



Partnership Principles*

Foundations: Expectation and Capacity	The partnership is mutually beneficial and reciprocal, agrees upon mission, values, and goals that serve a specific purpose, and may take on new goals over time.
	The relationship between partners is characterized by mutual trust, respect, authenticity and commitment. Principles and processes are established, especially for decision-making and conflict resolution, with clearly defined expectations and roles for all involved (i.e. community, organization, faculty, students, others).
	Partners develop a written agreement as appropriate outlining roles, responsibilities, and specific aspects of projects (i.e. MOU's, Community Service Learning Agreement, Volunteer Proposals).
Impact and Outcomes: Begin with the end in mind	The partnership balances power among partners and enables resources among partners to be shared with a view to addressing needs and respecting the capacity of all partners.
	The partnership mutually agrees on the time, level of involvement, and desired outcomes including processes for accountability that are meaningful, tangible and relevant. Partners share a common vision and collective commitment to the partnership.
	The partnership builds upon identified strengths and assets, values multiple kinds of knowledge and works to address needs and experiences of all partners, including continual improvement.
Communication: Supports a common vision	The process for developing the project, the infrastructure and problem solving is collaborative, ethical and common language is established. Clear objectives are formed for students on site.
	Partners make clear and open communication an ongoing priority in the partnership by striving to understand each other's needs and self-interests through regular communications.
	The partnership values quality processes that are relationship focused, open, honest, respectful and ethical and trust building in nature.
Logistics: Partnering for success	Identify a point of contact for the project at the university and in the community, engage in regular communication, and maintain updated contact information in a central location for all partners.
	Determine professional readiness and student fit for setting through faculty recommendation, and mutual determination by community partner and faculty, and possible student mentors.
	Establish accountability for students, faculty and others, and expectations for activities and projects in the classroom and in the community; Partnerships can dissolve and, when they do, need to plan a process for closure.

*A working document developed in collaboration with partners from education, local city government, healthcare, non-profits, business, energy, and libraries, Spring 2015.

The Language of Community Engagement

Terms*	Definitions
Community	A group of people external to the campus who are affiliated by geographic proximity, special interest, similar situation or shared values. Communities may share characteristics such as age, ethnicity, gender or sexual orientation.
Partnership	Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.
Community Outreach	The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.
Community Engagement	The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
Community-Engaged Scholarship	The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. Academic peers and community partners determine the quality and impact of CES.
Community-Engaged Service	The application of one's professional expertise that addresses a community identified need and supports the goals and mission of the university and the community. Community engaged service may entail the delivery of expertise, resources and services to the community.
Community-Engaged Teaching/ Learning	A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practica.
Community-Engaged Research	A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.

(Key Terms and Proposed Definitions: From Virginia Commonwealth University Council for Community Engagement)