

Community Feedback Session with Barbara Holland

12 individuals representing 11 agency partners

QUESTION: What are your preferences and expectations of ECU?

Regular, ongoing, open and honest communication

Clarity in what ECU can do, will do, can not do

A consistent contact who returns call and is stable in his/her position

Availability of faculty and staff, on site seeing what their students are doing, responsive to community invitations to come on site

Open minded about the values and knowledge of the community and not so focused on credentials, Listen to our ideas and “let’s learn together”

Information about how we the partners contribute to solving the problems of the regions

Meet the needs of ENC before you send students elsewhere

Understanding of our, the partners, culture, context, age differences, generation gaps

Learn the community’s history

Understanding of ECU’s role in the community

Share the research with the community, some departments understand more than others, understand that the community owns the research, owns the student learning outcomes

Two-way relationship, “We have processes too, ” we are “open” in the summer so stay in touch

Develop trust and follow through

Be honest about the longevity of the relationship, either commit to a long-term relationship or If designed to be short-term be honest and up front

“Develop programs with us, not fir us”

Grants are a consequence not a reason (for a partnership)

Partnerships do not endure without trust (up front) and ongoing exchange of knowledge

QUESTION: How can ECU hear authentic communication and be advised?

Bring partners to campus

If bring to campus then “no divider” and sends a positive message of respect

When establishing programs and projects they need to be ongoing and go beyond a student grade

Invite partners to campus during and after student learning experiences and let them contribute to assessment

Involve more faculty

Immersion in the community, spend time in the community, even overnight, Faculty should experience what the students will experience

Make sure the placement in the community is the right fit for the student (might be ok in one setting but not another)

Be more vulnerable and “let your hair down”

QUESTION: How well prepared are students? What do they learn/take away?

As partners we set expectations during orientation

We are okay with the trade of inexperience for energy

We give them knowledge that they can then take to the region

Real world (experience)

Learn respect

Cultural sensitivity

Knowledge

Skills

Advocacy

Community relations skills

Heritage

Communication

Values (instill)

Social norms

Job placement opportunities

Responsibility

We are co-educators and not recipients

Students need to know up front that this is messy work and not what you read in books

Internships can lead to graduate school

Students don't understand the community– they are still in their “student bubble”

But they can quickly take ownership of their responsibilities in a very different environment

International students in our communities bring different experiences and increase our cultural awareness

QUESTION: Do you have examples of relationships that went well and/or any recommendations for ECU?

ECU always thinks it has the perfect instrument to measure something?

Example – survey question, “how far can you hit golf ball?”

Not relevant, Perhaps, “how far do you walk to mailbox?”

“How many gun shots do you hear?” is insulting

Asset mapping is better than “needs or deficit based” assessment

Need more participatory research

QUESTION: What happens when you approach ECU for resources or help?

Too many hoops

Sometimes they call us back

Need to get rid of “I have come to help you approach” and focus on “work with us”

QUESTION: What has been the most beneficial return of investment?

Opportunities to manage health and safety of (PK-12) school student athletes

Enhance quality of life for adults

Helped elderly and their families emotionally

We would not otherwise have mental health/coping services

Self-esteem for public schools' students

Research has led to policy development

We used data and information students and others have gathered

QUESTION: How do we get feedback from partnerships regularly without being a burden?

Sit at table quarterly versus phone

Body language very important

Come to visit

Tell us you appreciate us, Certificate of thanks, letter, community partner award