

Community Campus Partnership for Tomorrow
July 30, 2008

Group E (Mountain Laurel A)
Facilitator: David Kiel
Note taker: Susan Houston

Instead of addressing the questions as presented, David rearranged them as follows:

1. What would success look like?
2. What would make this happen?
3. What could go wrong?
4. What's the advice to make sure things go right?

People in attendance:

Leigh Callahan

Donna Bickford

Charles Daye

Mat Despard

Lydian Altman

Bill Rivenbark

Gary Henry

Dennis Othner

John King

James H? of N.C. A&T

Ron Strauss

Kelly Kazuzaukas

Donna Bickford:

The core challenge is how we deal with community. The we-them language builds that dichotomy.

Dennis Othner:

It's like a capacity building process. We are essentially facilitating capacity building. We did something called Project Turning Point, with the intention that we would step back after a time and the community would take over. But as long as we were available, they would call on us for help.

David Kiel:

So one image of success is that the community can take on responsibility, have capacity.

Lydian Altman:

Never do for a community what they can do for themselves.

Ron Strauss:

Respect continuities. Our campus has a rich history of such partnerships. Look at AHEC, with 30 or more years with continuity in those communities. We should be building upon that success.

David Kiel:

One image of success is to take the relationship to another level.

Mat Despard:

Where are the continuities as based on this map?

Charles Daye:

What do we mean by community? There are multiple communities within the geographic community. How would we like that community to be different when we leave?

David Kiel:

So success would be we work together with different groups.

Lydian Altman: We're getting *them* to work together.

Charles Daye:

It's about empowering a community to work together toward a common goal. Are these communities now working together toward a common goal?

Bill Rivenbark:

Success is ensuring all stakeholders are plugged into this process. There is short-term success and long-term success. We need to go back to data like graduation rates.

Ron Strauss:

The idea that the community will be rural is implicit in this map. But we live 6 or 7 miles away from a community in Durham. It seems unbelievable that Durham would be taken out of consideration. All of the Tier 1 counties are primarily rural. I would hate to think we are moving away from urban counties. I can see engaging with Duke University to help Durham. How can you look to other areas when this one is so close?

Donna Bickford:

But how genuine is our idea to engage the state if we don't go beyond our back yard?

David Kiel:

What does success look like for us?

Gary Henry:

It's not an add-on program, but something that's integrated within UNC – students and faculty working across disciplines. If this is a special project, we won't get the participation we need.

David Kiel:

It has to be across disciplines.

Bill Rivenbark:

Service becomes elevated, becomes part of what you do as faculty.

Donna Bickford:

For faculty who aren't involved in public service, that would include making a change in promotion and tenure.

Gary Henry:

I would like to help students define an honors thesis based on this.

Mat Despard:

It would be a cultural shift, with the understanding that perhaps what mediates knowledge to quality of life changes has to pay attention to capacity building. As a university, we are not experts on community capacity building.

Lydian Altman:

Some of us are!

Donna Bickford:

We need to transfer that knowledge.

Dennis Othner:

I may have that knowledge but I'm in the knowledge business. But community leaders don't have that. How do you create a culture where you are continuing to come up with new ideas? You see that in rural areas in particular. County commissioners are not always the best at that.

Lydian Altman:

It has to be something we can replicate. Otherwise, what's the point of the pilot?

Gary Henry:

Also we don't have to reinvent the wheel here. We can draw on documented success and built on this. But if we don't change things like employment rates and graduation rates, what have we done? We need to balance capacity building with concrete results.

David Kiel:

As an example, the man who won the Nobel prize for microcredit says that when he goes into a community, he has a list of promises they have to make. What is an empowered community?

Bill Rivenbark:

Let me play devil's advocate. You have got to get stakeholders involved. If you don't, that model becomes the UNC model, not the community model.

Leigh Callahan:

Wouldn't the community come up with the idea?

Donna Bickford:

If we define outcomes for them, then it's not a partnership.

Charles Daye:

We do know things. We need to bring what we know to bear. Do we identify multiple communities?

James H.:

How are we going about defining community? It's very difficult for people to agree on employment, education, housing. What is some level of expertise that we can provide to them?

Gary Henry:

In the public policy area and schools, they don't change until external pressure is applied. Generally governments respond to external pressure. We need to identify communities that feel they want to make progress. We need to designate several places where we could have conversations. **Engagement needs to start in the selection process.** [Much assent expressed at this.]

At the break, David Kiel wrote these notes under the heading "Images of Success":

- Empowered community
- Enhanced capacity
- Observable short-term gains in important areas
- Dialogue and coalition between disparate groups in community
- Community enhanced – observable, measured outcome
- Learn and share
- Enhanced quality of life
- Students, faculty, community involved
- Urban and rural
- Take existing relationship to new level

- Learn and practice and model a capacity that makes sense to us
- Sense of “we” by them
- Can be replicated
- We ultimately let go

Leigh Callahan:

What is the definition of capacity?

Lydian Altman:

A lot of these communities don't know how to get help.

Bill Rivenbark:

We don't want to write off the low-capacity community.

Mat Despard:

Do we look at a community with citizen participation?

Donna Bickford:

Part of the problem is that knowledge isn't disseminated.

Dennis Othner:

North Carolina is kind of weird. We have weak state structures; there's more power in the counties. Are we looking at counties as our designation?

David Kiel: What would be ways to get community participation?

Charles Daye:

I don't know that we can guarantee that. We might need to talk to lots of people just to get that level of participation. We need to seriously consider looking at more than one community. This is not a cookie cutter program.

Ron Strauss:

What do we have to offer as a university? We have a very well developed health affairs capacity. But we have 4 counties without a dentist and 45 counties with only 1 dentist.

David Kiel: If health care comes up, then how do we respond?

James H:

We as a group need to consider what we can offer.

Gary Henry:

We need to shift both sides of the conversation to assets, UNC's and the community's. We have to look at the proximity to the University. This will involve being there as a presence. If choose one of those counties in the far west, it's going to be hard to be a presence.

David Kiel:

Would we have a presence with UNC Asheville and we support?

Gary Henry:

Maybe down the road.

Kelly Kazuzaukas:

By leaving out what is less distressed, we are not addressing significant issues.

John King:

There has to be a physical presence. It could make a difference between partnership and consulting. There are regional alliances that we need to be aware of. I'd like to see students become part of this.

David Kiel: Are there good examples we can look at?

Lydian Altman:

We should look at closing the achievement gap. In the readiness phase, see if we could identify communities. We got 15 proposals, selected 9 and 5 or 6 communities stuck in there. For work in communities, the community visioning in Wilson County had the county, Barton College and the Chamber of Commerce identifying issues.

Ron Strauss:

We should draw on the success of AHEC. It has community voices, has a housing system, air travel to get faculty out there, and it's been working for so long in these areas.

Charles Daye:

The process includes collecting information on what we're doing now.

Dennis Othner:

When we did the pilot for the Smart Start initiative, we were in four counties at first. We learned what worked and what didn't work. Things that are hard to do may be most important. The focus was on children, but also touched on all areas – health, education, etc.

Kelly Kazuzaukas:

“What is it you're going to do?” is what they'll want to know.

Mat Despard:

We need to focus on relationship building as opposed to parachuting in – an engagement sabbatical, of sorts.

Charles Daye:

That won't happen until the reward system is changed.

Gary Henry:

We can also think in terms of incentives like preparing a course on Edgecombe County. Half our students go abroad and half should go into these counties.

David Kiel: We're committed to capacity building and self-governance. Once needs are identified and prioritized, there's not a contradiction there.

Donna Bickford:

The seamlessness of the process is important.

Bill Rivenbark:

Are we going to have to build some capacity within the University. We need some folks working on this full-time. Are we going to pull someone out of the schools to work on this?

Dennis Othner:

The more I did and the more free time I was given, the less they did and the more they relied on me. If you can be more like a facilitator, you can be resource for them. We talk in terms of “buyout.” We need to change these rules.

David Kiel:

What about a staff person?

Gary Henry:

Hire a community member who becomes a full time facilitator.

Leigh Callahan:

We're now out in 27 counties, where I train others to do assessment. When the grant money runs out, what do we have?

James H.:

ECHO and AHEC programs have offices around the state. Is that something to leverage? They have a lot of respect within the community.

David Kiel:

There's also the SBTD [Small Business Technology Development] centers and a network of CDCs.

John King:

There's the Cooperative Extension at N.C. State.

Ron Strauss

Family support networks.

Charles Daye:

Legal services has offices all over the state and legal representatives within the CDCs.

Dennis Othner

Many of the entities are siloed. How do we break down these silos and build networks? How do we take advantage of AHEC and ECHO but create a climate of change? What could go wrong? We could fail.

David Kiel:

We could go with one of these networks as a base.

Charles Daye:

We could try each of those models to see what works. It's a case by case process. We should be open.

Mat Despard:

Are there any existing organizations out there that do this? They would have to be broad based.

James H.:

For economic development, I would look at the Chamber of Commerce. For obesity, we went to the Y, because they are the best source.

David Kiel:

Tell us who you are already connected to in the community.

Charles Daye:

Learning about the community means having to go to meetings on Friday night or Saturday morning. The community that was affected did not agree on the solution. Do we try to mediate that?

David Kiel:

What could go wrong? How do we avoid that?

Bill Rivenbark:

Don't underestimate the resources needed for this.

David Kiel:

Create a realistic budget.

Gary Henry:

Go on a limited foray into these communities.

Bill Rivenbark:

Don't overestimate what we can do.

Lydian Altman:

Or the timeframe.

Charles Daye:

Don't promise more than we can deliver.

Ron Strauss:

Listen to the community.

Dennis Othner:

Communities have fairly stable leadership. We tend to turn over. We need continuity.

Gary Henry:

We worked with school mergers between towns and counties. It was clear in every case that it's in the best interest to merge. But I've failed because I've stayed with my facts and figures. What is our model? When do we push? When do we stay back?

Donna Bickford:

Whatever we're doing, we're taking a position.

Bill Rivenbark:

The feeling of not wanting to change is strong in rural communities.

Charles Daye:

Sometimes you can play a mediating role to help the groups see the common ground.

Gary Henry:

Mediation will only go so far. I could have been more of an activist.

Mat Despard:

We need a commitment from the community to consider powersharing.

Lydian Altman:

We need core values we can identify going in – our no wiggle room values, with room for others to be added.

Gary Henry:

We have to have some rules of the game to be on one side or the other. We need to have some of these sketched out before we go in.

James H.:

We have to be flexible.

David Kiel:

We've tried to do this. Why didn't we succeed?

Ron Strauss:

It can't be just the powerful at the table. Form a community advisory board or a community council for those frequently left out of the conversation. It's not just a town meeting. You need someone there who can continue to give you advice.

Gary Henry:

It's about governance – some ways to reach out. The disenfranchised are the least likely to speak up.

David Kiel:

The project needs a governance structure.

So what are the couple of things we can share with the larger group?

Dennis Othner:

A shared interviewing process that's mutual.

Bill Rivenbark:

Making sure the process of inclusion starts at the beginning.

James H.

That we have the infrastructure that we need.

John King:

That this is a partnership not a consultant.

Donna Bickford:

Sustainability of the project.

David Kiel:

- Don't preselect.
- Make sure the players are at the table.
- Build an infrastructure for sustainability.
- Make it a true partnership.