



Education
Advisory
Board

Business Affairs Forum

Models of Community Investment and Partnership

Strategies and Processes for Ensuring Mutual Benefit between
Institution and Community



Custom Research Brief

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Business Affairs Forum

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1) Executive Overview

Key Observations

Institutions initiate a combination of real estate development, non-profit organization partnership, and student civic engagement to benefit the local community. Multiple offices manage aspects of community investment and partnership, while a Vice President for Government and Community Relations oversees efforts from the executive level. Funding for projects is most commonly found in the central administration fund; some offices, departments, and divisions self-fund an initiative (e.g., use student fees to fund service learning courses) based on central funds availability and the project's strategic importance.

The viability factors for a community investment project depend on the type of project; most projects must demonstrate a clear benefit to the institution in terms of new revenue, economic impact, or academic opportunity expansion. Administrators will approve a project if the project aligns with an institution-wide strategic priority, even if a funding source has not been identified. Contacts attribute this flexibility in funding identification to the priorities of their institution's leadership; other institutions with less supportive presidents may need to prioritize funding identification when developing community investment projects.

Use advisory committees that comprise up to 30 local community leaders to gain insight into the most pressing community needs. All contacts agree that institutional priorities and institutional perceptions of community priorities do not always align with the actual needs of the local community. To ensure that all community investments and partnerships are mutually beneficial to both the institution and the community, administrators should seek insight from local leaders before developing plans for investment. The process should focus on mutual respect and consideration from step one of an initiative. Effective community engagement requires administrators to involve community members as early as possible in the initiative's process, typically through open forums and community advisory boards.

Contact institutions currently do not conduct robust impact analyses for community investments and partnerships; however, institutions plan to within the next few years. As institutions have gradually increased their level of community investment over the past ten years, only recently have institutions reached a scale of investment (i.e., millions of dollars per annum) that necessitates an impact analysis. Community partnerships that involve students rely on tracking hours and types of service rather than monetizing the impact into dollars of pro-bono work. Even when outcomes in impacted communities are tracked, those benefits are not translated into increased productivity for the community, decreased local and state expenditures, or other net benefits; contacts cite a lack of staff capacity and a lack of stakeholder pressure to provide this type of information.

2) Models of Community Investment and Partnership

Community Engagement Policies

Institutional Mission Statements Guide the Development of Community Investment and Partnerships

Contact institutions do not maintain a specific policy or requirement to pursue community investment and partnerships. Most institutions' mission statements define community engagement and economic development as a key tenant for institutions and their members. Although this language indicates that institutions should be involved in community engagement, it does not describe how institutions should be involved in the community.

Mission Statement at University F

The University's mission is to:

- provide high-quality undergraduate programs in the arts and sciences and professional fields, with emphasis upon those of special benefit to the citizens of Pennsylvania;
- offer superior graduate programs in the arts and sciences and the professions that respond to the needs of Pennsylvania, as well as to the broader needs of the nation and the world;
- engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor;
- cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care;
- offer continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interests and needs of adult Pennsylvanians; and
- **make available to local communities and public agencies the expertise of the University** in ways that are consistent with the primary teaching and research functions and contribute to social, intellectual, and **economic development in the Commonwealth, the nation, and the world**

Vague language requires the institution to take action but does not prescribe how.

Source: Institutional Web sites

Models of Engagement

Institutions Approach Community Engagement through Both Partnerships and Investment

Institutions initiate a combination of investment and partnership in real estate development, non-profit organization partnership, and student civic engagement to benefit the local community.

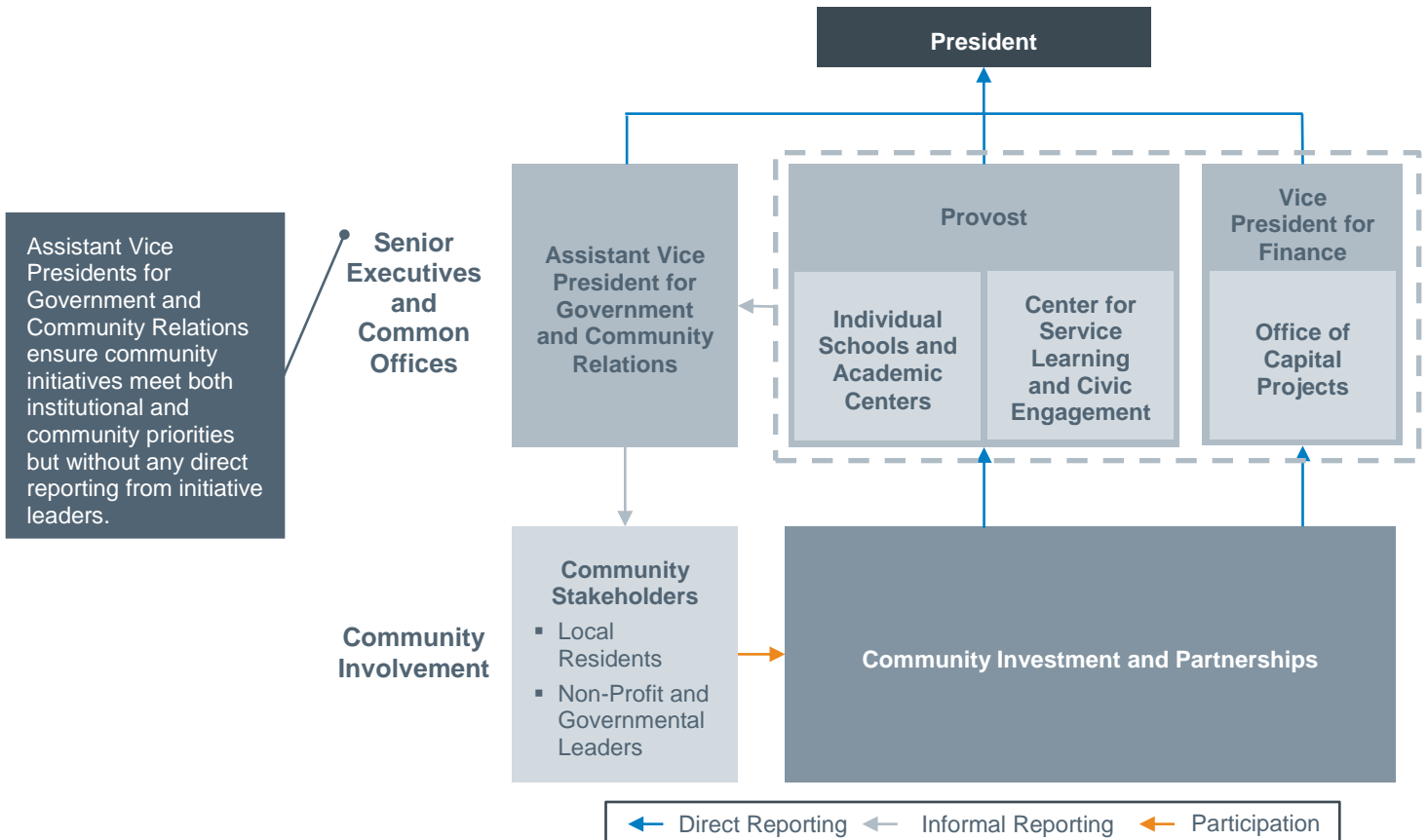
Qualities and Examples of Community Initiatives at Contact Institutions

Community Investment Projects that involve the institutional assets (e.g., buildings, financing)	Community Partnerships Programming that connects institutional constituents with the surrounding community (e.g. service learning, facility sharing)
<ul style="list-style-type: none">▪ Real estate development▪ Transportation investment▪ Financial support, guarantees, and underwriting▪ Housing and neighborhood stabilization projects▪ Clinic and K-12 school operation	<ul style="list-style-type: none">▪ Service learning courses▪ Practicum-based coursework/Internships▪ Field research▪ Workforce development initiatives▪ Advisory committees▪ Local vendor procurement

One Senior Administrator Coordinates Community Engagement across All Departments and Offices

At most institutions, multiple offices manage aspects of community investment and partnership, while an assistant vice president for government and community relations oversees efforts from the executive level. Funding for projects is most commonly found in the central administration fund; some offices, departments, and divisions self-fund an initiative (e.g., use student fees to fund service learning courses) based on central fund availability and the strategic importance of the initiative.

Oversight of Community Investment and Partnership



Source: Forum Interviews

Institutions Engage in More than One Type of Community Investment or Partnership

Due to the complex and multifaceted operations of most institutions, administrators engage in multiple types of community investment and partnership. Below is an overview of community initiatives that can benefit an institution; the benefits and costs described vary based on institutional circumstances (e.g., strategic priorities, available resources, faculty support, community support, etc.).

Overview of Community Investment Options at Contact Institutions

Real Estate Development	<p>Institutions construct new buildings both on- and off-campus that provide public benefit. Buildings are often multiuse (e.g., part retail, part office, and/or part residential) or meet an underserved neighborhood need (e.g., a daycare facility).</p> <ul style="list-style-type: none">▪ Institutional Benefits: Increase in space availability, revenue from leases▪ Community Benefits: Increases in property values and available amenities▪ Potential Challenges: Disenfranchised residents due to increases in property values (i.e., cost of living) or property acquisition▪ Example: Real estate development at University B; retail construction at University E
Transportation Investment	<p>Institutions invest in roads and public transit to improve access to campus.</p> <ul style="list-style-type: none">▪ Institutional and Community Benefit: Increased access and convenience to both the institution and other parts of the community▪ Potential Challenges: City and state transportation agencies coordination▪ Example: Bridge replacement at University F
Housing and Neighborhood Stabilization	<p>Institutions offer faculty, staff, and other institutional affiliates access to forgivable down payments, below market interest rates, and other financial incentives to encourage residency in neighborhoods near campus. Participants typically must reside in a neighborhood for at least five years.</p> <ul style="list-style-type: none">▪ Institutional and Community Benefit: Increased presence of institutional constituents in the local neighborhood typically decreases crime and poverty, stabilizes or increases property values, and improves public perception▪ Potential Challenges: Lack of funding for financial incentives; neighborhood resistance▪ Example: Neighborhoods near University A and University D
Clinic and Other Health Initiatives	<p>Institutions invest in public health clinics to provide access to professional training to students, opportunities for field research to faculty, and improved public healthcare to the local community.</p> <ul style="list-style-type: none">▪ Institutional Benefit: Increased clinical education and field research opportunity and positive public perception▪ Community Benefit: Improved health outcomes▪ Potential Challenges: Site development and operation, community acceptance and use▪ Example: Rural clinics supported by University G
Early Colleges and other K-12 Initiatives	<p>Institutions partner with local school districts to offer an early college, where students can complete college credit while enrolled in high school and potentially earn an Associate's degree with their high school diploma.</p> <ul style="list-style-type: none">▪ Institutional Benefit: Positive public perception, leverage institutional expertise in public service, increased application and enrollment rates▪ Community Benefit: Improved K-12 schools, increased educational attainment▪ Potential Challenges: Resource intensive (funding, faculty, etc.); beyond scope of traditional higher education administration experience▪ Example: University B

Source: Forum Interviews

Overview of Community Partnership Options

Undergraduate students are the primary participants in service learning courses while graduate students are the main participants in practicum-based coursework.

<p>Service Learning Courses</p>	<p>Faculty require students to complete community service as a course requirement; the service work is integrated into the teaching and assessment of the course.</p> <ul style="list-style-type: none"> ▪ Institutional Benefit: Increased student learning and professional development through real world experience ▪ Community Benefit: Increased staffing capacity at local non-profits; potential future generation of community leaders ▪ Potential Challenges: Scaling availability to serve all students; ensuring sufficient and satisfied community partners ▪ Examples: University A, University B, University C, University D, and University F
<p>Practicum-based Coursework</p>	<p>Many degree programs require students to complete clinical or practicum experiences as part of their training; this coursework often provides the local community with otherwise unavailable services.</p> <ul style="list-style-type: none"> ▪ Institutional Benefit: Increased student learning and professional development through real world experience ▪ Community Benefit: Increased access to scarce services in underserved communities ▪ Potential Challenges: Ensuring high quality learning opportunities and mutual benefit to community partners ▪ Example: University G
<p>Workforce Development Initiatives</p>	<p>Institutions often provide retraining and workforce development assistance to local neighborhoods and communities. Workforce development initiatives can range from one-time resume and interviewing clinics operated by students to sustained retraining programs operated in conjunction with local partners.</p> <ul style="list-style-type: none"> ▪ Institutional Benefit: Educational opportunities for students; improved supply of skilled local labor ▪ Community Benefit: Better trained local workforce ▪ Potential Challenges: Success depends on attendance, which relies on marketing and outreach ▪ Example: University D
<p>Advisory Committees</p>	<p>Administrators invite 15 to 30 community representatives to sit on a community advisory committee; administrators solicit input from this group on how to better align institutional actions with community needs.</p> <ul style="list-style-type: none"> ▪ Institutional Benefit: Greater insight into community needs; improved public perception ▪ Community Benefit: Greater influence on institutional action and direction ▪ Potential Challenges: Ensuring a balance between active participation and understanding of the advisory role of the committee ▪ Example: University A, University D

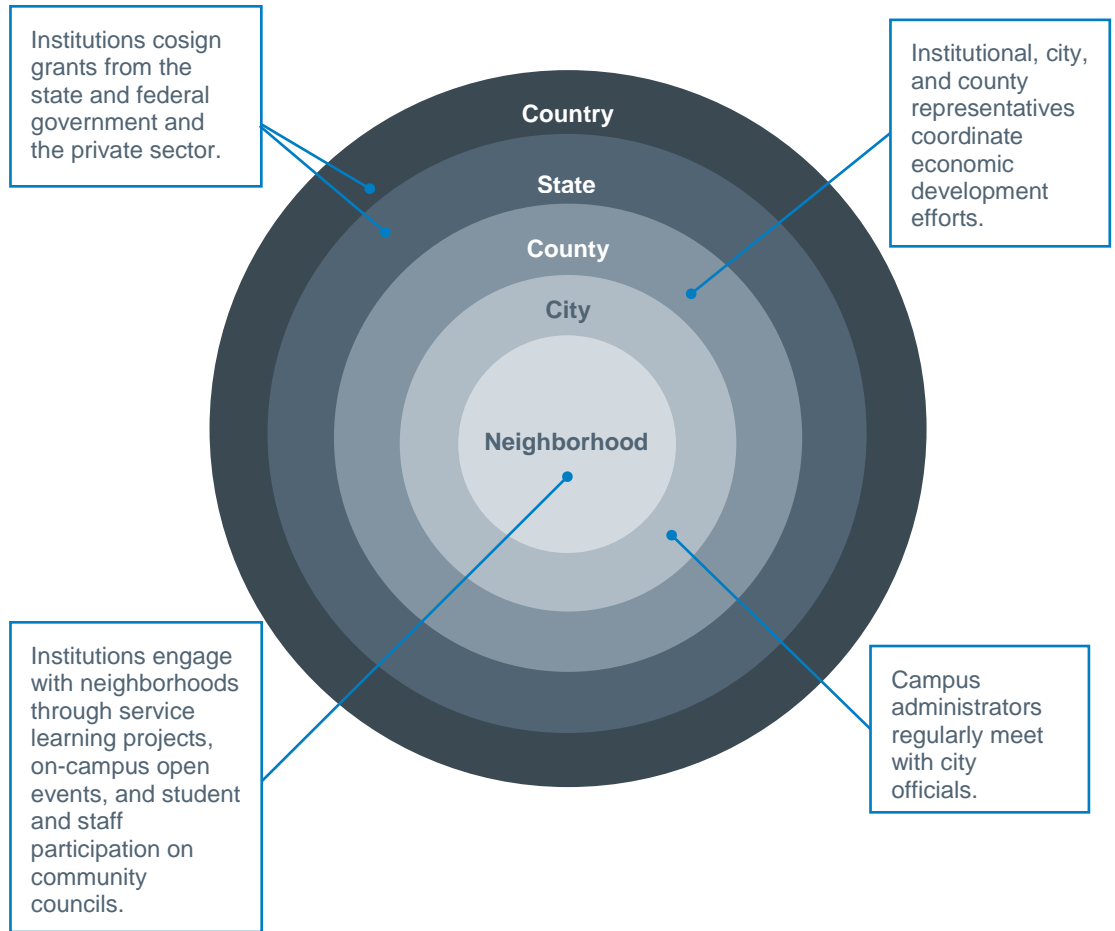
Source: Forum Interviews

Scope of Engagement

Most Engagement Focuses on Local Neighborhoods and Cities

Although community investment and engagement can have a range of impacts from a local to a national level, most initiatives focus on local neighborhoods and cities. This scale of interaction best matches the available resources and strategic priorities of the institution.

Levels of Community Engagement



Source: Ashley Greenberg and Sarah Moore. 2012. "Measuring and Encouraging Community Engagement and Economic Development." Education Advisory Board.



Economic Development is a **Secondary Consideration** to Community Engagement in Investment and Partnerships

Past EAB research emphasizes that community engagement and economic development are distinct goals with different metrics for success. Institutions prioritize community engagement because those goals align with the institution's mission and strategic objectives. Although institutional initiatives may have a positive impact on economic development, these benefits are a secondary priority for administrators. Institutions have limited resources and staffing capacity; it cannot solve all problems facing the local community. Beyond community investment and partnership, institutions can also impact economic development through:

- **Direct Economic Support:** institutional employment; purchasing; resource sharing
- **Capital Investment:** real estate construction; transit improvement; property values
- **Human Capital Development:** faculty and staff hiring; student, faculty, and staff training
- **Knowledge Transfer:** faculty research and consultative services

Source: Ashley Greenberg and Sarah Moore. 2012. "Measuring and Encouraging Community Engagement and Economic Development." Education Advisory Board.

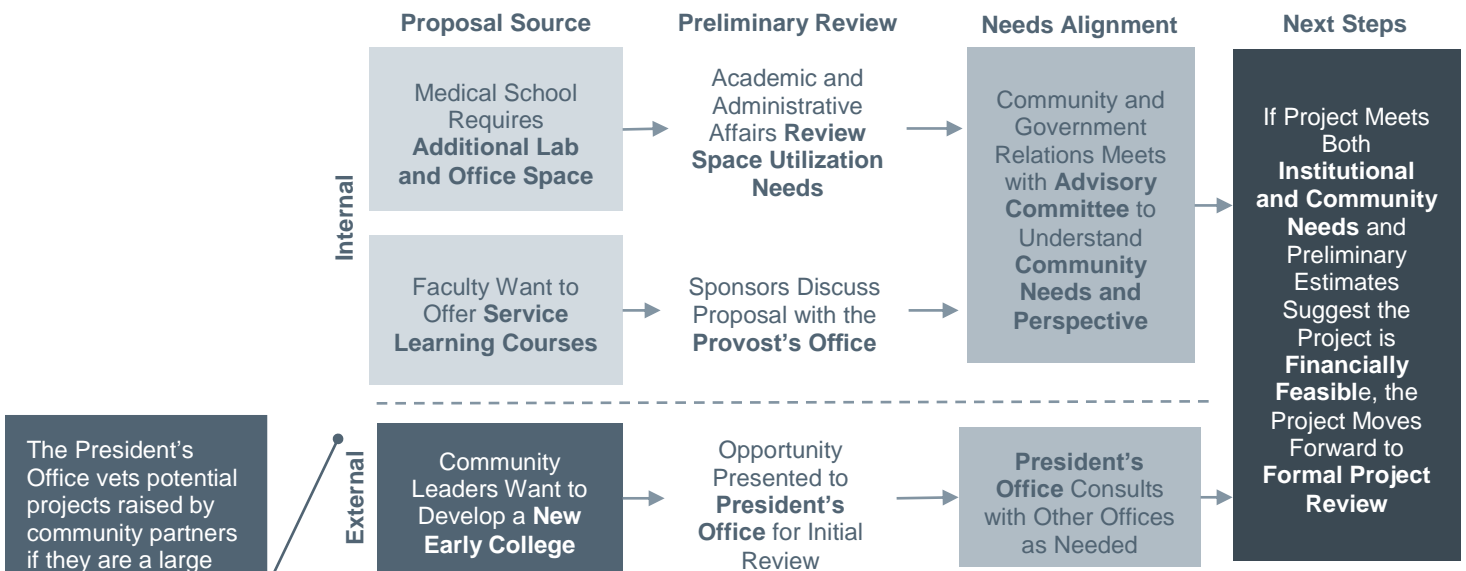
3) Community Investment and Partnership Development

Initial Assessment and Vetting

All Community Initiatives Require Informal Review to Assure Needs Alignment

Each type of community investment or partnership typically has an existing approval process; service learning courses require approval from the curriculum committee while real estate projects require senior executive, if not board of trustee approval. However, projects with a community impact dimension require informal vetting to ensure that the project will have mutual benefit for both the institution and the community.

Sample Identification and Vetting Process for Community Initiatives



The President's Office vets potential projects raised by community partners if they are a large scale or long-term partnership; other administrators review smaller initiatives based on funding source.

Source: Forum Interviews

Avoid Precise Thresholds to Determine Whether Projects Merit Investment

Administrators consider each community project in terms of the contextual need of the institution. Even between projects of the same type (e.g., two real estate projects or two service learning courses), administrators consider the unique facets of the project when determining if an initiative warrants investment.

Thresholds for Various Community Initiatives at Contact Institutions

Off-Campus Retail-focused Real Estate Development <i>University E</i>	Service Learning Courses <i>University B</i>	Rural Health Clinics <i>University G</i>
<ul style="list-style-type: none"> ✓ A shortage of retail options for faculty, staff, and students who live on and near campus ✓ An improvement in the quality of neighborhood life (e.g., decreased crime, stabilized property values, increase access to commercial and retail services) ✓ A reasonable return on investment (e.g., time to recapture capital investment is five or less years) ✓ Community support for the development 	<ul style="list-style-type: none"> ✓ Faculty can engage the community in field research ✓ Students develop professional experience and a deeper understanding of community need and non-profit management ✓ Community partners gain access to talent and resources otherwise unavailable ✓ Community partners are willing to participate without hesitancy 	<ul style="list-style-type: none"> ✓ A shortage of health professionals in the community ✓ Population's income is below the state median ✓ Significant health disparities within the community (especially along race or class divisions) ✓ Community support for the partnerships

Source: Forum Interviews

Community Inclusion

Solicit Input from at Least One Advisory Committee to Effectively Respond to Community Needs

Both **University A** and **University D** use community advisory committees to engage with local community leaders and develop ideas for institutional partnership. University D formed four committees for each of the neighborhoods in which a campus is located. The Vice President for Community and Government Relations at University A participates in an existing neighborhood advisory committee for their local community. If present, administrators should participate in existing neighborhood committees before developing their own institutional advisory committee; these committees already comprise the ideal membership of community leaders. Each type of committee comprises 15 to 30 representatives; representatives can be government officials, non-profit directors, religious leaders, and prominent community members. Institutional advisory committee members are not compensated for their participation; most view the opportunity to engage with a prominent employer in the community as sufficient justification for their involvement. Committees typically meet two to four times per year for about four hours per meeting. Additional meetings between committee members occur throughout the year.

Regularly Engage Community Members to Build Trust and Support for Community Investment Projects

Traditionally, administrators seek community member input for investment projects through neighborhood meetings during the development process. At this stage in the development process, the preliminary plans for a new building or road or facility have been completed.

Development Process and Management

Community meetings are designed to solicit input on community concerns about the project and revise the project to accommodate those concerns where possible. However, these types of meetings typically align the community as an adversary in the development process; administrators should ask, “How can we better include and respond to these concerns through the community investment process,” instead of, “How do I appease these community members?”

At **University E**, administrators created a standing monthly neighborhood forum to provide community members with a regular time and space to voice concerns and needs for community initiatives as well as to solicit community input on a broader range of community projects. Since the institution promotes community involvement in many types of management decisions, the level of community trust in the institution’s actions and motivations is higher.

Beyond Initial Considerations, Community Initiatives Do Not Differentiate from Other Institutional Projects

Contacts agree that each community initiative follows the standards set by the sponsoring department for review, approval, and project management. Service learning and practicum-based courses require approval from the curriculum committee before they are offered and administered like any other course. Off-campus real estate projects require the same project management as on-campus capital projects; both utilize the same approval and management process due to common funding sources.



Consult the Education Advisory Board’s [Research Library](#) for Insight into the [Development and Management of Several Types of \[Community Investment and Partnership\]\(#\)](#)

Past EAB research covers much of the technical details required to effectively develop and manage community investments and partnerships. Please consult the reports below for further insight:

Community Investment

- “Strategies for Capital Project Management.” (2013)
- “Capital Development Strategies for Medical School Facilities.” (2012)
- “Local Economic Inclusion in an Urban Environment.” (2012).

Community Partnership

- “Integrating Service Learning into the Curriculum: Strategies for Development and Institutionalization.” (2013)
- “Integrating Service Learning into a Cooperative Education Model.” (2012)
- “Coordinating Campus-wide Civic Engagement Initiatives.” (2012)
- “Developing a Vision and Framework for Civic Engagement Initiatives.” (2012)

4) Community Investment and Partnership Evaluation

Impact and Assessment

Most Institutions Do Not Measure Impact of Community Initiatives

Although institutions currently do not conduct robust impact analyses for community investments and partnerships, most plan to within the next few years. Over the past ten years, institutions have been gradually increasing their level of community investment; these efforts are often decentralized and distributed across the institution. Only recently have the scale of investments (i.e., millions of dollars per annum) and the centralization of oversight (e.g., an assistant vice president for community and government relations) necessitated an impact analysis.

Although some institutions actively measure outcomes of community initiatives (e.g., number of people with improved access to retail services, number of hours volunteered with non-profits, etc.), they have not translated these outcomes into the monetized impact on the community. At **University G**, the School of Medicine tracks the public health outcomes of impacted communities where their clinics are located. However, administrators have not calculated how those improved health outcomes result in increased productivity for the community or decreased local and state health expenditures. Similarly, most community partnerships that involve students rely on tracking hours and types of service rather than monetizing the impact into dollars of pro-bono work.

Contacts attribute the lack of impact assessment to both a lack of staffing capacity as well as a lack of administrative and external pressure. Institutional stakeholders (e.g., board members, community members, public officials) are most concerned about whether the institution is involved in the local community; the benefit of that involvement is a secondary consideration. However, to ensure that both community and institutional partners mutually benefit from initiatives, administrators should prioritize assessing the impact of future projects. The translation of money and time spent on projects into tangible benefits helps all community initiative partners understand the value of the partnership, which encourages long-term engagement and partnership stability.

Prioritize Impact Assessments

Impact assessments allow administrators to demonstrate the mutual benefit of community initiatives in clear and tangible terms. When this information is disseminated, institutional constituents and community partners better comprehend the long-term value of community initiatives.

Metrics for Evaluation

Measure Quantitative and Qualitative Elements to Uncover Complete Impact of Community Initiatives

Both contacts and past EAB research note the rarity of appropriate metrics that comprehensively evaluate the impact of all community initiatives. The complexity of community investment and partnership often necessitates both qualitative and quantitative metrics to fully capture the impact of the project. The table below provides a sample guide to the valuation of some aspects of community investment and partnership:

Dimensions and Metrics of Community Engagement and Economic Development

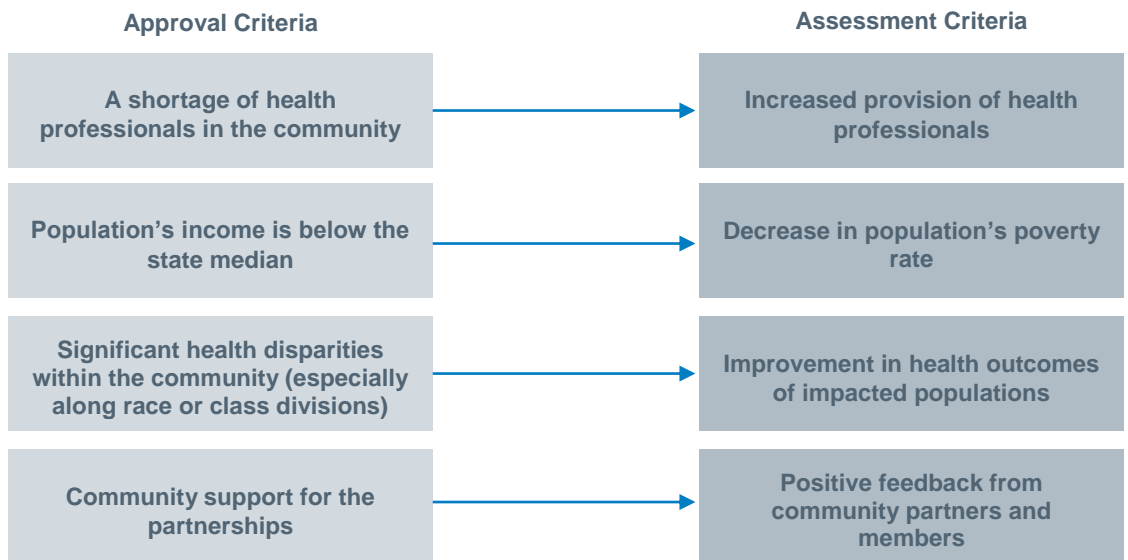
Dimension	Examples	Metrics	
		Quantitative	Qualitative
Public Access to Facilities	<ul style="list-style-type: none"> ▪ Individuals' access to buildings (e.g., libraries, sports facilities) ▪ Businesses' access to conference and meeting space ▪ Shared facilities (e.g., museums) ▪ Material transfer agreements 	<ul style="list-style-type: none"> ▪ Number of facilities ▪ Number of non-institution-affiliated visitors 	<ul style="list-style-type: none"> ▪ Customer satisfaction surveys
Public Access to Knowledge	<ul style="list-style-type: none"> ▪ Public access to events (e.g., lecture series) ▪ Library access ▪ Public access to and participation in faculty research 	<ul style="list-style-type: none"> ▪ Number of visitors or users 	<ul style="list-style-type: none"> ▪ Visitor satisfaction survey
Student Engagement	<ul style="list-style-type: none"> ▪ Volunteering ▪ Service learning courses ▪ Internships ▪ Student-led activities and events 	<ul style="list-style-type: none"> ▪ Number of courses, volunteers, or interns ▪ Number of hours 	<ul style="list-style-type: none"> ▪ Student feedback ▪ Community feedback
Faculty Engagement	<ul style="list-style-type: none"> ▪ Public lectures ▪ Consulting for public and private sectors ▪ Sabbaticals in business-related functions 	<ul style="list-style-type: none"> ▪ Percent participation ▪ Number of consulting contracts ▪ Monetary value of work 	<ul style="list-style-type: none"> ▪ Feedback from partners
Diversity	<ul style="list-style-type: none"> ▪ Faculty, staff, and students from diverse educational, ethnic, geographic, political, religious, and socioeconomic backgrounds 	<ul style="list-style-type: none"> ▪ Number of students from diverse backgrounds ▪ Retention rates ▪ Support services offered and usage rates 	<ul style="list-style-type: none"> ▪ Support services satisfaction survey
Economic and Workforce Development	<ul style="list-style-type: none"> ▪ Research and technological collaboration with government and business ▪ Business incubators and accelerators ▪ Prizes for entrepreneurial projects ▪ Contracts training of company employees 	<ul style="list-style-type: none"> ▪ Grants ▪ Monetary generation from affiliated business ▪ Number of jobs created 	<ul style="list-style-type: none"> ▪ Satisfaction surveys and feedback
Institutional Agenda and Partnerships	<ul style="list-style-type: none"> ▪ Administrators' participation in local organizations and government boards ▪ Community members' participation in board meetings/strategic planning ▪ Joint funding applications ▪ Community engagement and economic development incorporated into mission 	<ul style="list-style-type: none"> ▪ Proportion of total university operating budget allocated to engagement ▪ Dedicated administrative positions 	<ul style="list-style-type: none"> ▪ Community feedback ▪ Feedback from government officials

Source: Ashley Greenberg and Sarah Moore. 2012. "Measuring and Encouraging Community Engagement and Economic Development." Education Advisory Board.

Initiative Vetting Considerations Guide Project-Specific Evaluation

Due to the difference in impact from one community initiative to another, administrators often define project-specific metrics to fully capture the impact of the project. At **University G**, the impetus for a project also provides a guide for how to evaluate the project.

Translation of Approval Criteria into Assessment Criteria at *University G*



Source: Forum Interviews

Dissemination

Communicate with Program Partners and Advisory Committee Members to Share Impact with Most Involved Constituents

Administrators often use feedback structures (e.g., end of course surveys for service learning course) built into community partnership programs to share the state and impact of the program with partner organizations. Similarly, **University E** uses its standing monthly community forums to update local residents on the state of active community investment projects.

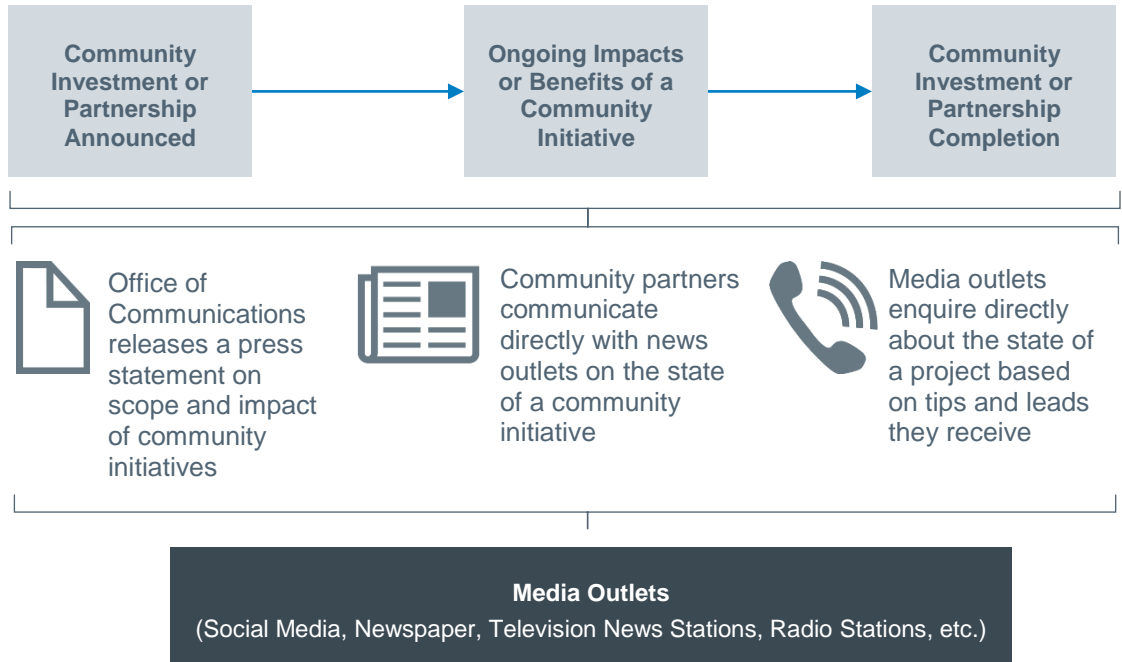
In addition to sourcing information on community needs, **University D** uses its advisory committees to report the state of community investments and partnerships to community leaders. Contacts note that this reporting helps reaffirm that committee members are full partners in institutional initiatives, instead of simply a source of ideas.

Institutions Rely on Popular Media to Widely Disseminate Initiative Benefits

Contact institutions do not maintain robust marketing plans to disseminate the impact and benefit of community investments and partnerships. Often, the office of communications will draft and publish a press release on an initiative; the importance of these press releases is equal to other press releases on daily institutional business (e.g., new faculty research or a sports team's victory). Administrators do not report that they actively seek media attention for their projects. Instead, most institutions rely on community partners to approach the media

with information about the project or for the media to inquire about a project based on a tip or lead. Administrators should avoid publicizing projects and initiatives until proven results (e.g., positive benefits) are available; this helps to avoid perpetual public skepticism of institution and community partnerships.

Media Involvement throughout a Community Initiative



Source: Forum Interviews

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What types of community investment and partnerships do institutions initiate? What initiatives are most and least common at other institutions? What steps are required to develop each type of initiative?
- What policies are in place to guide community investment? How do these policies relate to the institution's strategic plan?
- What factors or agents lead to the creation of community investment initiatives? Who are the key constituents involved in community investment? What are the main concerns for internal and external constituents? How do administrators address these concerns during the investment planning process?
- What factors do administrators consider when determining the viability of a community investment initiative? How do administrators model the expected costs and benefits of an initiative? How do administrators decide where to invest institutional resources?
- How do institutions fund community investment initiatives? What funding sources should institutions consider utilizing?
- What organizational structures are in place at other institutions to oversee community investment? How do institutions dedicate staff to community investment initiatives?
- What steps are necessary for administrators to implement a community investment initiative? How actively do administrators manage community investment projects? What information do administrators need to ensure appropriate progress has been made?
- How do institutions identify and attract community partners for their initiatives? What steps are required to manage these partnerships (e.g., determining liability)?
- How do administrators build support among key constituents for a community investment initiative? How do administrators sustain that support?
- What methods do administrators use to communicate with constituents during the implementation of a community investment initiative? How do administrators manage the concerns of these constituents?
- What impact (e.g., economic and workforce development, public health, K-12 education success) do institution's community investments have on their local community?
- What metrics do administrators use to determine the outcomes of community investment? How do administrators develop these metrics and collect this data?
- How have administrators used outcomes data to improve their community investment process? What strategies or recommendations do administrators offer to other institutions?
- How are community investment outcomes communicated with constituents and with the public at large?

Project Sources

The Forum consulted the following sources for this report:

- Education Advisory Board's internal and online research libraries (<http://eab.com>)
- The Chronicle of Higher Education (<http://chronicle.com>)

- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- University A's Office of University and Community Partnerships Web site
- University B's Community Partnerships Web site
- University B's Real Estate Development Web site
- University C's Community Outreach Web site
- University D's Office of the President Web site
- University E's Civic Engagement Web site
- University F's Community and Government Relations Web site
- University G's Office of Clinical Affairs Web site

Research Parameters

The Forum interviewed seven community investment and partnership administrators at both public and private institutions in the United States.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Enrollment (Undergraduate/Total)	Type	Classification
University A	Mid-Atlantic	14,000 / 24,000	Private	Research Universities (high research activity)
University B	Midwest	42,000 / 56,000	Public	Research Universities (very high research activity)
University C	Mid-Atlantic	30,000 / 39,000	Public	Research Universities (very high research activity)
University D	Northeast	19,000 / 29,000	Public	Research Universities (very high research activity)
University E	Midwest	5,000 / 15,000	Private	Research Universities (very high research activity)
University F	Mid-Atlantic	18,000 / 29,000	Public	Research Universities (very high research activity)
University G	South	21,000 / 30,000	Public	Research Universities (very high research activity)

Source: National Center for Education Statistics