



Community-Campus Partnership for Tomorrow

Questions for Small Groups

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?
 - Self-selecting (i.e., can a community volunteer itself?)
 - Small in scale for easier implementation the first time around
 - Have a well-established, competent and sane community structure/org with whom to liaise—community must be fairly and accurately represented
 - Previous ties to UNC/previous projects
 - Advantages to a larger area—more ways to engage, possibility of comparison between 2 places within larger region
 - RFP process
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?
 - Effective policies or programs that are self-sustaining after UNC's departure
 - An ongoing working relationship, a true partnership
 - Measurable results
 - An effort that can be replicated elsewhere
 - From the community's p.o.v., access to resources, improvement, credibility, attention
 - From campus p.o.v., opportunity to engage, volunteer, deploy talents, experiment, think creatively
 - The establishment of a campus office that can continue work
 - Removing walls between silos
 - A clear and identifiable process
 - Student (and campus overall!) involvement
 - Appropriate recognition (campus and community)
 - The establishment of a procedure and mechanism for doing this
 - Acceptance of both research and engagement as being important components of scholarship; two faces of same coin
3. What are the risks to be avoided in this project? What factors must be present for success?
 - Community fragmentation, disputes, unreliable leaders, local politics
 - Insensitivity to community needs on UNC's part, misplaced priorities
 - Poor communication, misunderstandings
 - Disorganization, too many chefs
 - Unexpected, unpredicted complications
 - Difficulty of departments, different entities at UNC working together, obstacles to working together

- Problems are more intractable than expected
 - Community disappointed, disaffected; expectations unrealistic or badly managed
 - Needs addressed poorly, no real, lasting solution offered
 - Long-term commitment required but short-term interest
 - Lack of faith and trust
 - Lack of buy-in from community at outset
 - Difficulty working long distance
4. What process should we consider using to involve members of the community in the partnership?
- Extensive meetings/workshops/trainings
 - Ongoing education and outreach
 - Appreciation that this kind of work can be slow, patience
 - Enlist support of key community leaders/orgs
 - Who has done this in the past? Consult with them
 - Listening and investigation
 - Discussions with those on campus who are thinking through this process already (Eng, Kelley, Holland)--can conduct trainings in preparation or produce white papers. some exist already
 - Cross training
 - Diversity of faculty, staff and students
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?
- Offer open to anyone on campus
 - Employ resources already at hand: faculty engaged scholars, public service fellowships and other existing resources
 - Training available for entering community
6. What conditions must be present for you to be actively involved in this project? Community members? Faculty? Staff? Students?
- Recognition, resources, support
 - Trainings (for others and UNC affiliated folks)
 - Money, time
 - Students need advisors, oversight
 - A shared agenda—not a UNC driven project, i.e. trust and faith
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?

Statewide suggestions: ncacdc, nc rural center, rcap, NC inst of minority economic development, southern coalition for social justice, community reinvestment assn of NC

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

what is role of main campus? How will this be organized from the campus side?
 capacity building at UNC—a portal for community access, a centralized process for those who to reach out to UNC (and vice versa)



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Answer: My primary concern would be that the community we serve actually be representative of North Carolina, ethnically, racially and socio economic wise. I think it is obvious that any outreach for public service and engagement would do well to consider the people who are having the hardest time thriving in North Carolina, the elderly, some minorities and all of the economically disadvantaged—minority and otherwise. I also think it is smart to remember that certain sections of the state, eastern NC for example are perhaps having a harder economic time than other areas of the state. Finally I would like for the group to remember that we have resources as an educational institution that could be of use to the k-12 system and the community college system in state.

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?

From the community perspective did we make a change? Did we improve the lives of at least some members of the community. Did we put things in place that can be maintained and sustained when our involvement is ended? In the case of the campus I presume success would be defined in the same way, did we make a sustainable and significant positive impact on the community we choose to partner with.

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

The risks I think are:

- Make sure we do not start something we cannot finish
- Make sure we do not overestimate our ability to impact change and make promises we cannot keep
- Make sure we do not make cultural or other mistakes with the people we interact with
- Make sure we do our homework first to investigate historical and other factors that are impacting the situation that might not be easily discernible on first examination.

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

I would imagine in most communities there are both already recognized leaders/activists and some others who would be happy to serve in that capacity if asked. We would need to do our background investigation very thoroughly to make certain the person (s) does not have an ax to grind or is not a partisan for only one specific faction of the community to the exclusion of others.

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?

- Information needs to be shared with the campus on specific activities for specific projects.
- Deans and others need to be encouraged to view this kind of activity as a positive when doing tenure and other decisions for faculty
- Supervisors need to be encouraged to view this kind of activity as a positive when doing performance evaluations for EPA non faculty
- When applicable the activities/programs should be used as elements of the Diversity Plan Report for the unit which would encourage participation.
- SPA employees need to be empowered to participate if we truly want to use all of the talents of the campus community.

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

I will be happy to participate if I can make a contribution.

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?

I do diversity education for the Guardian Ad Litem system in Wake County and serve on the board of the Orange County Rape Crisis Center. I think there are all kinds of ways to get involved in giving to the off campus communities, from tutoring and mentoring in area schools to working with the poor to make certain they understand the value of education.

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

- 1) **We need to be aware of cultural factors whether those are economic, racial, rural or other.**
- 2) **The university has to provide some incentives for its employees to participate in these kinds of activities beyond a generic “thank you.”**



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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? (15 min.)

I think we need to think about the end game from the beginning, or as Stephen Covey says “begin with the end in mind. We should make an advance determination of where we think this project will go if we are successful

Four criteria come to mind which may be separable or cumulative in the choice of the community and type of project.

- Scalability—The degree to which a successful project can multiplied in its impact and presence in the future.
- Replicability—The degree and frequency to which a successful project can be repeated with another community
- Continuity---The degree to which the benefits of the project can continue once UNC leaves the situation.
- Visibility—The degree to which a project will establish the University as a concerned and competent corporate citizen in successfully delivering valued aid and assistance
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Furthermore I think it is very important to have a credible partner in this endeavor, a credible organization that speaks for a community, that has good credentials of its own, if not powerful advocates in the legislature. I very much worry if the University has to create a partner for these purposes. That adds several levels of risk and complexity to the enterprise.

One option that I find attractive is to partner with an organization that represents a series of communities statewide and work to strengthen their community building work state wide. The choice of these communities might be guided by the six areas of the UNC tomorrow report.

For example, with respect to community economic transformation, we might choose as a partner the NC Community Development Initiative which supports 25 developed CDCs throughout NC and partner with them on a plan to strengthen those institutions in the communities.

Another option would be the NC Commission on Indian Affairs which represents 7 tribes and 4 urban Indian organizations, about 100,000 NC Citizens. They are involved in a variety of educational , economic development, and cultural development activities on their behalf. UNC already has pretty good track record with the native American populations and they would provide a wide range of application of faculty, student, and staff expertise. There is no more disadvantaged group in North Carolina, but they also have pretty good self-help infrastructure we can tie into.

Other possibilities would be Partnering with a major environment organizational around a critical issue like water quality. Another good topic would be rural health. In each of these circumstances we might also have the advantage of there being a clear lead agency at UNC (e.g. in the case of Rural Health we would think about the Medical School or School of Public Health which could spearhead the activity).

I worry about partnering with a locality such as a city or county because of the limited nature of the enterprise, and focusing UNC efforts so narrowly, as well as turf competition with other universities and colleges; but again the League of Municipalities or the Association of County Commissioners might be a good partner, or the NC Rural Center.

Again on the theme of finding a strong partner that is already engaged and whose efforts we could multiply. The NC Rural Center has for several years had a “small towns project.” MDC based in Chapel Hill also operates a program funded by the Duke Endowment to do capacity building work with small communities. They also have a highly regarded program for helping community colleges make an economic difference. These might be partners we could explore, perhaps a consortium of like agencies who could be portals and conduits for students, faculty and staff who work in communities.

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.)

Given the above scenario, the partner organization (would say we have “embedded” UNC student, faculty and staff effort and expertise for the long-haul in making a difference for the communities served. Long term research projects would be under way. Well-supervised student internships would be long established and the well-orchestrated hand offs between one student intern and another would add up to visible progress in the areas of work chosen. Grant funded spin-off projects would jointly benefit UNC and the partner organization based on the work done. Several UNC faculty members would see it their career interest to remain actively involved with this community. The partner organization would be a conduit for directing UNC effort and energy into sites and projects that move local interests and concerns forward.

The prototype for this work already exists in a number UNC-organization partnerships, but we are talking about a much higher sustained level of integration. What Holden Thorp did with the Morehead Planetarium is an interesting positive example. Before he revamped the Morehead planetarium it was fairly isolated from the campus. By the time he finished literally scores of students and some faculty were involved in delivering programs on a permanent basis to the advantage of the MPSC and also the school systems and communities served.

3. What are the risks to be avoided in this project? What factors must be present for success? (15 min.)

We have a number of negative and positive examples we can learn from.

Examples with some cautionary lessons to teach

The UNC Upward Bound Project has been on campus for 30 years and has an independent source of funding. While it provides tremendous service to a number of local communities it has never really, to my knowledge been embraced by the campus or been the conduit for faculty and student engagement in those communities it could have been. So isolation of the service project is a risk. This was MPSC’s issue before Holden did a remake.

Also on the negative side—The Community Outreach Partnership which existed in the mid 1990s under the Auspices of CURS. Is a good example of what not to do and I am very concerned lest we repeat these mistakes. I am sure Bill Rohe will be glad to give you chapters and verse on the mis-steps involved in this project which largely squandered \$500,000 in federal money, exhausted CURS staff, and made little impact on the West Durham community it was supposed to help. Ultimately UNC left the scene with its tail between its legs. Problems here included: over-promising; unrealistic expectations about what faculty would and could deliver, inability of the community organization to partner with UNC, including the community seeing the program as a jobs program, rather than a service program, lack of faculty whose own career interests depended on the success of the project, subtle competition with Duke in whose backyard we were musing. The most successful component of that project was a community photography project which was led by the Duke Center for Documentary Studies. This underlies the principle of having strong local partners in service delivery.

Positive Examples and possible lessons

Clearly the work of Ginny Eng is a shining positive example. The key is obviously the long-term commitment of a talented and dedicated faculty member whose career interest dovetails with that of the community partnership. Gary Bishop could also be a star in this regard, and maybe Dottie Holland both of whom have demonstrated a long-term commitment to a given community. Internationally there is no better example of this than the work of Brian Billman in Anthropology. One implication might be to build the partnership on the basis of this kind of demonstrated faculty commitment.

I am also impressed with model of the CEP, now the institute for the environment which by establishing a network of local research/service stations provides a conduit for a continuous flow of student and faculty involvement in partnership with local environmental organizations and local governments. Though I know the Institute for the Environment is going through some changes, the original conceptualizations of field stations which are partnerships between the community, UNC, and other established environmental and educational organization is a good one.

All hail the AHEC Model! Perhaps. Building on what I said in the previous paragraph, UNC could develop a defined network of local community “service stations” around the state using that model, say one in each of a dozen districts in partnership with other institutions. This service station could address projects in area of the UNCT report. This comes perilously close to an extension service. If so, so be it. This is something that President Friday has been advocating for years. To do this we would need to carefully avoid the mistakes of the COPC project and find strong local partners who are already linked to the community and have on-going projects that UNC students, faculty and staff can usefully help with. This would also cost a lot of money, but if the project were seen as a pilot for this model and it was successful the money might flow.

Again --lets start with some possible scenarios of where we might go with this if we are successful and then reverse engineer the pilot to maximize the possibility of something scalable or replicable, visible and continuing.

4. [What process should we consider using to involve members of the community in the partnership? \(10 min.\)](#)

I am very leery of UNC getting into some kind of community organizing effort, as much as I think the NC Carolina Fund was one of the best things that ever happened to NC. I think instead UNC should work with well-established community based organizations that are well led and well motivated. We should work to strengthen those organizations, especially those that represent minority populations ,

disabled and disadvantaged groups and poor people. If we can help these organizations mobilize their constituents to be more active participants in building their communities, then that is good, but we should not seek to involve the community directly ourselves except in close partnership with groups already on the ground. I think UNC directly working with local members of the community absent local organizational partners undercuts existing community infrastructure.

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.)

The key is aligning incentives and investing in sustained structures that will make this work. For example the Campus Y has been very successful in involving students in all kinds of projects. They have a very well developed infrastructure for doing this led by Virginia Carson who everyone knows is "a ball of fire." Same with the internships component of the entrepreneurship minor under Buck Goldstein and John Stewart. This infrastructure of involvement is both essential and costly. Without a serious and permanent investment in staff infrastructure we are setting ourselves, the students and the community up for failure. With respect to incentives: students must get credit; faculty must get course credit or released time and be supported to write and do research; staff must be paid and have their heart in it. Any involvement of campus partners that assumes this is going to be an "extra unpaid activity" will have short longevity. However we could utilize successive waves of short term campus volunteers if there was a well trained, committed and financed Tom Sawyer operation in place for this. Sort of a campus Y for the CCPFT.

6. What conditions must be present for you to be actively involved in this project? Community members? Faculty? Staff? Students? (10 min.)

I am deeply hopeful that this effort will succeed. I feel I have a unique perspective (40 years perspective on service programs at UNC, long-time ties with many important NC non profits, and a lot of theoretical and practical knowledge about what works and what doesn't as an organizational psychologist and practicing consultant.) I would love to be more involved, and would be glad to talk about a consultancy with this effort , but failing that I will be glad to kibbutz when given the chance. I do want us to be successful.

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? (10 min.)

It would not hurt to create a council of campus advisors—people who have done a lot of this; also a council of community advisors—people who have been on the receiving end and who have been benefited and burned and can tell us what not to do

Just to repeat some of the **external groups** that focus on community development I have mentioned that might be advisors or potential partners and to add a few others

NC Indian Economic Development Initiative—Tony Hayes
NC Commission on Indian Affairs---Greg Richardson
NC Community Development Initiative—Abdul Rasheed, Ebonie Alexander
NC Association of Community Development Corporations—Sue Perry
NC Rural Center-Billy Ray Hall, Robin Pulver, Leslie Scott
MDC—David Dodson, Susan Fowler

NC Institute for minority Economic Development-Andrea Harris
Self-Help—Martin Eakes, Stephanie Barnes Simms
NC League of Municipalities
NC Association of County Commissioners

People on Campus who work know about with communities in some way

Virginia Carson
Buck Goldstein
Ginny Eng
Gary Bishop
Brian Billman
Pat Parker
Dottie Holland
Dee Reid
Bill Rohe
Gordon Whitaker
Michelle Berger
Vin Stepanides
Jim Leloudis (recently completed a book on the NC Fund)
Peggye Dilworth Anderson
Francesca Talenti
Bland Simpson
Bill Ferris, Marcie Ferris

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

- Think in advance how this project can be replicated, scaled, or sustained
- Partner with well-regarded, progressive, and well-led organizations that are already connected to communities do not try to create an independent connection between UNC and new communities however defined.