

An Agreement for Collaboration and Partnership

Now that you have determined that a partnership would meet the goals of all involved – students, community members, a community organization, and the university – complete this guide to help define these relationships and the community project. Please feel free to modify this template to meet the needs of a given partner relationship.

Use this agreement guide at any point in the development of a partnership, but it may be most helpful to use this tool as early as possible to establish clear expectations and a foundation for communication.

Consider completing the guide in-person and collaboratively via discussion. If this is not available, it is recommended that parties complete this document virtually by way of a web call.

Our Agreement

1. What are our shared goals in this partnership?

2. What are our individual roles and responsibilities? Example responses for each role are provided. Share additional responsibilities related to your particular project/partnership.

Instructor/Faculty/Staff

- To share course learning goals and materials with community partner and students.
- To communicate regularly with community partner for updates and check-ins.
- To prepare students for their community-based experience or work through reflection, orientation, and/or training.
- To promote co-creation and co-teaching opportunities with partners and students.

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Our Agreement

2. What are our individual roles and responsibilities?

Community Partner

- e. To work collaboratively with instructor and students to develop a meaningful project that contributes to your organization’s goals and meets student learning goals.
- f. To provide training and orientation specific to a project.
- g. To provide a learning environment where students feel safe and appreciated.
- h. To communicate feedback regarding challenges and successes with students, instructors, and/or staff.

Individual Student

- i. To honor the commitment to the community-engaged project as outlined by the community partner and instructor, fulfilling the time or task(s) expected.
- j. To communicate frequently and promptly with partner, instructor, and classmates regarding expectations, challenges, or progress.

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2. What are our individual roles and responsibilities?

Center for Community Engagement

- k. To connect and facilitate relationships between the CBU campus and community partners.
- l. To provide training, orientation, and materials to CBU instructors and students before and during their community-based experience.
- m. To support community partners' mission and goals through collaborative and scaled projects with CBU.

3. Building a relationship and a project presents opportunities for new growth and understanding. How can we support each other in our learning?

4. How will we nurture reflection about our project(s) and partnership(s)?

5. If something's not going well, how should we communicate? How will we share feedback? How would we prefer to receive feedback?

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Logistics

6. What is our shared timeline? (Do students work regular shifts? How regularly do we hold check-ins? Is there mutual understanding about holidays and semester schedules?)

7. What are the start and end dates for a community project and/or the partnership?

8. How will we manage changes in established plans? (i.e. student is sick and unable to attend, inclement weather, transportation issues, etc.)

9. What level of training and supervision will students receive?

I have read and understand the above agreement and commit to fulfilling the roles, responsibilities, and protocols co-created above. I understand that this partnership is meant to support community partner initiatives and promote student learning.

This agreement is indebted to the following model:
[CCEL Resources Agreement: An Agreement to Work Together](#) [PDF].
Centre for Community Engaged Learning, University of British Columbia.

Instructor _____ Date _____

Community Partner _____ Date _____

Student _____ Date _____

Center for Community Engagement _____ Date _____