

Building Bridges to the Community
School of Public Affairs and Administration
Rutgers University-Newark
Thursdays, 2:30-5:20 p.m.
CPS 203

Professor: Dr. Diane Hill
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Office Hours by Appointment

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SYLLABUS IS SUBJECT TO CHANGES AS REQUIRED BY THE INSTRUCTOR.

Course description:

This course examines effective strategies for building community partnerships. Topics include the roles of universities in assisting to build strong-healthy communities and explores various techniques for building sustainable partnerships to support local community partners. Through assigned readings and hands on experiences, students work with local Community Based Organizations (CBOs) to understand the complexities and challenges for creating sustainable, impactful partnerships. In an effort to bridge theoretical and practical approaches to community engagement, students will be paired with a community/educational organization to cultivate and apply understandings. The history of community engagement at RU-Newark will be explored. The primary goal of this course is to help students develop their capacity to be problem solvers by working collaboratively in class and in the Newark community to create sustainable partnerships.

Guest lecturers will be integrated to supplement the course discussions as well as serve as mentors for student group projects to expand social capital networks.

Course Objectives:

- Assist students to dialogue and expand social capital networks with perspective community partners.
- Increase students understanding of the assigned community organization and the population that it serves.
- Devise an appropriate framework for community engagement.
- Define and apply basic concepts of community engagement elements in the creation of partnerships.
- Build Effective Community Partnerships designed to expose students to key principals for community engagement.
- Participate in constructing a Community Partnership Work Group to assist the lead agency in creating and implementing a strategy.
- Examine methods to cultivate and sustain collaborative partnership elements.

Additional Student Learning Outcomes:

Lead and manage in public governance,
Participate and contribute to the policy process,
Analyze, synthesize, think critically, solve problems, and make decisions,
Articulate and apply a public service perspective; and
Communicate and interact productively with a diverse and changing workforce and citizenry.

Text & Class Materials:

The Promise of Partnerships: Tapping into the College as a Community Asset (2005)
Jim Scheibel, Erin M. Bowley, and Steven Jones, Brown University

Leading Inside Out Leadership begins with Collective Impact Forum: Community Engagement Toolkit (2017), Paul Schmitz, Leading Inside Out, LLC

Course Requirements:

Expectations: Students are expected to be actively engaged in class and in community onsite learning experiences (remote/in-person).

Class Participation and Attendance: Class participation and attendance are essential and are critical components of this course. Participation will include in-class reflection activities with partnering organization(s) and group activities. Please note that two or more absences will negatively affect the final grade. Students who miss a class are responsible for notifying the **instructor and graduate assistant** prior to class and must individually obtain the content and materials covered. Students are expected to respect the ideas of others, comments and experiences that are expressed during discussions. Our topics may create a rich dialogue and at times, we may not agree, however, we will respect each other's ideas and voices. This concept is important when building relationships with community members which requires receptivity to diverse perspectives and opinions.

Class Exercises and Activities: Students will participate in various in-class activities to deepen understanding of course concepts and will apply techniques derived from evidence-based community engagement strategies. ***Please arrive on time! Tardiness can impact your grade and affect your participation in group projects.***

Assignments/Readings: Students are expected to complete the assigned readings prior to class. The required textbook(s) are to be purchased and all other articles will be made available via Canvas.

Group Presentation of Proposed Project with Lead and Collaborating Organizations

- Groups will prepare a 20-minute power point presentation focusing on creating a viable partnership with support from the lead organization.
- Students are required and responsible for participating in a group presentation in collaboration with the lead organization that identifies key strategies for developing a sustainable partnership with their respective agency. ***Presentations will be held in class on May 1st.***
- **Individual Evaluation (CBO)** Student grades will include a performance evaluation by the designated agency course liaison.

- **Student Evaluations (Group)** Students will complete individual evaluations on team members.

Final Project: Utilizing the concepts and principles reviewed in class, student groups will collaborate with a lead community partner to develop a strategic engagement plan focused on building a viable community partnership to support the lead organization's vision/strategic plan.

- Each group will prepare and submit an 8-10 page paper summarizing the project utilizing concepts and references from materials covered in the class. ***Papers are due May 8th at 11:59 p.m.***

Format of Written Assignments: Papers are to be submitted in 12-point font, double-spaced and one-inch margins. The heading must include the student's name, date of submission, title of assignment, and instructor's name. All non-original work MUST be cited. The following website provides basic guidelines regarding the APA citation style:

<https://libguides.rutgers.edu/CitingSources/apa>

<https://www.libraries.rutgers.edu/research-tools-and-services/citation-management/refworks>

Grading Procedure: Evaluation and Workload

Attendance and Participation: 30%

Group Presentation of Proposed Project with Lead and Collaborating Organizations: 15%

Final Paper: 35%

Individual Evaluation (CBO): 10%

Individual Student Evaluations (Group): 10%

Policies:

Syllabus: While the syllabus provides an outline of the course requirements, the instructor reserves the right to deviate from any part of the syllabus as necessary. Students will be notified of any such modifications.

Late Assignments: Late assignments are not allowed. In exceptional and extraordinary circumstances students will be allowed to turn in a late assignment, but the grade will be lowered at least one grade level.

Grade Disputes: If students have a grade dispute, they should submit a one-page memo to the instructor presenting evidence for their case. The instructor will review and reconsider the original assignment. This review may lead to a grade increase, but equally may lead to a grade decrease based on the new overall evaluation.

Code of Behavior:

Cellular phones must be on silent or off during class. No texting or phone calls should be made during the class. If you choose to use your phone, it should be during the class break or if you need to leave the class and not return. If you are experiencing an emergency, let me know at the beginning of the class of the need for any exceptions. Reading outside material, talking during lectures, leaving the classes early, text messaging, emailing, and surfing the web are prohibited in class.

Academic Integrity:

Principles of academic integrity require that every Rutgers University student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.

- Make sure that any work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Code of Student Conduct: <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

The university's Academic Integrity Policy can be found at:
<https://studentconduct.rutgers.edu/processes/academic-integrity>

Accommodation and Support Statement

Rutgers University-Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further its mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website (ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can help with absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, recovery from surgery, etc.). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based

discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. VPVA is a confidential resource and does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. VPVA also maintains a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence to receive assistance; any student can receive services, information, and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email counseling@newark.rutgers.edu or call (973) 353-5805. Additional support is available to any RU-N student through Uwill services:

- Umatch: Teletherapy with flexible scheduling, starting with a free account.
- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.

Access Uwill@RUN at <https://my.rutgers.edu> using your netid. Services are confidential and free.

For emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.

Rutgers University-Newark
Thursdays, 2:30-5:20 p.m.

Week 1

Introduction/Icebreaker

Overview of course/syllabus

Review of Course Materials

Introduction to The Citizens Campaign: Michelle Curry, MPA, HS-BCP, Chief Facilitator, Civic Trusts

Week 2

Historical Perspective of Community Engagement at RU-N

Defining Community Engagement (based on the readings, students will be provided questions to answer during class).

Required Readings:

Posted Paper: The Transformation of Metropolitan Universities: A Case Study of Rutgers University-Newark and its Community Engagement Programs, 1967-2010, Dr. Diane Hill (pg. 11-19, 46-69)

RU-N Strategic Plan: <https://www.newark.rutgers.edu/strategic-planning> (pg. 1-20)

Week 3

Central Principles for Community Engagement: Building Trust, Alignment, Reciprocity, Transparency

NJ HEROES TOO (NJH2) Partners Discussion

NJH2 Supplementary Readings (to be posted on Canvas after discussion)

Introduction to Guest Speakers/Organizations for Group Assignments

****Citizens Campaign: The 4 Power Centers- Local Government and Areas of Decision Making***

Working with Groups (Modules 1&2)

Required Readings:

NJ ACTS 4 US! CONNECT Magazine

The Promise of Partnerships (pg. 1-16)

****Citizen Power Chapter 1***

Week 4

Guest Lecturer/Instructor: TBA

Guest Lecturer/Instructor: TBA

Guest Lecturer/Instructor: TBA

Required Readings:

Organization/Community Partner Info & Bios (links above & on Canvas Module)

Week 5

Designing a Community Partnership Project: Group Research and Dialogue

Guiding Principles of Community Engaged Research/TICEM: Transdisciplinary
Intergenerational Community Engagement Model

****Citizens Campaign: Citizen Power- How to discover your voice, increase your social value
and share the power***

Community Activism Models (Modules 3&4)

Required Readings:

The Promise of Partnerships (pg. 17-34)

NJ ACTS 4 US! CONNECT Magazine: <https://online.flippingbook.com/view/803544805/>
(TICEM pg. 8)

****Citizen Power Chapter 2***

Week 6

The Promise of Partnerships Discussion Group Report Out (pgs. 31-34 & 55-60)

Guest Lecturer/Community Instructor: TBA

Required Readings:

The Promise of Partnerships (pg. 35-60)

Organization/Community Partner Info & Bios

Principles of Community Engagement (Second Edition) Chapter 1
https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_Chapter_1_SHEF.pdf

Week 7

Guest Lecturer/Instructor: TBA

Designing a Community Partnership Project: Group Research and Dialogue

Identify proposed team members and organization: Alignment, Shared resources

CBO Selection Assignment due Tuesday, March 11th

****Citizens Campaign (Modules 5&6)***

Required Readings:

The Promise of Partnerships (pg. 61-88)

Organization/Community Partner Info & Bio

Week 8

Group Assignment Confirmation

Research Session

Promise of Partnerships Discussion

****Citizens Campaign (Modules 7&8)***

Week 9 Spring Break Recess

Week 10

On Site/Virtual Visitation and Planning: Group Report Outs with Community Partner

Required Readings:

Individual Organizations & Review Partnership Principles

Week 11

Project Work, Group Outline, Questions about Project

Paper Outline Due (Required: At least 2 sources per person)

****Citizens Campaign (Modules 9&10)***

Week 12

Group Report Out: Partnership Overview: Identify partnering organizations and provide brief descriptions of purpose and framework

Peer Feedback and Editing: Include in presentation: Principles of a good partnership: Identify strategies for maintaining a collaborative partnership (Identify model (collective impact, etc.) and best practice)

Week 13

Paper Review Session: Individual Group Meetings

Draft Paper Due

Week 14

Group Working Session

Week 15

Final Group Presentations: Invited Community Partners/Organization

20-minute power point presentation focusing on creating a viable partnership with support from the lead organization including Q&A session

Students are required and responsible for participating in a group presentation in collaboration with the lead organization that identifies key strategies for developing a sustainable partnership with their respective agency.

Group In-class Evaluations/Individual Peer Evaluations

Final Papers due by May 8th by 11:59 p.m. on Canvas.

Key Terms: Community Engagement, University-Community Partnership, Collective Impact

Supplemental Readings

Cantor, Nancy, Mutually Beneficial Democratic Engagement between Universities and Their Communities American Association for Colleges and Universities: Speech, (January 2018)
https://www.newark.rutgers.edu/sites/default/files/aacu_opening_address--formatted.pdf

Community and Family Engagement: Principals Share What Works
<https://files.eric.ed.gov/fulltext/ED494521.pdf>

Stanford Social Innovation Review: Informing and Inspiring leaders of Social Change
Leading Inside Out: Collective Impact Forum; Community Engagement Toolkit
<https://collectiveimpactforum.org/sites/default/files/Community%20Engagement%20Toolkit.pdf>
Stanford Social Innovation Review: Informing and Inspiring leaders of Social Change
Community Engagement Matters (Now More Than Ever), By Melody Barnes & Paul Schmitz Spring 2016
https://ssir.org/articles/entry/community_engagement_matters_now_more_than_ever

Leading for Results, Developing Talent to Drive Change, By the Annie E. Casey Foundation
<https://www.aecf.org/resources/leading-for-results/>

[The Craft of Community-Engaged Teaching and Learning: A Guide for Faculty Development](#) by Marshall Welch and Star Plaxton-Moore (selected readings)

A Tool to Develop & Nurture Campus – Community Partnerships Created by Connecticut Campus Compact (CTCC) and the CTCC Engaged Scholarship Advisory Committee (2016)
https://ccsne.compact.org/wp-content/uploads/large/sites/50/2019/08/CTCC-Framework-Community-Engaged-Scholarship_Publication.pdf