

EN 10: Community Partnerships

3 points available

A. Credit Rationale

This credit recognizes institutions that have developed campus-community partnerships to advance sustainability. As community members and leaders, colleges and universities can be powerful catalysts, allies and partners in envisioning, planning and acting to create a sustainable future in the region and beyond.

B. Criteria

Institution has one or more [formal community partnership](#)(s) with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address [sustainability challenges](#) in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. [underrepresented groups](#) and/or [vulnerable populations](#) are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see D. Scoring).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

C. Applicability

This credit applies to all institutions.

D. Scoring

Institutions earn the maximum of 3 points available for this credit for having at least one formal community partnership that is “transformative”, i.e. it meets all of the criteria outlined above. Partial points are available for institutions that have a partnership that meets at least one of the criteria, as follows:

Institution has at least one formal community partnership that is:	Points earned
Transformative – meets all three criteria	3
Collaborative – meets two of the three criteria	2
Supportive – meets one of the three criteria	1

Note that points are not earned cumulatively. For example, an institution that has one or more supportive partnerships and one or more collaborative partnerships would earn 2 points for this credit, not 3.

E. Reporting Fields

Required

- Name of the institution's formal community partnership to advance sustainability
 - Does the institution provide financial or material support for the partnership?
 - Which of the following best describes the partnership timeframe?
 - Short-term project or event
 - Multi-year or ongoing
 - Which of the following best describes the partnership's sustainability focus?
 - The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health
 - The partnership supports at least one, but not all three, dimensions of sustainability (e.g., ecological health, but not social equity or economic prosperity)
 - Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, Unknown)
 - A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above

Optional

- For up to two additional partnerships, provide:
 - Name of the institution's formal community partnership to advance sustainability
 - Does the institution provide financial or material support for the partnership?
 - Which of the following best describes the partnership timeframe?
 - Short-term project or event
 - Multi-year or ongoing
 - Which of the following best describes the partnership's sustainability focus?
 - The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health
 - The partnership supports at least one, but not all three, dimensions of sustainability (e.g., ecological health, but not social equity or economic prosperity)

- Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review?
- A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above
- A brief description of the institution's other community partnerships to advance sustainability
- The website URL where information about the programs or initiatives is available
- Additional documentation to support the submission (upload)
- Data source(s) and notes about the submission
- Contact information for a responsible party (a staff member, faculty member, or administrator who can respond to questions regarding the data once it is submitted and available to the public)

F. Measurement

Timeframe

Report on current partnerships and/or partnerships that were active during the three years prior to the anticipated date of submission.

Sampling and Data Standards

Not applicable

G. Standards and Terms

Formal community partnership

Formal community partnerships are purposeful, lasting, mutually beneficial relationships that link institutional resources with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities to work together to understand and address the core problems facing local communities. Successful community partnerships strengthen the capacity of both institutional and community partners to build healthy, just and resilient communities.

Sustainability challenges

Consistent with [Transforming Our World: The 2030 Agenda for Sustainable Development](#) (United Nations, 2015), major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify courses, research, programs, and initiatives that contribute towards understanding or solving sustainability challenges, it is helpful to ask:

- Does it contribute towards realizing one or more of the principles outlined in the [Earth Charter](#)? And/or
- Does it contribute towards achieving one or more of the targets embedded in the United Nations [Sustainable Development Goals](#) (SDGs)?

Underrepresented groups

Consistent with the [University of California, Berkeley](#), underrepresented groups are groups who have been denied access and/or suffered past institutional discrimination and/or have been marginalized and are currently underrepresented. These groups may include, but are not limited to, racial, ethnic and immigrant populations; people with disabilities; lesbian, gay, bisexual, and transgender individuals; adult learners; veterans; and individuals from different religious groups and economic backgrounds.

Underrepresentation may be revealed by an imbalance in the representation of different groups in common pursuits such as education, jobs, housing, etc., resulting in marginalization for some groups and individuals and not for others, relative to the number of individuals who are members of the population involved.

Vulnerable populations

Consistent with the World Health Organization, vulnerable populations are defined by “the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters”:

Children, pregnant women, elderly people, malnourished people, and people who are ill or immune-compromised, are particularly vulnerable when a disaster strikes, and take a relatively high share of the disease burden associated with emergencies. Poverty – and its common consequences such as malnutrition, homelessness, poor housing and destitution – is a major contributor to vulnerability.