

Ideas for next year's faculty development:

- Use this tool for evaluating partnerships?
- Invite partners to attend/present at brown bag sessions?
- Build a reader focused on UNST goals?
- Brown bag session on "Principles of Partnership"
- Brown bag on "journal keeping" using Stylus book of that title?
- Check stylus catalogue for UNST library resources

***Building Capacity for Reciprocal Partnerships:
Identities, Roles, Competencies, and Growth of All Partners as Co-Educators,
Co-Learners and Co-Generators of Knowledge***

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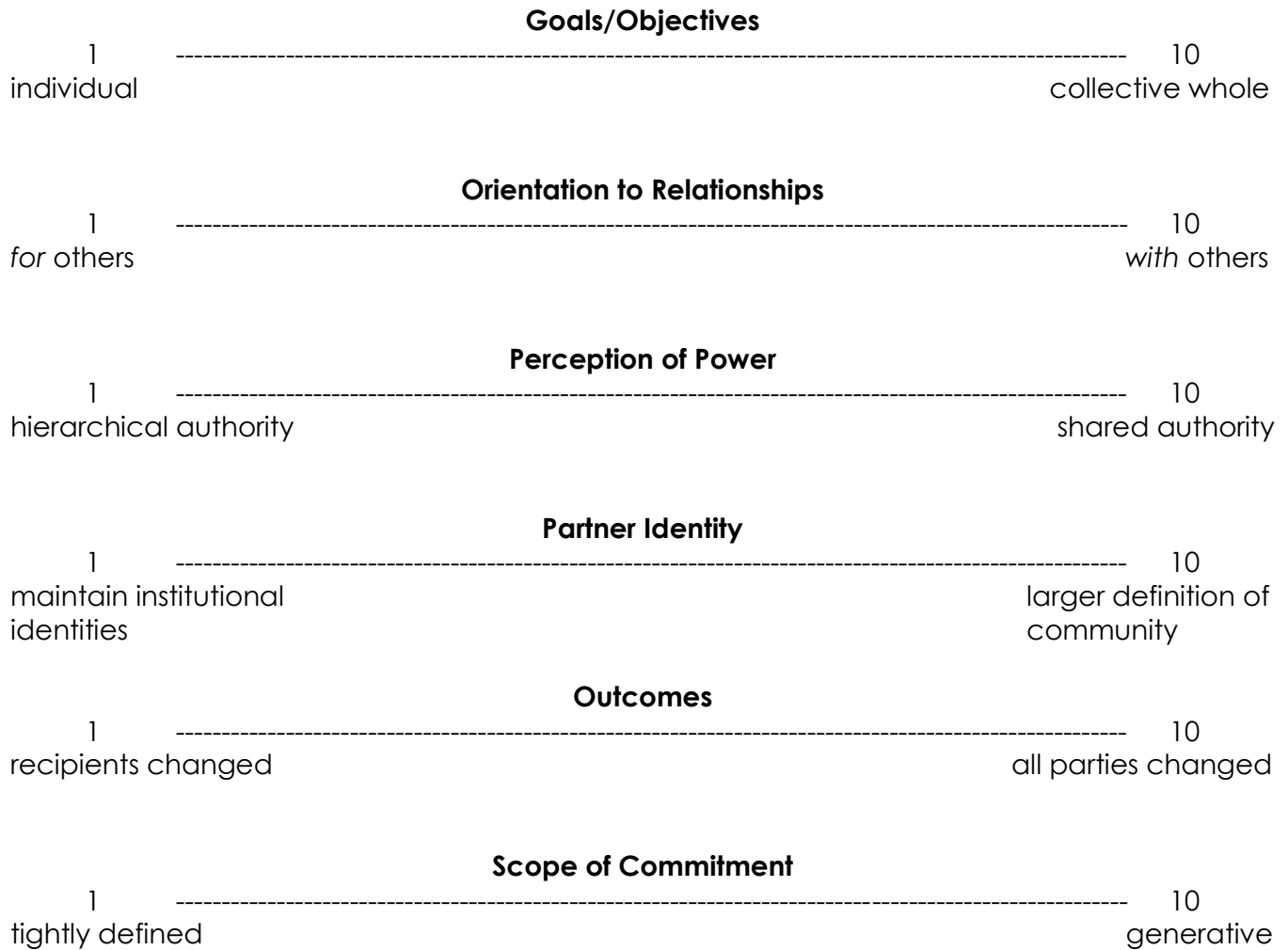
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Examples of Essential Elements in Reciprocal Partnerships*



What contributes to your rankings? In other words, what are the barriers and/or enhancers within these elements of the partnerships?

* Modified from Enos, S., & Morton, K. (1993). Developing a theory and practice of campus-community partnerships. In B. Jacoby (Ed.), *Building service partnerships* (pp. 20-41). Indianapolis, IN: Jossey-Bass.

An Example of University/Community Partnership*

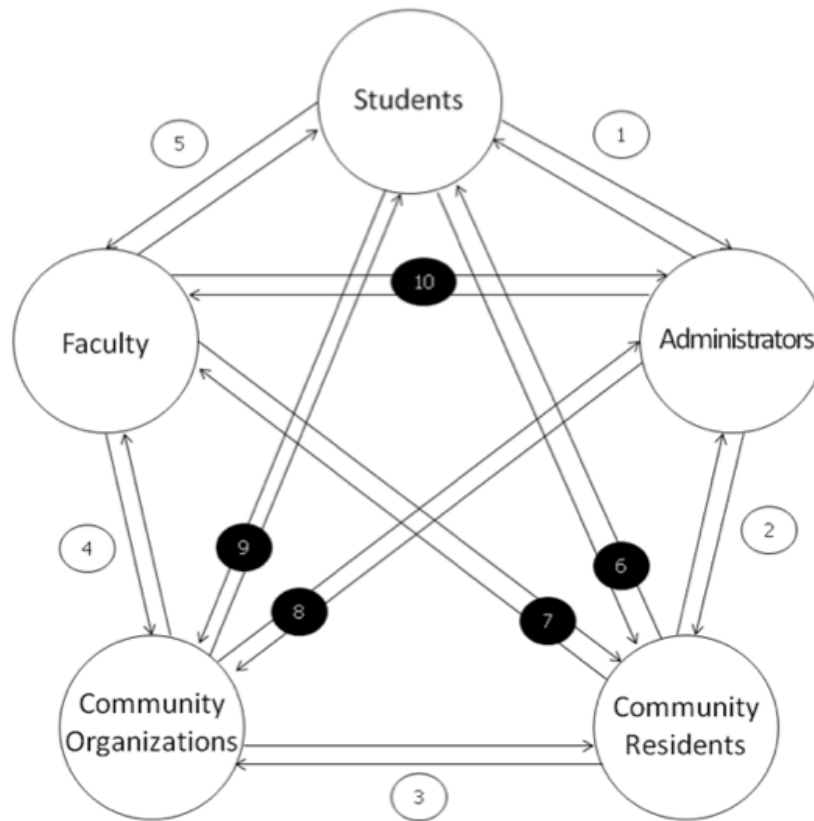
A nonprofit organization (referred to here as SSO) left a voice mail message at a local university's center for nonprofit studies, saying "We really need someone from the university to come help us out. Our 5-year review will be conducted in 6 months, and our Board has asked us to come to make a case for our impact on our clients. We know we're doing good work, and we've been evaluating our program all along, but we think research from the university will provide better data as well as credibility." The center identified a faculty member with expertise in program evaluation, who spoke with SSO's Director to discuss possible approaches to the project. She suggested that students in her course on nonprofit leadership could use an interview protocol she had previously developed to provide evidence of the impact of SSO's programs through the voices of its clients while she conducted a parallel process of investigating and quantitatively documenting organizational outcomes through a survey of their clients. She also suggested that an Honors student she was mentoring in an Independent Study could guide the class activities, serve as a connecting point between the students' research activities and her own, and support her in analyzing the statistical data she would obtain through her survey.

The Director of SSO met with the faculty member and students in class at the beginning of the semester and provided contact information for several clients. The students divided up the list, met with the Honors student to review the interview protocol, conducted five interviews each, and as a class produced a written summary of key themes highlighted with respondent quotes. Throughout the semester they reflected individually in weekly written assignments on the connections between the academic content of the course (leadership challenges facing the nonprofit sector) and what they were hearing in their interviews. The faculty member developed the survey, showed it to the Director for input before finalizing it, and then worked with the Honors student to collect and analyze the data. Together the students and faculty member presented their findings to SSO at a staff meeting at the end of the semester. The staff and students together identified ten quotes from clients that could be used effectively in SSO's report to its Board, and the faculty member shared 5 PowerPoint slides she had made with the Honors student with summary quantitative data. The Director took her up on her offer to present at the next Board meeting.

Several outcomes resulted from this project. Students heard the story of SSO clients who had come from difficult situations including homelessness, incarceration, and drug addiction, yet worked with SSO to find employment or build their own nonprofit organizations to support others in their community. Class discussions and students' written products revealed and challenged their assumptions about people with these backgrounds, and they came to better understand that leadership can come from people's goals, values, and commitment, rather than status, money, or power. After the faculty member made her presentation to the Board, Board members viewed the organization differently, understanding better what the staff did on a day-to-day basis and their impact in the community rather than just seeing the organization primarily through the lens of a balance sheet. This reframing of the organization's work deepened the Board's relationship with the Director and created new levels of trust that empowered the staff in new ways. The faculty member was so impressed by the impact of this organization in the community and with her students that she set up a meeting with the Director to explore additional ways to continue their partnership beyond the semester.

* Excerpted from: Jameson, J., Jaeger, A., & Clayton, P. (2010). Community Engaged Scholarship as Mutually Transformative Partnerships. In L. Harter, J. Hamel-Lambert, & J. Millesen (Eds.), *Participatory Partnerships for Social Action and Research*. Dubuque IA: Kendall Hunt. pp 259-77.

SOFAR Model of Partnerships*



Partnership Matrix

Relationship: _____

Element of Reciprocity: _____

	Individual / Interpersonal Level	Systemic Level
Enhancers		
Barriers		

* Bringle, R., Clayton, P. & Price, M. (2009). Partnerships in Service Learning and Civic Engagement. *Partnerships: A Journal of Service Learning & Civic Engagement*. 1(1): 1-20.