualify for financially
- organization may be expected to pay 25% of the wage
- usually 8-12 hours/week for a semester or a year
- often run by a campus' financial aid office, sometimes by its civic engagement center

Internships

- a professional development experience for which students get academic credit
- can be part-time or full-time, paid or unpaid
- usually an experience for one student, occasionally a group
- often run by a campus' career or internship office, sometimes by academic departments



Individual service ... Team projects



On-site service ... Service done mostly away from an agency



One course ... Multiple courses/fields partnering with one agency



Direct service ... Contributions through advocacy, research, fundraising, etc.

Campus Assets Beyond Students



- Human Resources: staff, faculty, administrators, alumni
- Material Resources: office/meeting space, technology, library, gymnasium, other facilities
- Financial Resources: purchasing, employee wages and benefits, financial aid, investment funds
- Educational Resources: formal classes, continuing education/customized training, career development center, speakers and other public events

Principles of Good Community-Campus Partnerships



- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.

Adopted by the CCPH Board of Directors, Oct. 2006

Principles, continued



- 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.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.

Adopted by the CCPH Board of Directors, Oct. 2006

Community Impact Statement



Gust, S. & Jordan, C. (2006). The community impact statement: A tool for creating healthy partnerships. Minneapolis.

www.compact.org/wp-content/uploads/2009/04/gust-jordan.pdf

In order to create partnerships that share knowledge and reap mutual benefits, potential community and university partners are invited to consider questions in four areas:

- preparing the ground;
- making the connections/building the relationships;
- doing the work; and
- the harvest: evaluation/dissemination/policy implications/completion.

Framework for Authentic Partnerships



Citation: Achieving the Promise of Authentic Community-Higher Education Partnerships: Community Partners Speak Out! CCPH, 2007

I. 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

Framework, continued



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...

Framework, continued

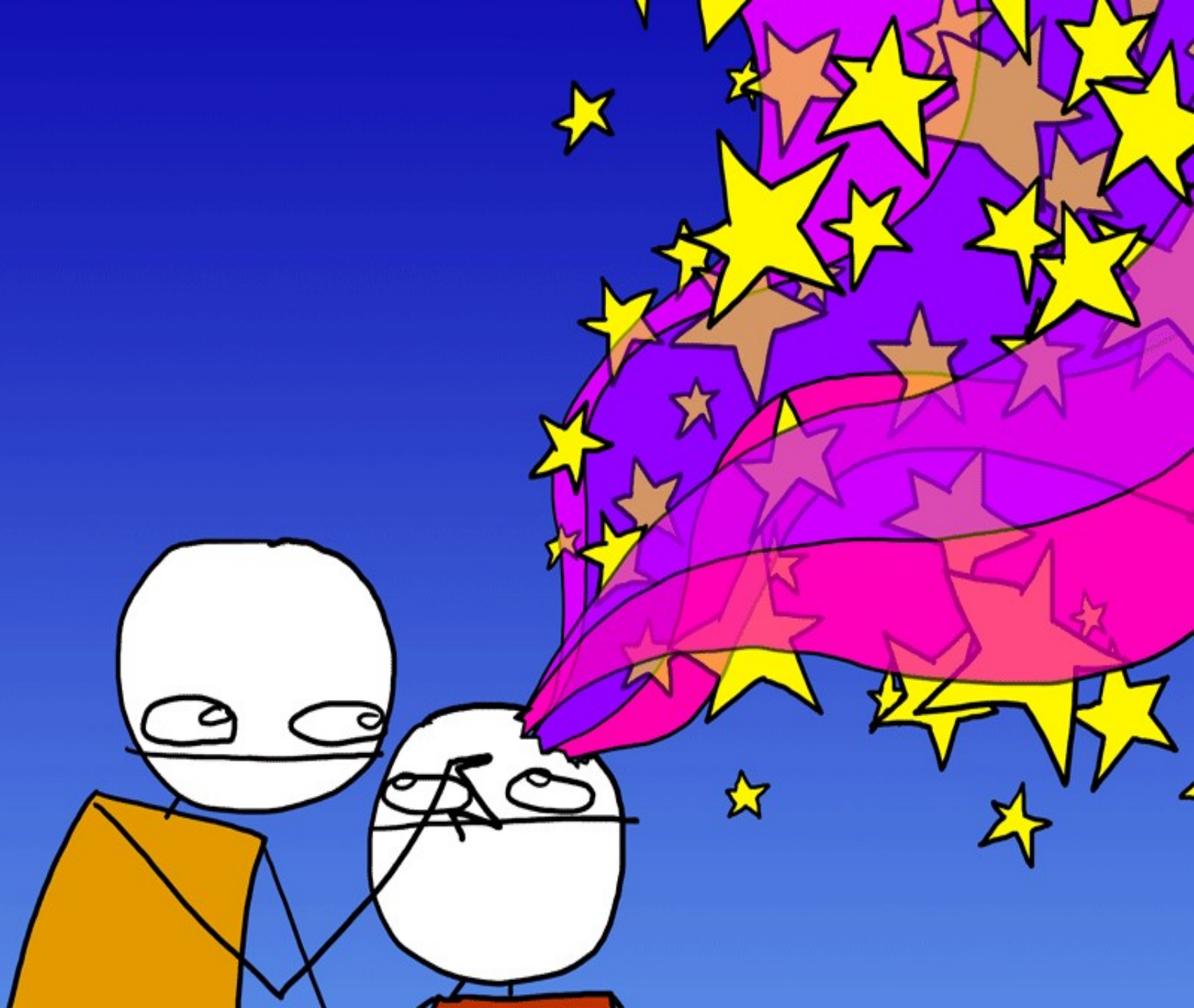


3. Transformation at multiple levels

“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



Initial Questions to Consider



- How would you want your organization and constituencies to benefit from a campus-community partnership?
- What kind of partnership seems to fit those goals best?
- What connections do you or your colleagues and friends already have that might support a partnership?

and, here today,

- What lingering questions should we discuss?



We encourage you to
raise your voice....

Thank you!



Susan Gust

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