On a yellow
JamBoard note:
Why might a
nonprofit want to
work with a
college or
university?

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JamBoard note:
Why might a
college or
university want to
work with a
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### Go to go.unc.edu/NCCN

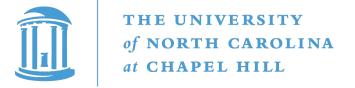
NC Center for Nonprofits Conference – 3:45 p.m. on Wednesday, Nov. 2



Ryan Nilsen and Margaret Barrett
Carolina Center for Public Service
<a href="mailto:ccps.unc.edu">ccps.unc.edu</a>

# Developing UniversityCommunity Partnerships: Insights and Structures for Working with University Partners at UNC-Chapel Hill and Beyond

NC Center for Nonprofits Conference – 3:45 p.m. on Wednesday, Nov. 2



Ryan Nilsen and Margaret Barrett Carolina Center for Public Service <a href="mailto:ccps.unc.edu">ccps.unc.edu</a>

#### Our goals for this session



- Explain the differences
   between various methods of
   working with university
   partners to meet
   organizational goals
- Assess the benefits and challenges of potential university partnerships
- Identify ways that your organization might connect with possible partners from UNC-Chapel Hill or other higher education institutions.

Ryan Nilsen, MTS
Senior Program Officer
for Community
Engagement at the
Carolina Center for
Public Service

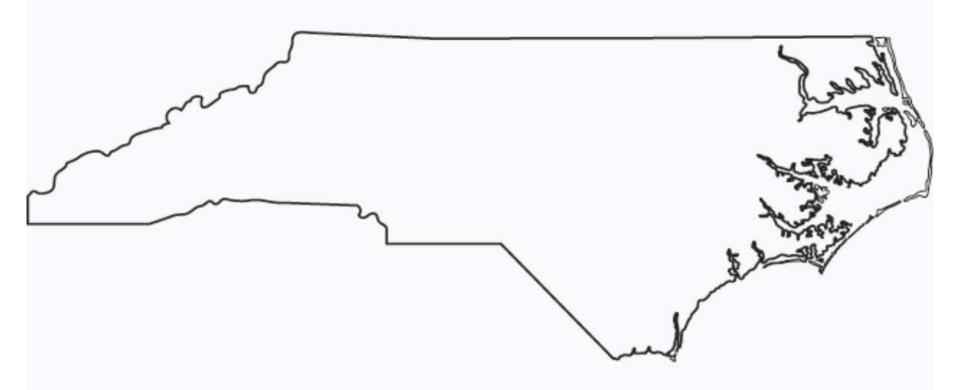
Margaret Barrett, JD
Associate Director at the
Carolina Center for
Public Service





In 1-5 words, what is the focus area of your organization's work (such as education, health, etc.)?

# Where (primarily) is your organization's work based?



#### In what ways do you currently work with college or university partners? (Mark all that apply.)

We don't!

We work with student volunteers

We hire students as interns or employees C

We have research partnerships with faculty or staff

Other



#### A few anecdotes from UNC-CH

# Why should universities and nonprofits partner with one another?



DISCOVER

NAVIGATE

SEARCH

Sections

#### IMPACT ON OUR STATE

#### Serving her community

Carolina junior Fiorela Villegas extended her SECU Public Fellows summer internship to continue serving her community this semester.

Madeline Pace, University Communications, Monday, September 19th, 2022



#### **SECU Foundation**

PEOPLE HELPING PEOPLE\*



# REI racialequityinstitute, llc

UNC Gillings School of Global Public Health welcomes

#### Dane Emmerling, PhD

Assistant Professor

Department of Health Behavior



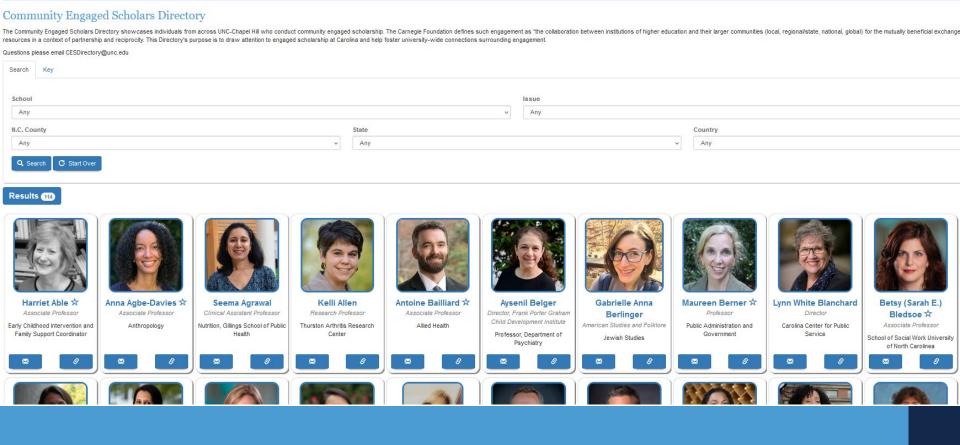
"My research uses community based-participatory research to evaluate critical consciousness raising interventions, or experiences and programs that shift individuals' and institutions' attitudes and behaviors about their participation in systems. My teaching focuses on the process of sociopolitical development through which individuals increase their analytic skills and capacity to build a healthier and more just world."





Thorp
FACULTY
ENGAGED
SCHOLARS

# Community-Engaged Scholars Directory with 100+ engaged scholars at UNC-CH ccps.unc.edu



# What do we mean by community engagement?

#### **Definitions**

- Community engagement describes "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
- The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to:
  - enrich scholarship, research, and creative activity;
  - enhance curriculum, teaching, and learning;
  - prepare educated, engaged citizens;
  - strengthen democratic values and civic responsibility;
  - address critical societal issues;
  - and contribute to the public good.

Adapted from the Carnegie Elective Classification definition of community engagement

#### **Definitions**

 Community-engaged scholarship: involves the faculty member in a mutually beneficial partnership with the community.

> Linking Scholarship and Communities, Kellogg Commission Report, 2005

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

#### ...but University-Community Engagement takes many forms!

Community-based participatory research
 Action research
 Public research
 Practice-based research
 Community service
 Volunteerism
 Clinical service

Service-learning
Service-learning

Experiential learning

Community-based

Practice-based learning

learning

#### Various Approaches to Service-Learning and Field Education

#### 1. Traditional/Volunteering

- 3-5 hours of volunteering a week for 10 weeks
- Direct, organizational, advocacy, policy

#### 2. Project-Oriented

- Teams
- Project-based outcomes, deliverables

#### 3. Community-Based Research

- Research question and methodology identified with community
- Students apply methodological and analytical skills

#### At UNC-CH, a minimum 30 hours of service in a semester

**Professional field education** (social work, education, other professional schools) can be more in-depth and substantive than S-L.

#### How can you reach volunteers outside of service-learning?

- Social media and listservs (like the Public Service News at UNC-CH)!
- Greek life and service-based student organizations (such as Alpha Phi Omega, Circle K, Rotary)
- Some campuses use databases and platforms to manage volunteer opportunities





#### CAROLINA CENTER for PUBLIC SERVICE





CCPS engages and supports the faculty, students, and staff of UNC-Chapel Hill in meeting the needs of North Carolina and beyond. The Center strengthens the University's public service commitment by promoting scholarship and service that are responsive to the concerns of the state and contribute to the common good.

Many colleges and universities have centers like ours and can help partners navigate potential university partnerships and resources!

NC Campus
Engagement has 39
campus members (2year, 4-year, public,
private)



nccampusengagement.org

#### **Phases of Partnership**

#### Early phase conversation and relationship-building

- Getting to Know One Another and Identifying Leaders (p.11)
- Initial Contact and Meetings: Begin Building Trust (p.13)

#### Defining the relationship and work

- Holding a Meeting with University and Community Partners (p.18)
- Follow-up Meetings to Identify and Discuss a Potential, Collaborative Project(s): Continue Building Trust (p.23)
- The work and accountability
  - Collaborating Throughout a Project (p.33)
- Ending a partnership
  - Disengaging When a Project Ends (p.46)

#### adapted from

#### Building Successful Collaborations with Communities:

A Guidebook for Researchers, Agency and Organization Staff

> A Compilation of Recommendations From: Community Leaders, Community Liaisons and Community-Engaged Researchers

> > Created by:





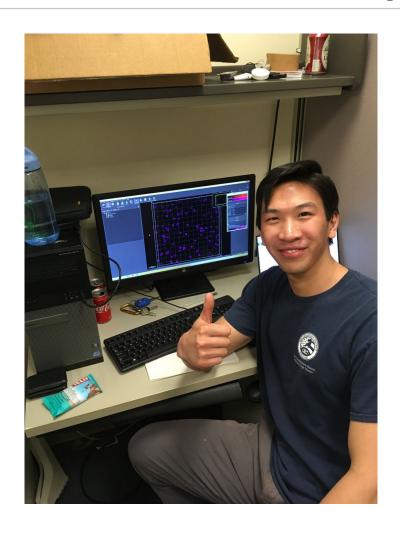




#### Discuss with a partner:

# What might be different about a university-community partnerships from other nonprofit partnerships?

## Lessons from 2019-2020 UNC Student Community Partner Study



#### Our question:

What do community partners think of their experiences working with Carolina students (as volunteers, interns, and part-time employees)?

- Survey of over 200
   community partners in the
   Chapel Hill area and
   throughout North Carolina
- Two follow-up focus groups

#### Study team



- Three partner representatives from CCPS advisory board
  - Susan Worley (Volunteers for Youth)
  - April Warren (Student U)
  - Melvin Jackson (PRIME Collective)
- Five CCPS staff members
  - Margaret Barrett
  - Becca Bender
  - Lynn Blanchard
  - Ryan Nilsen
  - Kate Palmer



Student leader input

# What about working with students is different from working with non-students?



Key words used most frequently in responses included:

- Experience
- Energy
  - Enthusiastic
  - Eager
  - Willing
- Schedule
  - Flexible
- Commitment
- Learning

# What about working with students is different from working with non-students?



"College students bring a great deal of energy and optimism to our organization (both volunteers and paid staff)."

"They know more about technology and bring great enthusiasm and new ideas to our work." "Students are very smart, fast learners, and effective workers. They tend to be very eager to learn and help because this is an entryway into their future careers (in med school, in optometry school, etc)."

# What about working with students is different from working with non-students?



"I have to think about their schedules, whether or not they will return, come up with tasks that fit their time with the organization."

"Students fulfilling class requirements do the bare minimum to get credit for their time."

"It's super obvious when they are just trying to get a resume builder. If your heart isn't in it, it shows." "Maturity level can be lower."

"...students can have unrealistic expectations for what employment looks like. We have faced challenges of, frustration that they cannot work off-site, punctuality, calling in sick, and generally not reading and referencing our employee policies and protocols."

# What would improve your experience with UNC students?



Key words used most frequently in responses included:

- Communication
- Expectations
- Support
- Experience
- Organization
- Time
- Commitment

internship

# What would improve your experience with UNC students?



"Transportation support, a budget provided to organizations to help fund their activities with the organization, mental health resources for stressed students."

"If the students were prepped to act in the most professional manner possible i.e.: notify if you're late or not coming, understand the client before you arrive, appropriate clothing (frequently an issue), etc...."

"We try to be transparent about the time commitment for our agency so that students know what they are volunteering for. Our biggest disappointment is when a student commits to coach a team for a season and then backs away."

# What would improve your experience with UNC students?



"If they were less busy and didn't feel the need to be constantly productive--and constantly measuring their worth based on what the produced. Many of my students are too overextended so that they are not able to integrate their learning and focus on the things most important to them."

"A more diverse applicant base, though I know that is somewhat outside of the control of UNC." "Need more of them."

"Continue providing funding/support for our programs. We offer paid internships and provide scholarships for students, but as a non-profit organization we depend on grants, donations, and inkind support to make it happen."

# What makes strongest positive impact on experiences?



Strongest positive impact (in order):

- 1. Have a connection with a university program
- 2. Students receive academic credit as part of their experience
- 3. Students are paid
- 4. Students **receive training** from university before coming



#### Discuss with a partner

- 1. What do you hope to achieve through a partnership?
- 2. What types of university structures or resources might help support you achieve that?
- 3. Which colleges and universities might be potential partners?
- 4. What are your next steps?

Thank you! Feel free to reach out to us at:

Ryan Nilsen RBNilsen@unc.edu

Margaret Barrett

Margaret.Barrett@unc.edu

or visit <a href="mailto:ccps.unc.edu">ccps.unc.edu</a>







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