

# Excellence in Community Engagement Visioning & Planning Advisory Committee (CEVPAC)

September 20, 2011, 3-4:30pm

Meeting held at the Volunteer Center of Greensboro

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## **ATTENDEES (18):**

Kristin Buchner  
Patti Clayton  
Brenda Elliott  
Colleen Fairbanks  
Helen Hebert  
Celia Hooper

Emily Janke  
Spoma Jovanovic  
Laurie Kennedy-Malone  
Patrick Lee Lucas  
Jerry McGuire  
Chris Payne

Nell Pynes  
Hollie Rose-Galli  
Cathryne Schmitz  
Terri Shelton  
Sheron Sumner  
Bob Wineburg

## **ABSENTEES (15):**

Kathleen Edwards  
Susan Feit  
Cathy Hamilton  
Ed Kitchen  
Jim Settle

Jim Summey  
Anthony Wade  
Dianne Welsh  
Chelsea Boccardo  
Cherry Callahan

Julia Jackson-Newsom  
Bonnie Landaverdy  
Donna Newton  
Diane Picciuto  
Stephen Sills

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## **Agenda**

- I. Database Update
- II. Retreat Report
- III. Discussion Topic: Institutionally-supported Partnerships

## **I. Database Update**

- The Community Engagement Initiative (CEI) currently working with Blue Mandolin Marketing to design and implement a database and website that will allow faculty, staff, students, and community colleagues to enter information about their projects, partnerships, and personal profiles. This is the first community engagement database that we know of that is truly asset-based in that it extends profiles to include student and community colleagues; all others allow only faculty or university administrators the option to log in directly to contribute data, stories, links or other information.
- The database will connect with other databases (hopefully at UNCG and off campus) as available so that some fields will already be auto-populated and require less effort on behalf of partners.

- The database will automatically e-mail partners identified by the originator of the project profile so that all partners are encouraged and able to share their assets and perspectives. This honors the value of reciprocity.
- We are working with University Relations so that this Database, which will be hosted on a new Community Engagement website, will be launched and marketed during the push for the new integrated marketing plan. In other words, we are working closely with University Relations so that the “story” of community engagement is really embedded in how we tell the story of UNCG everywhere!

REQUEST to E-CEVPAC members:

- **Help us identify high impact projects and partnerships to display on the database when the site goes live in February 2012!** The intent is that visitors to the site will learn about community engagement, and what it is, by seeing examples of it (rather than definitions!) and be inspired to consider how they might also partner. Our beta version of the database will be available in Oct/Nov, and we hope to ask our first round of partners to assist us in providing information about their partnerships using the new database system. Would you be willing to help us in the first phase by being one of the first to use (and test) our system? Also, what other high impact projects and partnerships could you recommend to us? **We would like to have a diverse sample of types of projects, partnerships, sectors, and impacts. Please send any suggestions (names, e-mail addresses, and a brief description of the partnership so we know what we are requesting to include!!)** E-mail suggestions to [kdbuchne@uncg.edu](mailto:kdbuchne@uncg.edu) or [emjanke@uncg.edu](mailto:emjanke@uncg.edu).

## II. Retreat Report

To ensure a scholarly approach to supporting excellence in community engagement we are in the process of finalizing two reports from the Retreat.

- Patti Clayton and Nancy Hunter have been assisting us in documenting and synthesizing the incredible amount of data generated from conversations at the July Retreat. A draft of the Summary Report was e-mailed to the E-CEVPAC committee prior to the meeting, and an Extended Report will be available soon. The Summary Report provides an overview of the conversations and outcomes, and the Extended Report provides additional information about the process and verbatim data.
- **Please review the Summary Report and provide any feedback to Emily Janke ([emjanke@uncg.edu](mailto:emjanke@uncg.edu)) as soon as possible as we are eager to finalize and publish the report on the CEI website to share with others.**

### **III. Discussion Topic: Institutionally-supported Partnerships** [facilitated by Dr. Patti Clayton]

#### ***Part 1 – Overview [see also handout – Appendix]:***

During the retreat, E-CEVPAC members spent 1 ½ hrs thinking about what the *north star* (NS) [i.e., the aim toward which we strive] of the CEI might be, and what a *core strategy* (CS) [i.e., the strategy to help us achieve our aim] might be for moving toward that north star. Pages 4 and 5 in the Summary Report {also provided at meeting} provides a distillation of some of the ideas in that discussion, in terms of what we liked or would change about those NS and CS. It also documents some associated opportunities, challenges, and lingering questions that were raised. It was a truly complicated set of questions that we dealt with in a small amount of time during the retreat.

Today, we want to bring your attention to the top three lingering questions that we identified as we reviewed and synthesized the notes from the different small group discussions at the retreat. These top three items were particularly pervasive. All the groups struggled with or engaged with these questions in some form, so we want to think about how we can continue this.

#### Top Three Issues:

- 1) If we narrow, then we may leave some people out. Limit participation.
- 2) What is UNCG's specific and unique role? UNCG as this particular higher education institution to be a partner with community orgs?
- 3) What are the benefits for all stakeholders?

At the retreat, Donna Newton noted that when their group was thinking through the focus area, they looked up river to where the issues came from, and therefore, found it not to be as limiting as they would have had they not taken that view up the river. Let's remember this insight as we move forward. If we have a focal area or two, how do we do this in a way that doesn't limit us, but provides an appropriate amount of prioritizing.

The worksheet provides some additional background for our discussion today, and what we've been learning about this focal group activity.

Why consider a focal area for community engagement?:

- UNCG (among others) is an anchor institution in the greater Greensboro area
- Participants at the retreat liked the framing of UNCG and community colleagues and organizations as "stewards of place"
- Part of what that means is getting organized around how we will do this work
- Choosing a focal area is a strategy that other higher education institutions and their communities have been pursuing
- Talked about advantages of having a focus area (see Retreat Summary Report)
- Talked about risk of it being too limiting/narrowing to let us fulfill our mission as an institution.

The examples of other universities show there are different ways you can “slice” the idea of a focal area. Various ways of organizing institutionally-supported partnerships: geographic area, population, issue, core strategy, combination of these, etc.

Examples of other campuses that have evolved a topical and/or regional focus area:

- **GEOGRAPHIC AREA + ONE CORE STRATEGY - University of Pennsylvania, Netter Center:** serving the residents of West Philadelphia through university-assisted community schools; now moving into translation grants and T&TA sites
- **GEOGRAPHIC AREA + FOUR AREAS - Duke University, Duke-Durham Neighborhood Partnership:** works in the twelve neighborhoods closest to campus to improve quality of life for residents, with a focus on home ownership, school improvement, low-cost health care, and non-profit support.
- **POPULATION + ISSUE - Temple University, Project SHINE:** focused on naturalization of elderly immigrants; has grown into a national organization with a presence in 15 communities in several states
- **GEOGRAPHIC AREA + SIX AREAS - IUPUI, Office of Neighborhood Partnerships:** focused on the geographic region of Indy Near Westside and West Indianapolis in collaboration with Westside Cooperative Organization (WESCO) on issues including educational policy and programming, organizational development, economic development, health education and promotion, financial literacy, and predatory lending education.

Different institutions have found it helpful to prioritize, think strategically, allocate resources, think scholarly, go in depth, and have a significant impact by having a focal area.

If we have a focal area, how do we do it that it serves us all way – us UNCG, us the greater Greensboro area, us students, etc?

Thinking in terms of institutionally supported partnerships helps to move from individual relationships (i.e., “Patti works at the food bank”) to institutionally supported partnerships that will have a lot of those one-on-one relationships, but has institutional resources around and behind it to support the partnership and to ensure sustainability. Sustainability is important part of achieving excellence in this work, as is building on existing assets and aligning with our strengths and the identities of our constituents.

This group (i.e., CEI) is not the only one asking this question about how we might focus our efforts to make the world a better place. The worksheet has four examples of groups thinking about focal areas between UNCG and the greater Greensboro area.

**Examples of likely focal areas for CEI have surfaced in the visioning and planning process to date:**

*\* items were contributed at meeting*

1. 2009-2014 Strategic Plan strategic area workgroups:
  - i. Access to education and student success
  - ii. Education and Leadership Development
  - iii. Economic, Cultural, and Community Engagement

- iv. Internationalization
- v. Health and wellness across the lifecycle
- 2. Conversations on campus and with community partner organizations
  - i. Health & Wellness: UNCG Strategic Plan Goal; existing assets in the community (UNCG and more broader)
  - ii. Housing: Greensboro is participating in the national “10 Year Plan to End Homelessness” initiative; existing assets in the community (UNCG and more broader)
  - iii. International communities: Greensboro has been federally designated a Refugee Resettlement site; in 2006 65,000 immigrants from over 115 countries speaking more than 136 different languages lived in Guilford Count; existing assets in the community (UNCG and more broader)
- 3. Voices/Choices community assessment → focal areas
  - i. Access to comprehensive health care services
  - ii. Successful school experiences for every child / Nurturing children and youth
  - iii. Financial stability
- 4. Piedmont Triad Regional Council of Governments (12 county region) is holding public forums and exploring such priorities as
  - i. Transportation
  - ii. Housing
  - iii. Jobs
  - iv. Sustainability
- 5. Foundations\*
  - i. Community Foundation – service provisions
  - ii. Weaver Foundation – young children, education
  - iii. Cemela Foundation – education, self-sufficiency, early childhood, cultural arts
  - iv. Moses Cone Foundation - mental health, substance abuse
  - v. Syngenta – food insecurities
- 6. Action Greensboro\*
- 7. Purpose Built Community\*
  - i. Schools
  - ii. Neighborhood revitalization of the English Street corridor

Comment from community colleague: There are common themes among all of these. For example, jobs, financial stability, and economics - they are all related and are present across these groups. Several have education.

Patti: We’ve talked about the characteristics of reciprocal partnerships that might become part of this topical focus. We’re after the potential for reciprocal partnerships, building on existing assets, trans-disciplinary and trans-sector work, something to facilitate knowledge generation, something that will allow measurable outcomes that we can document/report when we slice the pie

Comment from faculty colleague: Another model to consider that does not choose a focus but allows for projects that are more organic depending on the interests and experiences of individuals involved is the Tufts University model – Jonathan Tisch College of Citizenship and Public Service. The College uses the university’s assets as a way to channel those assets through the college – support the college w/distinguished chairs. Takes organic nature of engagement (but have a

specific community focus), but they're not trying to force a zipper... Ultimately, this work needs to be connected to the work of the faculty, and not be something that is done by adjuncts or staff only. It should encourage, not disrupt faculty scholarship.

***Part 2 – Asset Mapping Exercise [see handout – Appendix]***

***Part 3- Report Out to Large Group Results from Exercise***

**Results of Asset Mapping Exercise- HEALTH & WELLNESS:**

- School of Nursing
- Health and Human Sciences
- Center for Youth Family and Community Partnerships
- Center for New North Carolinians, indirectly, networks like Child and Family Research Network, Gerontology Research Network ; also has partnership/connections to Moses Cone
- Counseling Department, School of Education
- Libraries - does work that's not obviously health related, but do work with homeless populations, literacy
- Early Middle College – Guilford County Schools and Health and Human Sciences
- Moses Cone Health System
- Beyond Academics – life skills, taking care of oneself
- School of Nursing has approximately 500 contracts, 4 health centers
- Get Healthy Guilford
- Dept of Public Health- Home visitations, newborns,
- AHEC
- Free health clinic
- High Point Regional
- HOSA
- Baptist Medical Center
- Metal Health Coalition (school-based mental health of Forsyth County)
- Guilford Child Development
- Student Services office on campus – they do a number of mental health counseling things / suicide prevention w/students
- Health Serve
- Triad Health
- Women's Resource Center
- Guilford County Schools
- Guilford Child Health
- Alcohol Drug Services
- Intervention services contract w/GCS – tobacco education program

## Potential concerns/red flags

- Academic freedom – you may have always been doing this and then someone else chairs something and they don't have an interest in it anymore. So something that has been going on forever can disappear. Then the community calls and we can't explain why it ended
- Disconnect between blue/green (perceived or actual)
- Health is too big of a topic to try to manage (so not too limiting, but too broad). We have no way to know what everyone is doing with every community agency.
- Don't know what kind of partnerships exist and with whom (hospitals, churches, community centers, govt. organizations like Health and Human services, etc.)
- Don't know the degree to which they're doing community engaged work or "providing" services
- Politics
- Money (or lack thereof) – people competing for the same pot of money. Not collaboration, but competition.

## **Results of Asset Mapping: INTERNATIONAL COMMUNITIES:**

Note: Internationalization is not just about being international but also *intercultural*. Not just about going abroad. A suitcase is not always involved.

- Visitors Bureau
- CNNC, Newcomer School (connected to SOE, IPC, HHS depts.)
- Church World Service, FaithAction
- RING, Council of Cultures
- CDLC (SOE)  
High Point Hospital (interns, linguistic)
- Triad Access (community screenings, some focus on international communities)
- number of businesses and corporations that are very international, opportunity – VF, Polo, Syngenta
- Opportunity Greensboro, one focus group is  
curricular, international
- Elon Law School Center
- Habitat for Humanity, mission trips of Faith Communities
- other colleges and universities
- IPC
- Student groups
- International student associations, SALSA,
- 10,000 villages
- JSNN
- Interlink – connected to ESL
- Lloyd International Honors College, International Business, Sociology has an international certificate program
- Civic Clubs- Rotaries with Sister Cities
- Human Relations Commission
- NCCJ

## **Possible Concern/Red Flags**

- Topic may be too broad if you're really going to make a difference to have significant outcomes.
- Different areas of interest so they may be related, but not really functionally connected: some provide service, address justice issues, help with acculturation, etc.
- There are different ways of working. Same topic may not mean that I have anything to do with another person. One person into tutoring and another fighting corporate domination of the system itself. They might be even more closely aligned to other issues that share a similar approach.
- Some organizations compete for funding with each other
- Budget
- Politics
- How do we better organize what we do on campus? Do a better job of looking at the connections? Should we not just get our act together on what we're doing, and not cast the net more broadly. A question around focus. Even if we get consensus on the geographic or focus area.
- Where do you start? Sometimes the UNCG has a need from the community.

## **Lingering questions/comments**

- How do we ensure it's engaged work? Is service provision engaged work?
- What is the tension between – do we try to better organize on campus first? Or do we try to connect with the community first? Need to get our act together?
- People working on similar issues from different perspectives may not have a lot to talk about. How does this get dealt with? Friction/conflict because of the different approach levels
- What is community need?
- Where do you start? NEED vs. Partnership (we NEED you)
- Can you and your students come help with x? Must focus within department, otherwise it's not successful
- Are we required to have a single focus? A university that has as many depts. as this one has all kinds of areas of interest/expertise/community connections. To try and narrow it you end up with something so big and broad that it's hard to make sense of what's going on and who's doing what to whom.
- How have others chosen a focus? [response: some received community development grants]
- This seems to require coordination. It's obvious to me that we're all doing great things. Focus might be a bad word as some people are left out. If there is no coordination you don't know where these institutionally supported partnerships are.
- We need a hub / place to funnel it through. A place to ask questions, to let people know we're doing stuff. Right now, it's only as good as the memory of the people in it. Why the database is key.

- A one-word topic may not be the approach. But rather ways of framing what we mean when we say help. We are doing a lot, but help doesn't necessarily say in what way we want to engage in community partners around X. Or what productive partnerships mean around healthy lives. More around a question that people could dive into as they see fit, or seem useful, or resonates for some reason.
- Glenwood offers a focus for the university. It can be further defined according to what the university wants it to be. But I see an opportunity for all of the departments to be involved in whatever way they want to be. It might be what needs to be done, build on the relationships (new and old) as part of the Lee Street Expansions. -- It's connected to other things. Boolean of where things overlap. Education, Education and Leadership... The geographic is Glenwood and the rest of the UNCG Strategic Plan goals all fit to address that area through partnerships.
- It is compelling that other campuses have approached this work in a scholarly way, they implemented best practices, studied it, shared their work so that scholarship informed practice and practice informs scholarship. It is now scalable, transportable, and fundable. How can we do this in a scholarly way too?

## APPENDIX

### **Excellence in Community Engagement Visioning and Planning Advisory Committee Committee Meeting:: September 20, 2011 Topic: CEI Focus Areas / Institutionally-supported Partnerships**

#### **Background:**

As part of UNCG's identity as an anchor institution and a steward of place in the Greensboro area, we need to determine how best to organize community-campus collaboration to ensure significant impact. This organization needs to be done in a way that enacts reciprocity and is true to our mission, contextualized to this region, and aligned with collective assets and priorities.

One strategy that has been increasingly used by institutions of higher education seeking to expand, deepen, and integrate community engagement as a vehicle for community and institutional change is to focus on one or more areas that require cross-sector partnerships and interdisciplinary approaches. Resources are directed and long-term partnerships are intentionally established in the context of this focus. The experience of other institutions that have adopted this approach is that it results in a more significant and profound impact, on communities and institutions alike.

#### **Several advantages to selecting a focus area include:**

- Can make a significant and profound impact on a particular issue/population
- Can measure and monitor the impact of the efforts focused, as well as study the practices, processes, and policies involved.
- Takes advantage of and reinforces existing areas of interest and expertise that is available on and off-campus, including individuals' research agendas, as well as networks, centers, and organizations
- Allows the individuals, groups, and organizations involved to be seen as an important resource for others who share similar interests or concerns
- Philanthropic organizations, especially local ones, are likely to fund projects that can demonstrate a measurable impact and that might be scalable and exportable to other locations/populations
- Allows the campus and community members and organizations involved to tell their story of success – what is distinct about us (e.g., “if you want to learn about innovative and effective ways to address issues of homelessness, go to Greensboro and visit...”).

However, some faculty, staff, students, and community members may feel as though the focal area does not apply to them (i.e., they may feel left out) or is too narrow to be appropriate for the context.

#### **Examples of other campuses that have evolved a topical and/or regional focus area:**

- **University of Pennsylvania, Netter Center:** serving the residents of West Philadelphia through university-assisted community schools; now moving into translation grants and T&TA sites
- **Duke University, Duke-Durham Neighborhood Partnership:** works in the twelve neighborhoods closest to campus to improve quality of life for residents, with a focus on home ownership, school improvement, low-cost health care, and non-profit support.
- **Temple University, Project SHINE:** focused on naturalization of elderly immigrants; has grown into a national organization with a presence in 15 communities in several states
- **IUPUI, Office of Neighborhood Partnerships:** focused on the geographic region of Indy Near Westside and West Indianapolis in collaboration with Westside Cooperative Organization (WESCO) on issues including educational policy and programming, organizational development, economic development, health education and promotion, financial literacy, and predatory lending education.

Various ways of organizing institutionally-supported partnerships: geographic area, population, issue, core strategy, combination of these, etc.

### **Focal Areas for Institutionally-Supported Partnerships**

UNCG is involved in many partnerships with organizations in the Greensboro area, most of which are not institutionally supported but rather are reliant on relationships among individuals only. Achieving excellence in this work requires that we be strategic in identifying and supporting partnerships that will be sustainable, that will build on existing assets, and that will enable maximum benefit among all participants (e.g., community impact, scholarship, learning, institutional transformation).

Examples of likely focal areas for CEI have surfaced in the visioning and planning process to date:

A- 2009-2014 Strategic Plan strategic area workgroups:

- Access to education and student success
- Education and Leadership Development
- Economic, Cultural, and Community Engagement
- Internationalization
- Health and wellness across the lifecycle

B- Conversations on campus and with community partner organizations

- Health & wellness: UNCG Strategic Plan Goal; existing assets in the community (UNCG and more broader)
- Housing: Greensboro is participating in the national “10 Year Plan to End Homelessness” initiative; existing assets in the community (UNCG and more broader)
- International communities: Greensboro has been federally designated a Refugee Resettlement site; in 2006 65,000 immigrants from over 115 countries speaking more than 136 different languages lived in Guilford Count; existing assets in the community (UNCG and more broader)

C- Voices/Choices community assessment → focal areas

- Access to comprehensive health care services
- Successful school experiences for every child / Nurturing children and youth
- Financial stability

D- Piedmont Triad Regional Council of Governments (12 county region) is holding public forums and exploring such priorities as

- Transportation
- Housing
- Jobs
- Sustainability
- 

We have identified the following characteristics of reciprocal partnerships that might become part of a strategic focus:

- (1) build upon existing assets and interests within the community and the university as determined and prioritized by all stakeholders;
- (2) involve trans-disciplinary and trans-sector collaboration to address complexities effectively;
- (3) facilitate collaborative community-university generation and dissemination of new knowledge and promising practices;
- (4) promote long-term, multifaceted, change-oriented collaboration; and

(5) allow for, but not be limited to, measurable short- and long-term goals and outcomes.

## WORKSHEET

**Selected focal area:**

\_\_\_\_\_ Internationalization

\_\_\_\_\_ Health

**Asset map:** Draw a map on your flip chart paper, indicating the degree of connections between this focal area and various departments on campus and organizations in the community. Use

- solid lines to indicate clear and obvious connections
- dotted lines to indicate connections that are less clear and obvious but could be cultivated
- no lines to indicate no possibility of connections

**Question 1: Opportunities / exciting possibilities surfaced**

**Question 2: Concerns / potential red flags surfaced**

**Question 3: Lingering questions**