Developing Reciprocal & Sustainable Community Partnerships

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My Background

- Anthropology/Archaeology

- Community Development in rural Maine

- Executive Director of Arts Non-profits: TMHG, MCA, Center Theatre

- Governors Councils: Creative Economy, Quality of Place

- Board of Directors local, state, national and international:
  - Old Port Festival Committee, Maine Arts Commission, CODA, World Crafts Council

- Fulltime USM lecturer- Anthropology and Tourism
What the research says about community service learning and relationships

Relationship-based approach is ideal
Service Learning should NOT be transactional

- Unidirectional

- “carried out on behalf of the community instead of in partnership with the community” (Condon 2000, 4)

- Volunteerism (more competent aids less competent)

- Narrowly defined outreach or community service (one-sided idea of what problem is and how to solve it)

(Jacoby 2000)
Service Learning SHOULD BE transformational

- Beneficial to all parties involved

- Broad and deep engagement—might involve lots of partners

- Student civic growth is a goal in this work - to understand the root cause of social problems

- Need to understand from “the other” perspective, in context

- Needs reflection and reciprocity
“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. Reflection and reciprocity are key concepts of service learning” (Jacoby 1996, 5).
Why we need solid relationships, cont.

- Can only do this transformational work with solid relationships built on trust, mutual understanding, and respect - so instructor needs to foster this.

- Instructor is the consistent factor from semester to semester - students come and go.

- Community can be a town or a group - lots of communities inside USM you can work with!

- Reciprocity means the server and served both teach, both learn and “do with each other rather than for them”

- Community needs are defined by the community.
Campus Compact Benchmarks

Stage 1: Design the Partnership
- Beneficial to partnering organization
- Shared vision
- Clear values

Stage 2: Build Collaborative Relationships
- Interpersonal relations to build trust and mutual respect
- All community partners at table
- Understand individual responsibilities
- Clear organization
- Dynamic leadership

Stage 3: Sustain Partnerships over Time
- Integrate into mission and support system of partnering institution
- Partnership reflects and influence priorities of institution
# Paths of Engagement

(Dorado and Giles 2004)

<table>
<thead>
<tr>
<th>Tentative - new</th>
<th>Aligned – success; engaged to improve (2 or more semesters)</th>
<th>Committed—beyond particular project (5 or more semesters)</th>
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<tbody>
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<td>Learning</td>
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"Making Space"

- No "service" just being present important

- "Making space" for another way of being, to learn a different paradigm for approaching life, time, interactions important to the other group

- Way to set reciprocal and mutually respected relationship in place, make equal

- MCA and MIBA

(Steinman 2011)
Husky Harvest:
- Setting up Ant 233 Food and Culture student/international student partnership food table

Husky Harvest:
- USM Confucius Institute-Dumpling making, Chinese food, Chinese clothes and language, community volunteers

Husky Harvest:
- Greek dancers-led by USM student
Community Partners in my Classroom
Fall 2012- Spring 2014

- 200 level classes
- Lots of types of communities
- Whole-class projects
- understand community context and create something worthwhile from that
- Responsible to partner
My Community Service Learning Partnerships

JUST START SOMEWHERE...

- **Individual projects** - Student-led approach - transactional ok but hard for sustainability and reciprocity

- Whole class project – I found best for sustainability with a partner and for transformational learning to take place.

- Community-led Let the community define their need and see if we can accommodate it rather than we define our need and see if the organization or community can accommodate us

- **Semi-structured making space**: relationship development and understanding first in order to come up with informed individual projects
Sustainable Partners in my classroom

- Community partner describes project and what want to accomplish
- Community partners provide background reading research, etc.
- Community partner comes into class to kick off project- goals, expectations from students
- Students go “out in the field” numerous times and connect with community partner
- Community partner comes in halfway to check in (presentation, mini-project)
- Small Group work- initial stages, major tasks so nothing gets dropped
  - Whole class work- synthesis of big picture- put all together through presentations and discussions
  - Individual work- apply/reflect
- Students create final report that community uses for real. Instructor edits, synthesizes, etc. to make sure usable.
- Community partner there for final and provide direct feedback to students
- Some students go beyond semester’s work to present and or do follow up work with community group
- Instructor follows up and assess project and adjusts as necessary with partner on own after class
TAH 241 Tourism and Community Development

- Fall 2012
  - helping rural inland communities flourish through tourism
  - Greater Portland Council of Governments and Southern Regional Planning Commission
  - TOWNS: Standish, Hiram, Baldwin, Brownfield, Fryeburg
  - Town first impressions as visitor, community participation, local informant interview on community, creation of tourism development plan for community, present to community

- Fall 2013
  - helping rural inland communities flourish through tourism
  - Greater Portland Council of Governments
  - TOWNS: Windham, Raymond, Casco, Naples, Bridgton
Community Service Learning in my Classroom, cont.

TAH 211 Product Development

- **Spring 2013**
  - Help communities use bike tourism event to the advantage of their community
  - New partnership - long time to develop and now morph into new relationship
  - BikeMaine 2013, Dover-Foxcroft, Orono, Castine, Belfast, Bar Harbor
  - Market research-ind. create business plan for a tourism product.
  - Research to assess impact - ind. Capstone project
  - Moving on- economic impact survey

- **Spring 2014**
  - Help local tourism merchants assess product marketing
  - Long term partnership - guest speakers, board, done trainings, other projects together
  - GPCVB Old Port merchants - quick project turnaround
Community Service Learning in my Classroom, cont.

TAH 261 Introduction to Cultural Tourism

- Spring 2013
- helping arts organizations in Portland region increase their chance of success
- WORKING TOGETHER: Portland Region Performing Arts Organizations cooperative ticket sales feasibility study- Porttix, Portland Ovations, Portland Symphony, Good Theater, Mad Horse Theater, Maine State Music Theater, Port Opera, Portland Stage, Ogunquit playhouse, St. Lawrence Arts, Maine State Ballet, Portland Ballet, Friends of the Kotzschmar Organ, Mayo St. Arts, One Longfellow Square, Port City Music Halls, State Theater, The Big Easy, Creative Portland, GPCVB = Maine Theater Consortium

- TO COME IN FALL 2014- Portland Stage better understand their audience- survey staff, board and actors about what is important about theater and compare to audience
Community Service Learning in my Classroom, cont.

TAH 311 Event Management
Help develop appreciation and understanding of our diverse USM community through sharing of food and traditions

- USM Office of International Programs, Portland Student Events, Southern Maine Hillel, Asian American Student Association, Muslim Student Association, USM Native Americans, Confucius Institute, Greek Community

TAH 233 Food and Culture

- USM International Community food ethnographies and dish preparation
Community Service Learning in my Classroom, cont.

TAH 299 Tour Group Planning and Management
Helping cruise industry tour improve and create better connections to Maine
- Intercruise, Portland, South Portland, Cumberland, Falmouth, Yarmouth, Freeport, Rockland, Rockport, Camden, Scarborough, Saco, Biddeford, Kennebunkport

TAH 406 Capstones
- Damariscotta Parking Lot Study
- Dover-Foxcroft BikeMaine 2013 impact
- Old Port Festival Management
- USM Student Life Event management
Back to the research: Lessons Learned (Ramaley 2000)

1. UNIQUE
   Each partnership is unique

2. STRENGTH
   Ideal partnership matches academic strength and goals of University with assets and interests in community (Young adult perspective- fresh eyes)

3. TIME
   Need time to understand particular community and people in it (making space). Instructor focus of sustainable relationship (or office of Community Service Learning)

4. SUPPORT
   Institution needs to embrace engagement and support with moral and concrete resources as sporadic interventions are hard to address big issues

5. HONEST
   Be honest about what you can bring (undergrads, 15 weeks, be prepared to do some work yourself on final projects)
6. EVOLVE
   Good collaboration continues to evolve
7. EFFECTIVE
   Help community partners be effective and efficient partner
8. OTHERS
   Bring on others as engagement and needs of collaboration and partners evolve and change to avoid burnout (BikeMaine)
9. ASSESS
   Running assessment on how well the partnership is going from all points of view
Sustainable Partnership Assessment

- Frequent Communication
- Evaluate methods and outcomes with partner
  - What was the impact on partnering groups
  - products of the partnership
  - process that work was accomplished
- Joint decision making and initiation of change
Sustainable Partnership Planning Tools:

Long before class starts TALK in person- share food, develop trust and understanding

- Initial Contact Check List
  - for Community organization visit

- ASSET SURVEY
  - for community partner, to make sure working where there is capacity and ability to do something with the work students do
  - for instructor, what will students do and how will it relate to issues in this class? Who will supervise? Are they willing to share insights with students or come into class to teach? How will logistics work? How will this add to or complicate other things that need to be accomplished in class?

- Expectation List
  - Sample lists of expectations of relationship for both sides

- MOU
Planning Tool Sources: Umass, Towson, UNC


- [http://cesl.umass.edu/SLBuildingRelationshipsWithCommunityOrganizations](http://cesl.umass.edu/SLBuildingRelationshipsWithCommunityOrganizations)

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<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
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<tr>
<td>2011</td>
<td>Steinman, E.</td>
<td>&quot;Making Space&quot;: Lessons from Collaborations with Tribal Nations</td>
<td>Michigan Journal of Community Service Learning, 18 (1)</td>
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<td>2000</td>
<td>Ramaley, S.</td>
<td>The Perspective of a Comprehensive University in Civic Responsibility</td>
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