

**Community-Campus Partnership for Tomorrow
July 30, 2008**

Breakout Session D (Jessamine)

Present

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Amy King, CCPS (note taker)
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Nancy Dole, Carolina Population Ctr.
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Ken Murray, NC A&T State Univ
Ferrel Guillory, Program on Public Life
Claudia Gollop, SILS
Jill Fitzgerald, SOE
Kathy Sikes, SOE/SCALE
Tyler Mulligan, SOG
Brian Cain, Sustainability Office
Charles Schmitt, RENCI

Absent

Alice Ammerman, HPDP
Adrienne Davis, SOL
Forrest Page, SOM/Student Affairs

- 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?**
- Geo-regions or sectors of interest (e.g., business, agriculture); needs some organizing/uniting force (e.g., similar interests and networks).
 - Geographic, socio-economic; align existing institutional strengths with community needs.
 - Work in more than one community; diversity of opportunities to match diversity of UNC's strengths. For example, Institute for the Environment's field sites are the mountains and the coastal plain. Working with two ensures that success of program is not just limited to one site.
 - Need an access channel (e.g., SBTDC offices, NCDOC and community college SBCs provide access to business community).
 - Two pilots are needed for any kind of comparative perspectives; also helps with peer pilot motivation.
 - Important to recognize a political jurisdiction; a county or municipality; if a rural area, then consider county-wide services, e.g., healthcare; get buy-in from county-wide actors.
 - Have two communities: eastern and western.
 - Look at it from a regional perspective; adopt a region (a combination of communities); figure out how to do a collaboration regarding package services that we might deliver; we could break out of a box if we look at regions; turn "micropolitans" into economic hubs.
 - Start small and build. It's a pilot project. Don't make it as complex as described above.
 - Could define community by topics and areas that need work, such as people with autism or the elder community.

- Work with a community that agrees a partnership will be mutually beneficial and is willing to invest the time to help define and evaluate the partnership. Whether or not we work in more than one community depends on the goals for the CCPT. Is it breadth? Depth? Holistic? What existing community infrastructure would help support CCPT work?
- For selection process, appoint a small task force that would visit potential communities.
- Identify a community in terms of our strengths and the socio-economic sustainability of a project; apply what we've learned to different communities; there could be field sites from CCPT in different locations.
- Let the community define itself; don't start with what programs we want to bring. For the pilot, don't impose our ideas about what they need.
- Most important is the interest and commitment of participating communities and their commitment to sustainability; maybe choose two communities—one urban and one rural (one rural county, one town), i.e., a small town “rural urban” location. Examples: Rocky Mount, Wilson, Hickory. Have two in case one “implodes.” (Others in the session liked mixing county with city locations.)

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?

- Credit for students. Goals reached for community; student and faculty participation for low or no cost; credit-earning field sites (?) that further faculty research goals integrated with major curriculum.
- Recognition by community
- Pathway forward has been established with concepts for a business model.
- Success: Outcomes for both the campus and community that are mutually agreed upon and transparent. Building community capacity, e.g., a new generation of leaders on campus and in the community. Something we can measure.
- Sustainability is key to success.
- Success is a mutual respect for each other.
- Questions one and two bleed together. Difficult question without metrics. What do we want to do? Improve graduation rate by 50% in rural NC? Or reduce the obesity rate in youth by 30%? That will determine what success looks like.
- Distressed communities need a new generation of leaders. Is this something you can measure?
- There are models on how to choose communities. Lesley Boney knows the details about an effort at Duke. Draw on others' expertise in selecting communities.
- In the community development field, the key concept is to build a community's capacity/ leadership to address their problems.
- Success from the campus perspective: more grants that include multiple depts.; more money for similar work from NC GA and other state, federal sources.
- You can measure success in two ways: (1) community capacity in social, organizational and political terms; or (2) look at changes in obesity rates, for example.
- Success is that a community is connected to resources not previously available.
- Carolina needs to listen and be part of a jointly designed process.
- Being respectful of their needs; listening to what communities say they need, e.g., more doctors and nurses, better teachers.
- Ensure that the overall measure of success is building local capacity (leadership).
- University has goals, too, e.g., UNCT, so we need to be transparent about our goals.
- Need to engage government leaders, local United Way's and think about long-term partners.
- Immediate response to short-term goals helps build respect for these relationships.
- Consider if the community is ready to accept help and to work with us.

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

- Risk: Thinking short-term.
- Risk: Competing with similar initiatives, especially state level.
- Risk: Putting all eggs in one basket, so that all is not lost if one site does not work.
- Risk: Promising too much or even anything; getting people's hopes up about anything that we can't deliver. Not being there in the end.
- Risk: Ending our commitment with a community before seeing significant change.
- Risk: Wasting people's time instead of respecting it.
- Risk: Creating great expectations (in the pilot) that are dashed on the rocks. There is usually a lot of enthusiasm at the beginning.
- Risk: Failing to utilize community strengths.
- Risk: Failing to accomplish relationship building; trust is key.
- Risk: Presenting a scientific or laboratory feel within the project.
- Risk: Resources don't match what community is asking for.
- Risk: Rushing to find key community person(s) right away.
- Success: Dealing with distress requires sustained attention over years.
- Success: Community champions are key to forming the bridges. Project that has a measurable impact (even if on a trial basis).
- Success: Factors might include inclusive planning, honest negotiation about reciprocal goals and outcomes, financial commitment to the project including enough staff to coordinate the project activities and evaluation.
- Success: Clearly defined and agreed upon outcomes and responsibilities. Develop truly collaborative relationships.
- Success: Listen to the community; respect their insights; ideally the project is sustainable.
- Success comes long-term by sticking to it; \$350K can be spent REAL fast.
- For success, we must be clear about our goals going in.
- Success: Community needs to see that we're like them in some way; not ivory tower; reflect back to them.
- Success: Remember turfdom of other universities in the region; include them as partners.
- For success, we need resilience to critics and failures along the way. Need long-term commitment. Respond to press criticism and roll with it.
- Success: Weight is on us to present a customer service attitude.
- For success, think of how many people will be involved; have small core group to work with community. There are many coaches who specialize in this area who could guide the work. Consider a network of coaches.
- For success, bring our connections to foundations, such as Golden Leaf.
- Need 1 or 2 people from Carolina to be spokespeople.

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

- First step is listening; begin with them and end with them.
- Build on existing contacts and partnerships; identify broad areas, e.g., business, health care, education, child care, social services and make sure all are represented in discussions and planning.
- Look at intermediaries; how do we connect to resources?

- Hold community forums.
 - Partner with groups already in the community to identify needs. Town hall with community participants.
 - Pull together a group of current experts in the community and get their advice on two or three things we could do.
 - Once we choose a community, decide who gets involved.
 - Once a community is selected, make sure participation is diverse; conduct interviews with internal and external stakeholders; “snowball” interviewing.
 - Follow up with anyone already working in the community.
 - UNCT report has who was doing what in terms of priorities.
 - Get beyond official leaders to unknown key people. Is it business people, government officials at higher levels?
 - Have community people leading meetings.
 - We could host community suppers to get families talking, e.g., parents’ night out.
 - Use small grants; look for nontraditional community-oriented ways to collect information; look at models for participatory planning.
 - Participatory planning models in all phases; United Way and Kellogg examples.
 - Maybe look at the ABCD model? Community-based research model?
 - o Bringing community members into the study as partners, not just subjects.
 - o Using the knowledge of the community to understand health problems and to design activities to improve health care (interventions).
 - o Connecting community members directly with how the research is done and what comes out of it.
 - o Providing immediate benefits from the results of the research to the community that participated in the study.
- From CCPH: Community-Based Research and Higher Education: Principles and Practices (Jossey Bass Higher and Adult Education Series) by Kerry J. Strang, Nicholas Cutforth, Randy Stoecker, and Sam Marullo (Hardcover – May 30, 2003)

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?

- Identify groups that can provide sustained effort with minimal financial support or that can help cost share.
- Have a wide range of campus representatives. Provide training, learn active listening skills, and involve a wide range of “campus” community members (including those who might be ‘clients’ or ‘service recipients’). Provide incentives.
- Define win/ win.
- Need to talk to campus units already involved in projects, policy development.
- Need an interdisciplinary team to participate in, initiate discussions in the community.
- There needs to be a backup; a face-to-face back and forth dialogue.
- Have one representative from each UNCT committee, e.g., economic development, health, etc.
- If an academic unit is not already involved, find a way to plug them in.
- Have to inform people how it will help them.
- Do some data collection at this point.
- There may be trends in areas that communities are not aware of, e.g., HIV rates, incarceration rates.
- Need a database to keep track of the expertise of campus partners.
- There needs to be an impetus/ interest in moving this forward at the University.

- How do you entice people that it's worthwhile?
- Service is usually third; not weighed as heavily in promotion and tenure.
- Interest may be different for long-term projects; for example, faculty on 9-month salaries are looking for projects/ funding during the summer months.
- Unless there is already expertise/ interest in community involvement, it needs to be demonstrated how a project relates to publication or promotion.
- Campus involvement could happen at a departmental level.
- Make it as easy as possible for campus partners to participate; buy some time for a couple of people; find people already oriented toward service; grow the \$350K to provide financial support.
- For FPG investigators, who are not tenured, a long-term involvement will require salary support.
- Questions: What are we (UNC) ready for? Will this process be based on what we choose to do? Are coastal communities ready for projects related to the rise in sea levels? How do we organize and focus ourselves?
- One idea is to set up an on-site small office (with some funding for salaries) where people from UNC and the community can meet. It shows a commitment on our part. Perhaps the community could provide the physical facility and UNC could provide the human resources.

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

- Ideally, a role for our program (SOE/SCALE) and not just one person's expertise. Integrate CCPT into our work. Resources from the University are needed – ongoing resources – not just grants.
- Some funding; relevant topics.
- MBA students are no problem to enlist.
- There is no centralized place, however, for students to go to find out about these kinds of community projects.
- Training grants and longer-paid internships would be a good idea for students.
- Need a small group to coordinate resources on campus.

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?

- Ken Reardon at Cornell.
- The Community-based research group in Washington, DC
- Center for Urban and Regional Studies
- Carter Center Projects – Portland State; Emory; Cal State – Chico?
- MDC, Inc.- Project for Rural Carolina
- NC Rural Center leadership program
- Center for Community Competiveness Program – Kenan Institute
- SRDI in Raleigh
- State-wide agencies such as NC Partnership for Children coordinates community groups to address broad range of areas for young children. Stephanie Fanjul is the president.
- Smart Start National Technical Assistance Center works with states and communities; Lesley Boney is one of the facilitators who works with them.
- Current initiatives in rural schools.
- Need to identify our own capacity.

- Lineberger Public Health Breast Cancer Awareness project has increased the amount of screening during the past 5 years.
- NC Office of Mental Health has organized a process.
- Look at the big initiatives in counties.
- Community-Campus Partnerships for Health (CCPH); it categorizes, disseminates com-campus initiatives.
- Look at bringing all these agencies together.
- Annie E. Casey Foundation; Patrick Fdn (CA); Nat'l think tanks; Aspen Round Table; Chapin Hall; learn from their experiences.
- HUD Community Outreach Partnership Program.
- Durham program (Bill Rohe PI). Learned about the difficulties in doing this type of work. Small projects do not always published materials. Sometimes hired management consultants are not the best people to do the work.
- Look at literature here.
- Identify leaders and stakeholders
- CTSA grant at the SOM
- Duke's is one year into a project such as this.
- Recognize that in working within communities, political polarities could mean that no consensus can be reached.
- Recognize racial frictions and differences in perceptions, e.g., Latino immigrants and stresses on the economy.

Top two critical points to keep in mind as we develop the CCPT.

- Realize that we're making a long-term commitment (financial and otherwise); University needs to commit funds for the long-term. The community will want to know if we're in it for the long-term. Ultimate goal should be to improve local capacity.
- Need a small group of people skilled in community development work to drive the project. Solid leadership is important in engaging the community and the campus.
- Other points:

Must plan for and develop a win-win for the University and the community.

Cannot promise anything to community leaders except to work with them and listen.

Look at the lessons learned from the many experts already doing this type of work, particularly in how to fund. First step might be to meet with these people, not just in NC, but foundations. Consider bringing in staff from the Development Office.

Building momentum; being champions.

Other suggestions/comments regarding CCPT: