

Developing Collaborative Service-Learning Partnerships

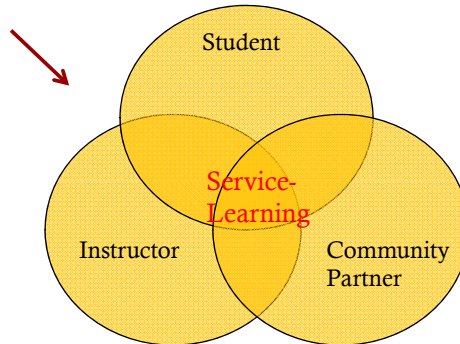
Types, Strategies, Teaching and Tips

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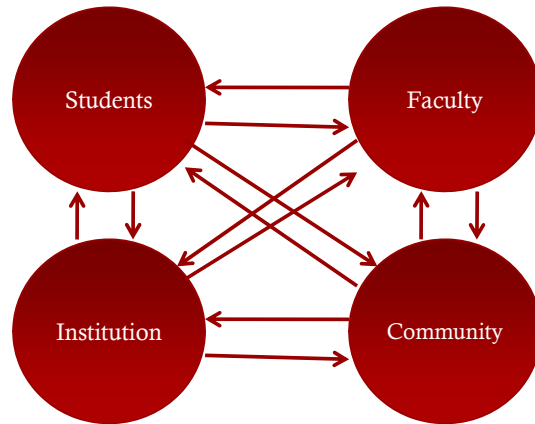
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Conceptualizing Partnerships (Venn Diagram)

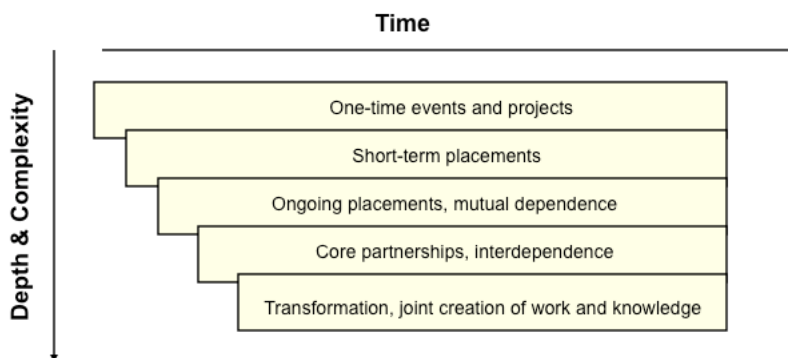
Service-Learning
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Conceptualizing Partnerships (adapted - Bringle & Clayton, 2008)



A Framework for Development of Campus-Community Partnerships



B. Jacoby & Associates, *Building Partnerships for Service-Learning*, 2003

Partners or Placements?

- Placements are transactional
 - Higher potential for “roadblocks” and miscommunication
 - Students potentially less confident and not as invested

- Partnerships for transformation
 - Sustainable
 - More of an investment by all parties
 - Higher Risk and Higher Gains

Transactional Transformational

- Transactional relationships are those that are instrumental, designed to complete a task with no greater plan or promise...commitments are limited and, perhaps, project based.

- Transformative relationships proceed with less definition, with an openness to unanticipated developments, with a deeper and more sustained commitment. Individuals question or reflect deeply on their institutions and organizations and examine how they do business, and how they define and understand problems.

Enos & Morton (2003)

Stage 1: Limited Awareness of Each Other

An infrequent person or "listing"

No strong personal relationships

Little or no expectation

Communication limited to updating listings

Scheibel, Bowley, Jones (2005)

Stage 2: Limited Activities & Expectations

A few people/projects each year

Predictable conversations (a few emails, calls per year)

Agreements and expectations may or may not be written



Scheibel, Bowley, & Jones (2005)

Stage 3:

Structured Involvement



Multiple forms of consistent involvement (SL, work study, NC-ACTS!, other service)

Clear lines of communication and who to contact

Some co-planning & some evaluation

Some written documents



Scheibel, Bowley, Jones (2005)

Stage 4:

Joint Project Development



Co-design of initiatives that meet common concerns

E.g. creating new community programs, services, etc.

Fundraising, marketing, evaluation done jointly

Power and future of collaborative discussed openly and shared

Scheibel, Bowley, & Jones (2005)

Stage 5:
**Collaboration
Based on Risk &
Resource Sharing**



Own success is bound to other's
Funding & staff intertwined
E.g. Coalitions formed to
address complex community
issues
Governance of new group does
not favor any partner or interest
All partners can articulate self
interests and mutual benefits

Scheibel, Bowley, Jones (2005)

**Partnership
Identity** (Janke, 2008)

Unified Mission
Distinctive Entity
Organizational Structures
Expectation to Endure

Boundary-Spanning

- **Social Identity** (Tajfel & Turner, 1977)
 - Who am I?
 - Tied to association with others
- **Organizational Identity** (Albert & Whetton, 1985)
 - Who are we?
 - Tied to association with organization
- **Partnership Identity** (Janke, 2008)
 - Who are we?
 - Tied to association with partnership

Why different stages matter

- Earlier stages require more set-up, logistics, discussion, etc.
- Latter stages may require “less,” or “more” attention depending on project
- The agency & university (in general) may be at a latter stage; however, the individual agency staff or faculty with may be at an earlier stage
- Balancing larger educational goals with service project details is tricky

Cultivating Partnerships

- Who do you know?
 - Community members
 - City/local government officials
 - University resources and connections
- Identify the desired learning outcomes
 - Global connections
 - Local action
- Staff actively develop relationships within the community throughout the year
 - Provide workshops
 - Attend events

Matchmaker Matchmaker Make Me A Match!

- Community Partner Meetings
- Build from existing partnerships
 - Service-Learning / Practicum / Internship Sites
 - Volunteer Sites
- Faculty and Student Interests – *Importance of this should not be underestimated!*
 - Social Justice Issues / Passions
 - Research Interests
 - Relationship Ties
- Logical Discipline Related Organizations

Preparing Faculty to Partner (step 1)

What Type of Partnership?

- **Transactional**
 - One-time
 - Minimal interaction
 - Cooperative
- **Transformative**
 - On-going
 - Regular interaction
 - Additional opportunities
 - Collaborative



Strategy for Partnering

- Students find their own placements



- All participate at the same agency
- Select from a pre-approved list

Preparing Faculty to Partner (step 2)

Learning Objectives

- Awareness of Issue
- Application of Theory
- Practice a Skill

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Type of Service

- Direct
- Indirect
- Advocacy

Service-Learning Partner Database

My Service
Connecting the UNGC Community to Volunteer Opportunities in the Triad
Leadership and Service Learning @ UNGC

Home

- LOOKUP member
- Early Joiner
- My Staffing Address
- My Service Incomes
- My Record

Service Opportunities

- Organizations
- Student Leader
- Service Learning
- Partners
- View Research
- Outlines

Administration

- Volunteers
- Contacts
- See Job Incomes
- Export Mailing Labels
- Manage Student Leader
- Filter
- Get Job Viewing
- Reports
- Manage Update
- Submissions

Organizations /

Edit / Delete

Triad Health Project
801 Summit Ave.
Greensboro, NC 27435
PHONE: 275-3534, ex. 20
FAX: 275-3509
www.triadhealthproject.com/

Sites (1)

Triad Health Project Main Site
801 Summit Ave.
Greensboro, NC 27435

Organizational Contacts (2)

New Contact

- Shane Burton
Director of Community Involvement
- Kristy Singleton
Director of Community Involvement

Student Leaders

1 Student Leader(s) associated with this organization.

NAME & TITLE	STATUS
Kristy Singleton Student Liaison	●

Being a Student Leader is a great way to serve!

Contact the Office of Leadership and Service-Learning to learn more about becoming a Student Leader.

Add Student Leader

TITLE	DESCRIPTION	CREATED	LAST VERIFIED
11 Driver	If you have free daytime hours, insurance, and a valid driver's license, THP needs drivers for clients badly! Some trips are local but many are to doctor's appointments in Chapel Hill or Durham.	11/26/2003	12-14-07 PM
80 Office Assistant	Assist with office duties at the High Point location of THP. Training provided.	4/14/2004	9/29/2005
33 Party and Catering Volunteers	15th Annual Dining for Friends: Volunteers are needed to help host parties at their homes during this June 12th fundraising event to benefit people with HIV/AIDS. Volunteers are also needed to help set up after dinner dessert tables at the Greensboro Coliseum Special Events Center where dinner guests will gather at the finale of the evening.	4/16/2004	9/29/2005
34 Marketing/Public Relations	Mothers' Bar Brigade: Sat., April 24th from 8:00 p.m. until 9/29/2005 Volunteers are needed to visit area bars and nightclubs to talk with patrons about HIV/AIDS and to distribute testing information and safe sex care packages.	4/16/2004	9/29/2005
22 Clerical/Administrative	Need drivers and phone volunteers to assist clients in Greensboro and in High Point offices.	4/16/2004	9/29/2005

Service-Learning Partner Database

Especially for Faculty

[Service-Learning Partners /](#)

This Organization is a Service-Learning Partner.

“ Triad Health Project (THP) provides emotional and practical support to individuals living with HIV/AIDS, to their loved ones, and to those at risk for HIV/AIDS; implements strategies to educate those at risk and the community about HIV/AIDS; and advocates locally, regionally, and nationally for individuals and groups infected with or affected by HIV/AIDS.

Research Questions

Active Inactive

1 active questions currently associated with Triad Health Project

- Shane Burton: Deactivate
 - What strategies will improve the ability for THP to promote our agency, services, and events?

We have a diverse client base (gender, ethnicity, sexual orientation), and are open to facilitating research on a range of topics.

How can THP lobby most effectively for HIV/AIDS (specific agendas and bills) in the House and Senate to increase funding for prevention, funding for medication, and advocating for Harm Reduction (needle exchange)?

- Service-Learning Agreement
- Research Question for Community-Based Research
- Faculty Members – maintain history

Tips to Help Facilitate Partnerships

- Tips for Partnering Handout
- Orientation to SVL and Community Partner Etiquette Handout
- Sample Letter to Partner
- Student Log to Record Hours
- Others?

Service-Learning Office

The diagram consists of three overlapping yellow circles. The top circle is labeled 'Student', the bottom-left circle is labeled 'Instructor', and the bottom-right circle is labeled 'Community Partner'. The central area where all three circles overlap is labeled 'Service-Learning' in red text.



Questions?

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