



Community-Campus Partnership for Tomorrow

Questions for Small Groups

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Our group also wanted to know:

- Why are we doing this?
 - What is the timeline for this work?
 - What criteria go in to identifying ‘tier1’?
1. How should we define community? What process should we use for selecting the community? What criteria should we use? Should we work in more than one community as a part of the pilot? (15 min.)
- People living in close proximity to one another who have formed relationships based on social relationships, social networks, shared sense of local common good. People that come together with a shared sense of identity and belonging and a common vision for action.
 - According to need. Socio-economic. See some strength in infrastructure.
 - Criteria: hard-hit by economic change, lack of existing programs/resources
 - Pinpoint resources in community and make connections at UNC. Establish partnership.
 - Is it possible to use UNC Tomorrow areas of focus to generate matrices that measure lack of progress in those areas to then ID a community?
 - Is it possible to ID 3 communities in 3 regions of the state – very different issues in different communities? Make effort more likely to expand?

- At least one full county – working with a single municipality reinforces isolation and out-of-date thinking; communities within a county must be overtly linked in current economy.
- Hope we can work with more than one community at a time. Have communities apply rather than university select.
- Reach across county borders – look for common need/theme. Public problems cross county lines. Think regional not ‘county’.
- Criteria: Region vs. community. Most in need? Low hanging fruit? Community interest?
- Play to our strengths – ability to share/offer assistance in a short timeframe.
- Incubators? We could use the Institute for Public Health model – regions rather than cities. Would create synergies not possible otherwise.
- Solicitation insures community buy-in.
- Need must match expertise of UNC – key!
- Pick community – smaller than county – small town or city would be best.
- Don’t pick easy and close community – choose challenges.
- Ask people to define themselves.
- Take a holistic approach – decide what ‘problem’ to tackle then decide what issues/problems are related to it.
- What are the state priorities? Can we add what we have to offer to what is already going on?
- Be inclusive of state agencies.
- Local initiatives – what are communities thinking? Will they ‘trust’ us? What capacity will be built? What capacity is already there? Involve state and local agencies that are already doing this work. Avoid the appearance of trying to ‘fix’. How can we increase the capacity of the community? Pool capacity.
- Build on existing programs.
- Look at historical patterns of communities – avoid the appearance of the ‘white knight’
- Involve partners in communities
- Create a common vision with the community
- Establish relationships with the community before we go in to advise/ determine issues

2. What will success look like at the end of our work with a community? What might it look like from the community perspective? What might it look like from the campus perspective? (10 min.)

- Building local capacity to solve local problems. Work with existing capacity. Blend in.
- Communities are leaders – empowered to effect their own change.
- Changes to specific behaviors or knowledge levels
- Increase citizen awareness, ownership of programs, build community thought to action
- Build on things that are working well, not ‘creating something new’. Bring our expertise to bare on existing infrastructure. Use as a starting point.
- Depends on time horizon (5-10 years)
- Ownership of program is unidentifiable because there is so much collaboration and community buy-in. Project becomes integrated into the fabric of the community.
- Community leadership and responsibility for carrying strategies forward beyond scope of project.
- Co-design with community
- Ability to be flexible
- Demonstrate improvement in condition.
- Time, turf and trust is needed. Trust takes time to build.
- We need to establish indicators of success/benchmarks/goals.
- Client feedback and dissemination of lessons learned.

- Expanded view of community, engagement and our responsibility as a community of scholars and learners – changed world view.
- Building capacity of 501c3s to impact change
- Increase community ownership and management of the partnership. See CD Heaney, et al 2007. The West End Revitalization Association's community-owned and Managed Research Model: Development, Implementation, and Action. Vol. 1, Issue 4 of Progress in Community Health Partnerships: Research, Education and Action.
- Community – relationships and resources. Not about solving the problem – about building relationships
- Avoid 'declaring victory and leaving'
- Comm. see UNC as a place where they can turn – relationship building
- Measures of success can be contrary – be careful.

3. What are the risks to be avoided in this project? What factors must be present for success? (15 min.)
- Overreliance on state agencies
 - Lack of community buy-in.
 - Community dynamics – we must understand these before going in.
 - Not listening to voices of those not in 'establishment'. How do we reach out to 'Joe resident'?
 - Political jockeying – resentment because of choice of one community over another
 - Insecure sustainability
 - Must have sufficient local leadership
 - Internal political dynamics in communities – not playing into existing power relations that are destructive
 - Appearing condescending
 - A critical risk is having the community see the process as being driven by outsiders and 'ivory tower' academics. It can happen that the community lacks buy-in and the results are unsustainable or unrealistic.
 - We can't come in and impose our view – has to be from the community and from the ground up.
 - Give the impression that we are going to 'do to' rather than 'with'
 - Failing to recognize the history of mistrust of institutional forces at the local level
 - Short-term life of partnership (early bailout by UNC?) Need long-term commitment to relationship.
 - Not enough research or understanding of community before work begins.
 - Residents – providing services because they are not being served by the county. Be sure to look at 401-c3
 - Power relations – need to avoid damaging and existing power relations in communities
 - Our attitude – don't disenfranchise people.
 - Existing institutions maintain the status quo – what is the current structure? Can we fit in that structure?
 - What we are building needs to be sustainable.
4. What process should we consider using to involve members of the community in the partnership? (10 min.)

- Study the history of the community.
- Start by identifying key community members and sectors to begin talks
- Let community define problem
- Work with local government, chambers, nonprofits
- Hold community forums/town hall meetings.
- Listen to local stories and what can be learned from them. We ourselves need to be involved in the community.
- Communities should self-identify.
- See what partnerships and programs already exist and build on those
- Involve Southern Oral History Project, NC Collection and other knowledgeable historians to provide advice and guidance on community's history, stakeholders, interest groups, leaders and issues to identify key individuals across a broad spectrum. They can communicate with community members.
- Communities applying is a start – must develop some capacity/leadership team that we can build from
- Problem definition will need to come from the community (experts can help but the community needs to contribute in a meaningful way)
- Time, Turf, Trust
- See ourselves as partners
- HBHE has already done a lot of work around defining communities. Reports are already available.

**Establish relationships with the community before we go in to advise/ determine issues
Go to churches, become a part of the community. Invest in relationships**

5. What process should we use for involving campus partners in this project? How do we involve people in the process of identifying the community's interests? How do we involve people in helping to address community needs once they have been identified? (10 min.)
 - Jr faculty need research opps and reward systems for PS&E – promotion, tenure and retention.
 - Collect case studies on successful faculty/community programs.
 - Be aware of resistance to changing P&T
 - Inventory faculty who are already involved in this kind of work. Blending research with scholarship and engagement in communities
 - Don't limit to depts. who already do outreach but involve those who can share that expertise
 - Cultural transition – non-faculty incentive structures. Where does time and resources come from for EPA non-faculty?
 - Mentoring students in communities and help skill building.
 - Inventory **exemplar** programs (not just individuals) and work from those
 - Must be able to demonstrate capacity to be involved with communities.
 - How does OVC 'manage up'? How it gets sold and packaged to legislature.
 - Leadership must buy-in or project will fade...
 - How in the world does this project propose to interact with academic departments and disciplines and their internal processes of identifying academic priorities?
 - Draw on existing expertise – ask people to come forward with work they have already done.
 - Inventory examples/people/programs that have been successful in engaged scholarship.
 - Look for threads that reach pan-university. What can each dept/school contribute?
 - Do not limit to the College of Arts and Sciences like so many campus entities (nor SOG nor PH dominant)

- Identify goals of faculty and student groups, see if we can match interests between these groups and communities.
6. What conditions must be present for you to be actively involved in this project? Community members? Faculty? Staff? Students? (10 min.)
- Students need a structure and a system
 - Identify the 'role'. Coordination and leadership. Be more specific as we try to engage
 - Infrastructure will need to be built to support this.
 - Community competency – community is able to collaborate effectively and identify and meet their needs through problem solving, strategy development, setting goals, demonstrating cooperation.
 - Social capital – working together in an atmosphere of trust toward accomplishment of mutual social benefit
 - Need to know what the process is – what is my time commitment?
 - Reward system – time, sabbaticals...
 - Change in tenure policy to reward faculty for engagement
 - How will staff be allocated time to work on this? Staff sabbaticals?
 - Graduate students are key players. Can they be drawn in as researchers too?
 - Clear central leadership at campus level to set roles/expectations.
 - Time commitment must be manageable.
 - Appropriate incentives and guidance will be needed for all groups. Particularly students will need structure systems and well designed and managed opportunities.
 - Need media involvement – ask JOMC for help with this.
 - Must be in line with university mission
 - Must involve faculty and students
 - Capacity, staff, \$\$\$\$!!
 - Students (grad & Undergrad): course credit, fellowships. Students want structure to the program so they can help.
7. Can you identify similar projects from this campus or from any other organization that might provide useful guidance in developing this project and share the lessons learned? Can you identify other people with relevant experience that might provide helpful guidance? (10 min.)
- Lessons learned by AHEC (also public health work in Malawi).
 - Community assessments done by HEBE
 - City and Regional planning assessments
 - RENCI's Asheville Engagement Center and engagement center process in general.
 - CIRA
 - Transforming Philanthropy
 - Ford collaboration
 - National Community Development Institute
 - Southern Oral History Project
 - Appalachian Regional Commission (Jesse White, former head)
 - McKnight Foundation – John McKnight works to build community from the inside out.
 - Oregon Shines data collection process from the early 90's.
 - SOG
 - Institute of Public Health Incubator Projects

- Citizen Soldier
- What can we learn from the Bus Tour?
- UNC Epidemiology – Rogers-Eubanks Neighborhood Association, Concerned Citizens of Tilley, NC, NC Environmental Justice Network, Coalition to End Environmental Racism
- Millennium Village Projects

For the Plenary Session: Top two critical points from your discussion for us to keep in mind as we develop the CCPT. (10 min.)

- Building human capital to solve community problems. Community knowledge and specific skills to bridge gaps. Build on existing UNC programs – how does it augment what is already going on? Understand community (state, local, 501-c3) and our current relationship with them.
- Build capacity within UNC to do this work. Limited faculty resources. Create better infrastructure to support faculty in this work.
- Don't promise what we can't deliver. What conditions have to exist so fac/staff can be successful and project will be sustainable.
- How do we remain open and embrace the diversity of the community and create successful programs?
- Don't recreate the wheel – research and understand communities before work starts; use data and partnerships that already exist.
- Build on what we are already doing.
- Emphasize community ownership and management of program.

Other suggestions/comments regarding CCPT:

- Don't start from scratch but build on successes that are already there
- How will nonprofits in the region be involved?
- How will existing research grants/efforts/projects be identified and involved?
- This is going to involve massive changes in academic culture.
- Keep it simple and focused.