*This template can be used for partnership identification and exploration between a faculty member and a external partner. The questions in this template are designed to facilitate a discussion about faculty and partner values, goals, interests, and capabilities to determine the suitability of a partnership between the two (or more) parties. Transparent communication, reciprocity, and care are crucial parts of this process. This template can be used for discussion prompts, as a conversation guide, and/or as a living document for contribution and collaboration between partner(s) and the instructional team. When entering these discussions, the instructional team should be prepared to provide information outlined in the ‘questions to ask prospective partners’ column and support partner understanding of the course and institution through dialogue. The external partner could be another university unit, a community organization, or an industry partner.*

**Course name and semester:**

**Date:**

**Participants:**

**Before your first meeting:**

1. Learn all you can about potential partners through their website, social media, and any personal connections.
2. Share any relevant materials (course outline, project/placement description, etc.) keeping in mind not to overwhelm prospective partners with unnecessary documents.
3. Consider the nature of the commitment you are willing to make to partners: go in with a clear idea of how much time and expertise you and your students can commit to the partnership/project/placement (ex. One-time, low-commitment project vs. multi-semester, collaborative partnership).

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| **Get to know one another…**  *Partnerships between institutions start as relationships between individuals* – Barbara Jacoby (2013) | |
| **Introduce yourself:** | **Questions to ask prospective partner:** |
| * How long have you been at your institution? * How long have you been instructing? * What are your research/teaching and learning interests? * Do you have experience with community organizations and/or industry? In what contexts? * How do you approach collaboration with community and industry? What do you value about these relationships? | How long have you been working with your organization/company? |
| How long have you been doing this work? |
| What are your professional areas of interest? |
| Do you have experience working with students and/or supporting student learning? Does the organization? |
| How do you approach collaboration with students? What do you value about these relationships? |
| **Explore compatibility…**  *Compatibility in a collaborative process means that the individuals or organizations involved can accomplish more and be more effective working together than separately* – Barbara Jacoby (2013)  *It is recommended to inform yourselves of the community organizations mandate, priorities, cause areas prior to meeting to foster an engaging discussion*. | |
| **Share your goals:** | **Questions to ask prospective partner:** |
| * What are your course learning objectives? * In what ways do you think students’ engagement with the prospective partner would support the objectives of the course? * What skills, learning, or abilities do you/your students have that might be a good fit for the prospective partner? * How do you plan to involve your prospective partner in the course? * What expectations do you have for course partners? * What are the benefits for community partners? | What are your organization’s current priorities? |
| Do you think that collaborating with this course could help support any of your current priorities, services or areas of business? |
| Do you have any projects/placements that might be a good fit for this course? |
| How would you like to be involved in the course/placement/project? |
| What capacity does your organization have to support this partnership and the project/placement? |
| What is the best way to get in contact with you for follow-up? |

After completing these questions, schedule a time or date to follow-up with one another and give each party time to reflect on the discussion, determine compatibility, and decide whether to pursue partnership.

Tips for Determining Compatibility:

1. The desired learning outcomes for your course should be aligned with/complimentary to the organization’s mission and the tasks or projects the organization requires (ex. If your outcomes include students conducting job-shadowing and observation but the organization doesn’t allow non-staff on site).
2. The schedules, hours, and duration of the course and organization should allow for appropriate collaboration (ex. A voluntary organization only open on weekends may not be able to sustain communications during the week, leading to planning and communications issues).
3. Your students should be prepared and have the knowledge and skills for the work the organization requires (ex. You have a course of undergraduate psychology students and the organization requires help running programming for domestic abuse victims).