

**Community-Campus Partnership for Tomorrow
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GROUP C

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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?

Community:

- Community should be within a 90 minute driving radius so can visit often.
 - o In contrast, if do use 90 minutes that radius will probably get communities that are over studied, like Siler City for example. Propose the community be far away for that reason.
- Community = geographic place but can also be group of people who all have AIDS (or any common problem of interest).
 - o In contrast, if community is defined only as people with common interest, you exclude people. Need to frame issues so that different constituent groups see that they need each other.
- Constituents need to see themselves as members of a community first.
- Community needs to say who should be at table and they need to define what the community is.
- A concern was raised in defining community as a series of episodic engagements between the University and the community – would hope that University folks could be working in the community for 2-3 weeks at a time rather than going back and forth.
- Also need to consider that communities could move around – e.g. immigrants, migrant workers – so can't focus on a geographic location.
- Community could be place-based to some extent such as a cluster of neighborhoods or multi-county community.
- Purpose is not to engage just one subset of issues but cross-cutting issues.
- Need to pick issue/need that's not just defined by that one community so that it can be replicated in other places.
 - o In contrast, while some problems are more or less universal, there are unique problems as well – environment in coastal regions, tobacco, Cherokee.
- Diversity is critical – occupation, socioeconomic status, race...allows participation from lots of people.
- Need to understand informal networks – takes a lot of time.
- Should pick one community in the eastern part of the state and one in western part of the state.
- How do we prioritize what community needs? How do we help the community prioritize their needs? Do we go by the goals that came out of UNC Tomorrow? What if what they need is outside of that?

- There was then discussion that areas of UNC Tomorrow were so broad we could get any need/issue to fall into one or multiple.

Criteria:

- Don't want to define criteria – already removes the privilege of the community to define their own criteria.
- Work with “people that don't already hate us.”
- Make sure we are invited in – publicize the opportunity to work with the University, what support is available (after having identified what we are capable of providing if project based; don't want communities to assume there's a lot that we can do and not deliver) and see who responds.
- We should “test ourselves” – go someplace where we are not established.
- Need to define who WE are first – who from the University will be involved?
- This project is an opportunity for mutual learning.
- Sometimes communities don't know what to ask for and we don't know what to offer.
- Process needs to be organic.
- Maybe pick a Tier 1 community that is “at the ready.”
- In contrast, there was concern about only looking at Tier 1 communities since there are even some Tier 3 communities that really need help.

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?

Community success:

- We need community to tell us what success looks like for them.
- Success is:
 - Positive changes in community and community is able to sustain it.
 - Mechanism is self-perpetuating.
 - Stronger partnerships, stronger trust within and outside of community.
 - Success isn't the end, but along the way we take lessons – and are able to apply them in the future.
 - Used different perspectives to approach issues – service, engaged scholarship, service-learning, public service.
 - Built trust, built networks.
 - Improved social and economic conditions.

Campus success:

- “They don't hate us at the end.”
- Have strong buy-in by community of our work and us.
- There will be other communities asking for this assistance.
- Can channel our work into new proposals, new projects, new articles, new grants.
- Statewide perspective –extends to improve state's perception of university system.
- New relationships formed with sister institutions.
- Rewards – for faculty (tenure promotion) and students (dissertation, service-learning).
- Academics need to adjust depending on what community needs.

3. What are the risks to be avoided in this project? What factors must be present for success?

Risks:

- Misunderstanding – need mutual understanding about goals, process.
- Making things worse – do no harm.
- Making enemies.
- Not delivering on what was promised - failure is not an option.
- Not taking time to develop relationships – CCPT is already in fast mode; if we don't build in time, we'll fail.
- Unclear expectations.
- Making assumptions that communities are poor helpless victims: viewed as weak instead of capable partners with strengths – need to build on assets.
- Arrogance.
- Lack of sustained commitment.
- We deliver but create dependency – need to make sure the community is engaged and knowledge is transferred.

Factors for success:

- We need a well-defined process to start with.
- Rewards – for community participation and faculty participation (Deans need to be involved and sanction workload effort – leeway and time release).
- Involvement needs to satisfy mutual interest – need to be clear up front: what's everyone's interest in project? Who is at the table? What are the shared goals? Then a few months into the work revisit what was initially discussed and see what if anything has changed.

4. What process should we consider using to involve members of the community in the partnership?

Considerations:

- What does partnership look like? Right now, it sounds like consultation – what is the framework we're working with?
 - o Tensions between partnership (multiple players) vs. project work (goals, outcome, target, success/failure, leadership, timeline).
 - o If it's a partnership it can be collaborative/consultative relationship – only bring things in if they are a priority of the community.
- Skills as a coach, liaison, facilitator are critical.
- Everyone needs to be at the table during every discussion, during various phases – design, implementation, assessment and evaluation.
- Needs to be no distinction in terms of level of power.
- Need to label CCPT as “experimental”?
- Would criteria for students (service-learning classes, practicum for graduate students) change how we operate?
- Need community capability to sustain change.
- Looking for systems change.

Processes:

- Stakeholder committee.
- Collaborative consultation – group becomes go-between for campus and community.
- Look for other groups in the community that we could build on.
- Include people who wouldn't be part of the power of community – use informal networks.
- Focus groups, key informant interviews led by community – need to be a various times of day, various locations.
- Identify priorities – make connections between disciplines.
- State-wide analysis – then target places, then find partnerships.

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?

- “Identifying community's interest?” – “I don't think the community has an interest right now. Only comes about through dialogue.” Start out by listening, community may not know how to ask for what University has.
- Need a real discussion about what we collectively want.
- Talk sincerely about own limitations and ideas.
- See who wants to be a part of it – figure out who to invite to participate with us.
- Have a working group or local steering committee – visioning process – don't even start responding until they go through that process and get a better sense of what's going on.
- Campus involvement – grant funds for research, field work.
- Come to community with range of options – projects and stories about what we did, how it helped, how it got results.
- Need to figure out who is going out and listening – a planner hears one thing, an educator hears something else. Whoever is listening needs to have interdisciplinary ear and approach as well as an understanding of complex social issues.
 - o Need professional(s) in community not from UNC who understand these interconnections to act as an intermediary.
 - o Needs to be a coordinating committee that is interdisciplinary – e.g. = MDC, need people of color, folks that understand a culturally safe place to meet.
- Logistics – who/how decide what other universities are a part of this process?

6. What conditions must be present for you to be actively involved in this project? Community members? Faculty? Staff? Students?

Faculty:

- Support from Deans/top of each school.
- Tied to tenure/promotion.
- Needs to be framed as engaged scholarship – workload, tenure promotion, category on year-end reports.

Students:

- Can get them to volunteer within capability – just need training, guidance and assistance.
 - o Needs to include grads, PhDs, and undergraduates.

- Incentives such as grants, IMPACT award.

Staff:

- Would need management support, we need to make room for them at the table.

Community:

- Partnership needs to be transparent, comfortable, convenient.
- Involve nonprofits and foundations – financial backing is critical. Nonprofits can't necessary work for free.
- More emphasis on service that benefits North Carolina.

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 who might provide helpful guidance?

- AOCD – School of Public Health.
- Kellogg Community Partnerships for Health – East TN University.
- Alumni are a good connecting point. Two alumni who run organizations are:
 - Danville VA Regional Foundation – service area includes Caswell Co., NC
 - Student U. – Central, Duke and Carolina.

Top Two Critical Points:

- 1) We need to know what **non-negotiables** are.
 - a. What is our relationship with GA?
 - b. What is our relationship with sister institutions?
 - c. Does it have to be a Tier 1 community?
 - d. What is \$350,000 for? Will there be more financial backing? From whom?
 - e. The date of 1/2009 – what is to happen by then? When will GA want results? Is there a pre-determined end?
- 2) Figure out the Initial Process:
 - a. Assessment – put skilled, trusted people on the ground to assist community. Ask around about communities that could use some help (first level scan). Don't make commitment or over promise.
 - b. Technical analysis.
 - c. Identify willing partners.
 - d. Put together team of people to make issues bubble up – highly skilled listeners and facilitators to go out in community and have expertise to tap into existing social networks.
 - e. Need intermediary - with visioning process – priority setting.
 - f. Need a ready made list of successful projects that have a multiple effect in the community – so we can say to the community, “here's the range of what people are doing (at university and others)” and share it – inform community about possibilities – find out what's appealing.