Partnership development is about bringing to life the principle of reciprocity between faculty and community and is the critical starting point for community engaged learning. It begins with meaningful attempts to understand and work from shared priorities and goals and continues with clear and honest communication.

At CCEL, our role is to support faculty to:

- Identify and develop partnerships
- Facilitate communication between partners and faculty
- Enable ongoing collaboration

Here are some examples of how we have supported faculty and programs to develop partnerships:

<table>
<thead>
<tr>
<th>Program</th>
<th>Support Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land and Food Systems 350</td>
<td>We supported faculty to work with larger organizations on multi-year projects.</td>
</tr>
<tr>
<td>Environmental Science 400</td>
<td>We developed systems and strategies to enable ongoing communication and partnership evaluation.</td>
</tr>
<tr>
<td>Kinesiology 465</td>
<td>We supported a process that enables partners to provide feedback to the instructor. This feedback was used to evolve the partnership and the community-based projects completed by students.</td>
</tr>
</tbody>
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Here are some tools that can help you start conversations off in the right way:

1) Invitation to Collaborate
   Faculty members often request templates or sample communications that will help them frame their interest in collaborating with a community organization.
   Use the Template

2) Finding Common Ground
   Most partnerships begin with an introductory email, phone call or meeting and an expression of interest from everyone involved. Due to busy schedules, there is a tendency for university and community partners to jump from interest to planning the student experience. At the Centre for Community Engaged Learning we have facilitated many partnerships and have noticed that partners benefit from taking the time to get to know each other and finding common ground.
   We created a list of questions that faculty can ask a community partner and a community partner could ask a faculty member to support the partnership exploration process.
   View the List
Hi,

My name is ____________ and I teach a UBC ____________ course on ____________. My colleague ____________ mentioned the great work you do and thought you might be interested in collaborating with UBC students\(^\text{1}\).

This course examines ____________\(^\text{2}\).

As a part of the course students are asked to work on a project that supports the partner organization’s work. This support could be in the form of research, writing, a communications or design project that lets a small group of ____________ students contribute their skills to your organization.

The community project is a significant portion of the course in terms of grading with each student contributing ___ hours of work.

The projects are meant to be reciprocal. In addition to the students contributing to organizations like yours they will have an opportunity to learn about the work you and your organization do\(^\text{3}\).

The course runs in ____________ so we wanted to reach out to groups early to gauge interest.

Would you be open to having a conversation with us over the coming weeks to see if there might be a project fit? If we identify a good space for overlap we can talk through what a collaboration would look like and share more details about the course\(^\text{4}\).

Best,

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\(^1\) Introduce yourself and if possible reference who connected you to them. What is your interest in collaborating and why do you want to work with them specifically?

\(^2\) Brief description of your course theme/topics (provide a link to the course website if possible).

\(^3\) Brief description of previous or anticipated student projects from the course.

If available, provide details about the parameters of the Community Engaged Learning experience such as the timeframe of the course, number and level of students, and hours of engagement.

\(^4\) Call to action – meeting in person or over the phone or an invitation to an information session.
Invitation to Collaborate: Some Questions to Find Common Ground

**Faculty Questions for Community Partners:**

**Personal**
- How long have you been doing this work?
- What interests you in this work?
- How did you get started in this field/sector?
- Have you supported student learning before? What value do you find in collaborating with students?

**Organization Focused**
- What are the current trends in your sector?
- What are your most pressing priorities?
- What are some recent successes or highlights?
- How might students add value?
- Is it important that your staff/organization is strengthened through the partnership?
- How might projects align with disciplinary knowledge, methods and skills?
- Can you think of a project with similar themes that worked well in the past?
- What is your dream project?
- How are you feeling about organizational capacity?

**Process Oriented**
- What is the process of collaboration and partnership in your organization?
- What would you like students to arrive with?

**Community Partner Questions for Faculty:**

**Personal**
- Are you from Vancouver?
- How long have you been at UBC?
- What are your research interests?
- How long have you been teaching this course? What value do you find in collaborating with community?

**University Focused**
- Tell me about the courses that you teach.
- What do you hope to gain from this partnership?
- Why are you interested in our organization?
- How can we contribute or add value?
- What do your students already know?
- What are your students able to do?
- What are you hoping your students will gain from their time with us?
- What level and length of engagement are you hoping for?
- How are you feeling about capacity?
- What other resources can we access at UBC (research/funds/allies/volunteers)?

**Process Oriented**
- How might this collaboration build over time?
- How will this work (logistics)?
- How will we share feedback on the process?