

# EN 10: Community Partnerships

3 points available

## 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.

## Applicability

This credit applies to all institutions.

## Criteria

Institution has one or more *formal community partnership(s)* with school districts, government agencies, private sector organizations, *civil society organizations*, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses *sustainability challenges* in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., *underrepresented groups* and/or *vulnerable populations* are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

Community-based research and engaged scholarship around sustainability challenges 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 covered in the Community Service credit and should not be included in this credit.

## Scoring

An institution earns the maximum of 3 points available for this credit for having at least one formal community partnership that 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:

| <b>Institution has at least one formal community partnership that meets:</b> | <b>Points earned</b> |
|--|----------------------|
| All four criteria  | 3                    |
| Three of the four criteria   | 2                    |
| Two of the four criteria   | 1                    |

Note that points are not earned cumulatively. For example, an institution that has one or more partnerships that meet two of the criteria and one or more partnerships that meet three of the criteria would earn 2 points for this credit, rather than 3.

## 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?
  - ☐ Sustainability-focused (The primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.)
  - ☐ Sustainability-related (It addresses a sustainability challenge, but does not have a primary and explicit focus on sustainability.)
- ☐ 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)

### 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?
    - ☐ Sustainability-focused
    - ☐ Sustainability-related
  - ☐ Are underrepresented groups and/or vulnerable populations engaged as equal partners?

- A brief description of the institution's formal community partnership to advance sustainability, including website URL if available
- A brief description of the institution's other community partnerships to advance sustainability
- Website URL where information about the institution's community partnerships to advance sustainability is available
- Additional documentation to support the submission (upload)
- Data source(s) and notes about the submission
- Contact information for a responsible party (an employee who can respond to questions regarding the data once it is submitted and available to the public)

## **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.

## **Standards and Terms**

### **Civil society organizations**

Consistent with the Organization for Economic Co-operation and Development (OECD), civil society organizations are defined "to include all non-market and non-state organizations outside of the family in which people organize themselves to pursue shared interests in the public domain. Examples include community-based organizations and village associations, environmental groups, women's rights groups, farmers' associations, faith-based organizations, labour unions, cooperatives, professional associations, chambers of commerce, independent research institutes and the not-for-profit media."

### **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**

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and environmental degradation. To identify additional sustainability challenges, it may be helpful to reference the principles outlined in the [Earth Charter](#) and/or the targets embedded in the UN [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.