



# Partnership Development Rubric

Center for Engagement, Service, and the Public Good



	Frequent Communication	Moderate	Infrequent	No Communication
	Communication as Reflection and Assessment			

## MUTUAL DEFINITION OF PARTNERSHIP

Shared Understanding of what is service learning is (course/project level) Between Faculty Member and CBO	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Short-term: shared understanding of course/project goals and outcomes: academic, civic, career</li> <li>Long term: understanding of basic principles of reciprocity and mutual benefit</li> </ul>	How well do course or project goals and outcomes meet principles of mutual benefit and reciprocity?  What are specific examples of mutual benefit and reciprocity?  Changes needed:			

Shared Understanding of what is service learning is (Institutional level) Between campus partnership coordinator and CBO	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What specific examples of mutual benefit and reciprocity can be identified in the institutional relationship?  Changes needed:				

Shared awareness of services offered by the CBO	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Existing services</li> <li>Existing programs</li> <li>Gaps in services, programs, and organizational needs</li> </ul>	Existing services and programs:  Gaps in service, programs, needs:  Changes needed:			



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## Use of Rubric for Partnership Problem Solving

This rubric is intended as a tool for reflective dialogue between campus and community partners. As a tool that facilitates and organizes the notes that document such conversations, the rubric can be used as a form of assessment to identify areas for further development and potential solutions (institutional resources and assets) to further develop a partnership. The rubric can be used in a three-step problem solving process.

1. Problem identifying: use of rubric to generate an assessment of communication frequency and inventory of current information.
2. Problem mapping: identify aspects of a project or partnership that need change/improvement/revision.
3. Solution linking: draw from inventory of current information to address areas for change/improvement/revision.

### Glossary

**Direct service**: entirely in the community interacting with individuals.

**Indirect service**: time spent in the community *and* time spent addressing community needs but not directly at the community site.

**Non-direct**: in the community, but working behind the scenes, not directly with individuals.

### Sources

- Sandy, M., & Holland, B. A. (2006). Different Worlds and Common Ground: Community Partner Perspectives on Campus-Community Partnerships. *Michigan Journal of Community Service Learning*, 13(1), 30-43.
- Sockett, H. (1998). Levels of Partnership. *Metropolitan Universities Journal: An International Forum* 8(4), 75-82.



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## MUTUAL DEFINITION OF PARTNERSHIP (continued)

Shared awareness of partnership opportunities on campus Between Partnership Coordinator and CBO	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Faculty:</b> <b>Departments:</b> <b>Disciplines:</b>				

Flexible Approach to Partnership Models	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Shared knowledge of models of service learning:</li> <li>direct/indirect/non-direct</li> <li>Types of SL relationships: placement, project, multi-disciplinary</li> </ul>	<b>Types of Partnerships:</b>	<b>Changes needed (shift in, or combination of models):</b>		

## CAPACITY AND RESOURCES

Student needs	Frequent	Moderate	Infrequent	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Students' schedules (time)</li> <li>Travel to site</li> </ul>	<b>Schedule:</b>	<b>Travel:</b>	<b>Changes needed:</b>	



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**CAPACITY AND RESOURCES (continued)**

Physical space	Frequent <input type="checkbox"/>	Moderate <input type="checkbox"/>	Infrequent <input type="checkbox"/>	None <input type="checkbox"/>
Changes needed:				

Materials and supplies	Frequent <input type="checkbox"/>	Moderate <input type="checkbox"/>	Infrequent <input type="checkbox"/>	None <input type="checkbox"/>
Changes needed:				

**PARTICIPATION IN PROJECT PLANNING**

Co-Planning	Frequent <input type="checkbox"/>	Moderate <input type="checkbox"/>	Infrequent <input type="checkbox"/>	None <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Logistics</li> <li>Shared reflection activities (CBO staff participates in)</li> <li>Debrief at end of each semester.</li> </ul>	Logistics: Adequate reflection: Changes needed:			

Training	Frequent <input type="checkbox"/>	Moderate <input type="checkbox"/>	Infrequent <input type="checkbox"/>	None <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Students trained by CBO staff and faculty</li> <li>Faculty trained by CBO staff</li> <li>CBO staff trained by faculty</li> </ul>	Student training: Faculty training: CBO staff training: Changes needed:			



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<b>PARTICIPATION IN PROJECT PLANNING (continued)</b>				
<b>Orientation</b>	Frequent <input type="checkbox"/>	Moderate <input type="checkbox"/>	Infrequent <input type="checkbox"/>	None <input type="checkbox"/>
<b>Content of orientation:</b>				
<b>Changes needed:</b>				

