



RISE AND THRIVE
**CAMPUS-COMMUNITY
PARTNERSHIPS**

Rise and Thrive Community Campus Partnerships
Final Project Plan 2022

Marietta Mindset
Marietta College
Building Bridges to Careers

Deliverable 1B:

Roster of Current and Potential Partners – Marietta College/Building Bridges to Careers

Stakeholder Name of agency, organization, institution, etc.	Contact Person Phone, Email, Website, Address (If known – it is okay to say: “Would like to develop a contact at this organization.”)	Current Campus-Community Partnership Membership Status Click on the field and select the best descriptor from the dropdown menu: Member - Active Member – Inactive Not a Member	Role in Mental and Behavioral Health What role does the stakeholder play in suicide prevention? It’s okay to say “N/A” – some key partners may not play a direct role in mental and behavioral health.	Mental and Behavioral Health Strategies What mental and behavioral health strategies is the stakeholder primarily involved in? It’s okay to say “N/A” – some key partners may not directly implement mental and behavioral health strategies.	Unique Partners If the partner is not directly involved in the mental and behavioral health field, what unique contribution does the partner bring to the group? If you would not consider the partner a “unique partner” for this initiative please enter “N/A.”	Mutual Benefit Why is it beneficial for the stakeholder to be part of the campus-community partnership? (Think about this from the perspective of the stakeholder and not the partnership.)	Engagement Strategy If the partner is not already engaged in the partnership, jot some ideas about how to engage this partner.
Student Athletes	Larry Hiser & Coaches	Not a Member	N/A	N/A	N/A	Provide direct student input and perspectives of how to address campus need.	Invite to focus group in November
Greek Life Students	Amanda Mullen	Not a Member	N/A	N/A	N/A	Provide direct student input and perspectives of how to address campus need.	Invite to focus group in November

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The tool was modified for use in the Rise and Thrive Initiative.

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Balis, L., Raffle, H., Burggraf, C., & Courser, M., 2021. Rise and Thrive: Campus-Community Partnerships Initiative – Deliverable 1A. Athens, OH: Voinovich School of Leadership and Public Service at Ohio University and Beltsville, MD: Pacific Institute for Research and Evaluation.

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Residential Students (living in dorms)	KJ McConnell	Not a Member	N/A	N/A	N/A	Provide direct student input and perspectives of how to address campus need.	Invite to focus group in November
Commuter Students	Dr. Suzanne Walker	Not a Member	N/A	N/A	N/A	Provide direct student input and perspectives of how to address campus need.	Invite to focus group in November
Under-represented Students	Tony Mayle	Not a Member	N/A	N/A	N/A	Provide direct student input and perspectives of how to	Invite to focus group in November

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						address campus need.	
Student Solving Problems Leaders (local high schools)	Heather Miller	Not a Member	N/A	N/A	N/A	Share successes and challenges from local high school SSP initiatives.	Invite to focus group in November

For a tutorial on how insert more rows, please [click here](#). After you insert additional rows, you can copy-paste the dropdown box by clicking on a cell with the dropdown box, pressing Ctrl+C to copy it to the clipboard. Click where you wanted it copied, and the press Ctrl+V (paste).



RISE AND THRIVE CAMPUS-COMMUNITY PARTNERSHIPS

Rise and Thrive Campus-Community Partnerships Learning Community

Deliverable 2B: Choosing a Problem of Practice & Writing a “Statement of the Problem”

1. What is the mental and/or behavioral health problem your partnership would like to solve?

Describe the problem that is most pressing in the campus-community that you serve. At this stage, the mental and/or behavioral health problem may be a complex, “wicked” problem that is difficult to solve – that’s okay!

This partnership's most pressing issues anticipated to be explored include depression, anxiety, substance use and addiction, and relational problems. These issues, intensified by the coronavirus pandemic, have been observed as primary areas of behavioral health and mental wellness concern within the college counseling center at Marietta College and within the local community of Washington County, OH.

2. What data is available to inform the group’s decision to narrow the “wicked” problem to a problem of practice that is realistic and do-able to address during the Rise and Thrive Initiative?

- The language “problem of practice” comes from the education literature (viz., problem-based learning) and the change management literature (i.e., there is a gap between the goal state and the current state of the situation).
- Most issues are considered a “problem of practice” when the actual problem and the causes of it are not well understood.
- Failing to understand the essence of the problem and the underlying causes can lead to well-meaning solutions that do not address the issue, and in some cases may exacerbated it or cause additional problems or complications.
- We note that oftentimes, actual problems of practice can be difficult to understand, but the signs of the problem can be relatively easy to see. The problem may have been identified through interactions with one person, but in reality, relate to more than just one person or an individual relationship with a person.
- Source: <https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf>

Think about the components contributing to or exacerbated by the problem the Deliverable 2 Team described in Q1. Make a list of the components. For each component, describe what evidence is there to support the need to address it.

Component	Evidence
There is a limited amount of mental health resources for students to access on campus, including auxiliary programming, outside of formal mental health services.	160% increase in utilization of mental health services to treat issues particularly related to depression and anxiety beyond the capacity of the wellness center.

Campus culture regarding mental health issues is found to be generally unsupportive.	Data collected from Student focus groups indicating that this is an issue. Students identify, lack of programming and a perceived shortage of qualified professionals in the wellness center.
For instructions on how to add additional rows, please click here .	

3. What piece of the “wicked” problem will your partnership select as the problem of practice to address during the Rise and Thrive Initiative?

Have a brainstorming session and come up with a problem of practice to center during the Rise and Thrive Initiative. In the response, describe why the Deliverable 2 Team thinks it’s feasible to solve this problem with the available resources (time, staff, funding) and what data is available to monitor progress.

We plan to use the resources of the grant to develop a plan to provide preventative services that are aimed to meet the needs of the student body via an existing program from a local community organization, (BB2C). we have collected Data from student focus groups to identify issues of concern on campus related to student mental health and wellness. The identified issues will be prioritized by a representative group of students to narrow down what is of most concern. These data will be used to inform the programming and recommendations that will be intended to address these issues. These issues include programming to help students cope with related issues, preventative interventions, wellness activities and general support.

4. Why is it an issue?

Use the following lenses to further examine the problem of practice that the partnership selected: frequency, duration, scope, severity, equity, perception. (Please see the Deliverable 2 Guidance for resources to support the group’s understanding of these terms.) If a particular lens is not relevant, simply comment “N/A.” If there are additional lenses you would like to use, please feel free to add additional rows.

Lens	Additional Information
Frequency	Students report daily occurrences of mental health issues, with a frequent inability to schedule timely appointments with a professional on campus.
Duration	18 month
Scope	Student mental health affecting up to 1400 undergraduate students. The scope of the work we plan would be available to the general student body with the aim to reduce the dependency on the wellness center beyond its capacity.
Severity	125% increase in utilization of student wellness center.
Equity	Some inequity of access to services offered by LGBTQ+ and/or POC individuals at our counseling center. As mentioned above, programming offered through this grant would be targeted to the general student body.
Perception	students have expressed a lack of such care
For instructions on how to add additional rows, please click here .	

5. What could be some complications of selecting this issue as the problem of practice?

When determining a problem of practice, it’s important to consider what obstacles, barriers, or challenges might arise as you seek to address this issue in your community. Please describe some of the anticipated barriers or obstacles to centering this problem of practice and some potential resolutions.

Barrier/Obstacle	Potential Resolution
mental health stigma	efforts to normalize help seeking behaviors
student perception	involving students in the development of student led programming

6. What could be some benefits of selecting this issue as the problem of practice?

Describe some of the opportunities or benefits of selecting this issue as the problem of practice. When thinking about benefits, it is important to consider who benefits as well.

Potential Benefit	Who Benefits?
Reduction in symptoms related to depression and anxiety.	the campus and community
Less drain on existing services due to student data informed programming	Up to 1400 undergraduate students
Increase in opportunity for students to have their emotional, and social needs met which would result in an increase in overall wellness	Up to 1400 undergraduate students
For instructions on how to add additional rows, please click here .	

7. Outcomes of Interest

Include the outcome (or outcomes) you want to measure through tackling this problem of practice. Choose *no more than two* outcomes of interest.

What data are available to measure progress on your problem of practice? What data point(s) or indicators will you monitor to know that your efforts are successful? What is the baseline data associated with your outcome(s)? Be sure to include your source of baseline data, and the year it was collected.

Note: If you do not have baseline data on the outcome(s) of interest you have selected, or if you are not able to identify a data source for the indicators you have selected, please either join a drop-in call or email mcourser@pire.org for 1-1 technical assistance.

Outcomes	Baseline Data	Data Source	Year
this is to be determined as we are developing a conversation with students across campus to identify and address perceived needs.	160% increase in utilization of student wellness center over 18 month period	wellness center service records	2020-2021
Please type your response here.	Please type your response here.	Please type your response here.	Please type your response here.

8. Problem Statement

To move forward, we need to create a brief Statement of the Problem. This statement should be grounded in the outcome variable(s) listed above and the available data. Your problem statement should contain the following basic information:

- WHO? (your priority population)
- WHAT? (a brief description of the problem)
- WHEN? (situating your problem statement in a timeframe is helpful – over the past 5 years, an emerging issue in our community, etc.)
- WHERE? (clearly define the community you plan to serve)
- WHY? (this is your data!)

The problem statement should be clearly articulated so that it is understood by the most casual citizen in your community. It should be no more than two sentences. For example, “Between 2010-2019, the number of suicide deaths in Cardinal County has increased by 391. (Source: Ohio Department of Health, Bureau of Vital Statistics, Ohio Death Certificate File)”

Between 2020-2021, the number of Marietta College students seeking mental health services at the student wellness center has increased by 125%. (Source: service records of MC Student wellness center.)



RISE AND THRIVE CAMPUS-COMMUNITY PARTNERSHIPS

Rise and Thrive Campus-Community Partnerships Learning Community

Deliverable 3B: Selecting an Intervention and Creating an Action Plan

1. What is the desired outcome(s) of interest (e.g., behavior/condition/attitude) that the Campus Community Partnership hopes to influence with this funding opportunity?

Note: The Outcome(s) of Interest were explicated as part of Deliverable 2. If they have been modified as the work has progressed, that's okay. Just let us know that there have been modifications and tell us why those modifications have been made.

The desired outcome of interest is that students at Marietta College will be able to participate in programming and trainings that will provide mental health and wellness supports of dealing with minor deficiencies identified by our focus group discussions during the last term. These will include a variety of activities across campus including but not limited to social, emotional and cognitive enhancing activities, trainings regarding peer support and opportunities to attend conferences.

2. What is the Problem Statement that the Campus-Community Partnership will be addressing with this funding opportunity?

Note: The Problem Statement was crafted as part of Deliverable 2. If it has been modified as the work has progressed, that's okay. Just let us know that there have been modifications and tell us why those modifications have been made.

There has been no change to our problem statement. It remains: Between 2020-2021, the number of marietta college student seeking mental health services at the student wellness center has increased by 125%. (Source: service records of MC Student wellness center.)

3. How does this Problem Statement include the "community" aspect of the Campus-Community Partnership?

Note: Think about the campus role as well as the community role in your statement.

The work of the students Solving Problems program offered by Building Bridges to Careers has served as a basis for the development of our outcomes and interventions. BB2C has provided continued support and advising throughout the planning process. Several of the offerings of this phase of the program will be made available for their clients which are members of the community.

4. Please describe the priority population that is named in the Problem Statement.

Note: Please provide demographic and other identifying characteristics of the priority population. The goal is to get a clear picture of the audience that the Campus-Community Partnership intends to reach or serve with the intervention.

The priority populations herein are the undergraduate student of Marietta College, faculty and staff of the college, and members of the community at large.

5. Please describe the setting where the priority population can best be reached.

Note: The goal is to get a clear picture of where the Campus-Community Partnership intends to reach the priority population.

On Campus at Marietta College, venues in the community, online, and at available professional conferences.

- 6. Given the desired outcome(s) of interest, the priority population, and the setting, what type of intervention will best address the problem of practice and change the desired outcome? Why does the partnership think that this type of intervention will influence the desired outcome of interest? What impact will this type of intervention have on the problem of practice?**

Note: At this point, the partnership does not need to explicate an exact intervention. At this stage in the process, we are interested in knowing two things:

- A. Where on the [behavioral health continuum of care](#) does the partnership expect to intervene? Please indicate which component(s) of the behavioral health continuum of care the intervention focuses on: promotion, prevention, treatment, or recovery. Please also provide 3-5 sentences on why the partnership selected that component(s).
- B. What level of intervention (individual or environmental) does the partnership expect to implement? Please indicate if the Campus-Community Partnership is considering an individual-level strategy (e.g., direct service provision, direct educational programming, etc.) or an environmental-level strategy (e.g., additions or changes to policies and procedures, social marketing or social norming campaigns, etc.). Please also provide 3-5 sentences on why the partnership selected that level of intervention.

The focus of our plans lie upon an emphasis on Promotion and prevention within this continuum. The promotion piece will be addressed by the formation of a student organization and its respective programming. The prevention aspects of our plan rely on “you can help a friend, you can help a student” training from the JED Foundation, NASPA Peer educator training, and attendance of conference(s) addressing mental health on college campuses.

The level of intervention for our plans is hybrid, there will be individual level programming. These will provide programming and trainings to students, faculty, staff and interested community members. The environmental level interventions will include social media campaigns that seek not only to advertise the offerings of the grant, but to promote the newly founded student organization and address cultural change on campus by normalizing mental health and wellness as an individual and community pursuit on and off campus.

- 7. Now that the Campus-Community Partnership has narrowed down the universe of interventions to either individual-level or environmental-level, how does the group plan on finding a specific intervention that will best-fit the desired outcome(s) of interest, the priority population, and the setting?**

Note: Please provide a response on the process the group will engage in to identify the intervention that will be implemented using Rise and Thrive funding.

We continue the ongoing conversation with stakeholders which has already identified applicable programming and interventions which will be brought to campus upon availability of funding.

- 8. What intervention has the Campus-Community Partnership chosen to implement?**

- A. Describe the intervention in 500 words or less. Please include citations or web-links as appropriate to help the reader fully grasp the intervention.
- B. In a second paragraph (250 words or less), please describe how and where the group found it.
- C. In a third paragraph (250 words or less), please describe why the group thinks the intervention will impact the Problem of Practice.

The intervention we have decided to implement is a combination of wellness interventions through on and off campus programming selected to help students learn how to reduce stress, find healthy ways to communicate and to gain healthy coping skills. In addition to these activities, students, faculty, staff, and community members, we be provided with training and development opportunities selected for their ability to address the concerns faced on campus and in the community. These include but are not limited to; the “you can help a friend, you can help a

student” training from the JED Foundation, NASPA Peer educator training, and attendance of conference(s) addressing mental health on college campuses.

The aspects of the intervention were identified through conversations with students and other stakeholders, the webinar provided by Rise and Thrive which addressed efforts at Carson-Newman College, research in applicable programs that have proven successful on other college campuses and also recognized expertise of both the JED foundation and NASPA programming.

The aspects of our selected intervention align with observed problems, data gathered from the focus groups we conducted and examples of successes of other institutions. We feel that implementing our own tailored programming along with evidence-based interventions will provide a valuable combination for our unique circumstances.

9. What is the intervention's level of evidence? Justify this response.

Note: Please check the box that best describes the level of evidence. Then, please provide supporting details for the selection.

- ☐ Evidence-based intervention repository
- ☐ Systematic review
- ☐ **Research study**
- ☐ Case report
- ☐ **Expert opinion**
- ☐ **Partnership experience**

Supporting Details:

We conducted a series of focus groups which identified not only issues on campus from a student perspective but also provided a litany of suggestions on how the college could address these problems. These groups adequately reflect a diverse sample of the student body. Further, we partnered with a local organization who has a track record of helping local school districts and students meet their own unique needs regarding mental health and wellness. Moreover, we selected outside organizations such as NASPA and the JED foundation based upon their reputation to provide quality programming and training to meet these exact needs.

10. Given the local conditions, what adaptations or modifications (if any) does the group think are necessary to help implement the intervention?

Note: Think about the priority population and the setting and note any specific modifications that may be necessary. If there are no adaptations or modifications necessary, simply note "N/A."

None are thought to be necessary at this point.

11. Complete the table below to plan your intervention.

Note: The table below was adapted from [this article](#). Please refer to the article or the [RE-AIM website](#) for more information.

Reach	<p>If this is an individual-level intervention: How will you get the priority population to participate? How will you advertise the intervention or engage participants?</p> <p>If this is a media campaign: How do you plan to reach your priority audience?</p> <p>If this is a policy or systems change: How will you engage the populations most directly affected by the change and how will you communicate about the change?</p>	<p>The targeted population will be advertised to via an on campus and community-based marketing campaign. This will include social media posts via both the college and BB2C as well as other communication methods on and off campus.</p>
	For individual-level interventions: How will you know who participated, and if the	Attendance for each event and training will be kept by the student organization in connection with

	<p>intervention reached the intended priority population?</p> <p>For a media campaign: How will you know if the media campaign was seen by your priority population?</p> <p>For a policy or systems change: How will you know that the policy or systems change is impacting the priority population?</p>	<p>possible incentives for participating and training completion. We will know that the media campaign has worked as evidenced by attendance/participation to events and trainings.</p>
Effectiveness	<p>What are the most important outcomes you expect to see? Who will care about the outcomes? How will you share these outcomes?</p>	<p>A reduction in the demand placed upon the campus counseling center. The outcomes are of concern for students, counseling center staff, college administration, and community stakeholders.</p>
Adoption	<p>Who will deliver the intervention (actually do the work) and do they have the skills and time?</p>	<p>Faculty and staff who are mental health professionals will be providing leadership and direction in the implementation of the interventions. These people are listed on the team roster. Further, student leaders of the new student organization will be providing much of the logistical work relevant to making the programming happen.</p>
Implementation	<p>How will the intervention be delivered? What are the key elements of the intervention that must be delivered to be successful?</p>	<p>Interventions will be delivered both in person and online. This will require physical space and facilities provided by the college as well as technical support to make the trainings available to students.</p>
	<p>What are the costs of this intervention? Is it feasible (e.g. resources, time, money)?</p>	<p>See attached budget which address all three of these examples.</p>
	<p>What are the barriers or obstacles to implementing this intervention? Are there competing projects or programs to consider?</p>	<p>Barriers may include student participation, marketing success, and covid restrictions. There is no competing programming hence, the need for the grant funding.</p>
Maintenance	<p>Can your organization sustain this intervention or media campaign over time? Are there plans to leave trained staff in place?</p> <p>What will be needed for a policy or systems change to continue to have its intended effects? How might the policy or systems change need to evolve over time as contextual conditions change?</p>	<p>With the formation of a new student organization, the college will be in the position in future years, to provide funding and personnel support to meet the needs identified in this project.</p>

12. Please complete the table below to plan out the step-by-step actions that are required to implement the selected intervention.

Note: We understand that this is a first swipe at the action planning, and it may be subject to change. We also understand that there is a lot more value in planning than the actual plan itself; a group that has engaged in action planning is better prepared for success when a pivot needs to occur. Please do the best you can at this point! Please feel free to add or subtract rows as necessary.

Action Steps	By Whom	By When	Resources and Support Available / Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about / involved with these actions?
Step 1: scheduling student programming events	Student organization leadership staff advisors	2/15/2022	Office of student engagement		Other than noted below, we anticipate no barriers from individuals or organizations. All parties heretofore involved have been supportive of our efforts.	Office of student engagement, public relations
Step 2: purchasing and arranging training programs for JED and NASP trainings	Student organization leadership staff advisors	3/1/2022		Financial support		Business office
Step 3: identify interested students for conference registration, register attendees Make travel arrangements as applicable	Student organization leadership staff advisor	2/15/2022	Student group social media, and listserv	Financial support, transportation and hotel accommodation	Students may not be interested in engaging in offered programming and trainings.	Business office, Office of student engagement
Step 4: Develop and implement marketing campaign	Student organization leadership staff advisors	2/15/2022	Campus brand management and marketing office	Financial support		Office of student engagement



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Deliverable 4B: Conflict Identification and Resolution Plan

Community partnerships can be challenging and rewarding. It is expected that, when two very different organizations work together, there will be tensions and opportunities for growth. This is nothing to fret; it is a welcomed opportunity for joint work to overcome these difficulties. These may be the very moments that allow us to build a stronger connection with our partners—proving that collaboration can overcome adversity.

1. Throughout the Rise and Thrive funding opportunity, what successes has the Campus-Community Partnership experienced?

We have found success in obtaining buy in and motivation on the part of students as evidenced by high numbers of student participation in our focus groups, and the willingness of students to form a new student organization in order to implement the plan established by the committee. Further, we have enjoyed the support of office of student life in organizing and advertising our events relative to program planning.

2. Throughout the Rise and Thrive funding opportunity, what challenges has the Campus-Community Partnership already worked through?

Challenges have been centered around adjusting to the timing of the funding and the window of time we have to implement our program plans in order to comply with the requirements of the funding opportunity. This has been necessary in order to meet the evolving needs of students in regards to the growing need for mental health and wellness opportunities on campus and in the community.

3. How has the Campus-Community Partnership worked together to overcome these challenges?

Maintaining our standing meetings in order to communicate team members ideas for resolving the challenges in a fair and equitable manner. This has helped us feel that we are constantly moving in a forward direction.

4. What additional challenges may exist that the Campus-Community Partnership may need to solve?

Please check which challenges you are experiencing.

Challenges in design		Challenges in managing / sustaining the partnership	
	No shared vision		Partnership is not integrated into the mission of our respective institutions (e.g. lack of institutional support)
	Misaligned values		Lacking clear processes to handle communication, decision-making, and change management
	Mutual benefits are not clear		No clear point of contact (either university or community partner)
	No clear definition of success (e.g., not clear who we're trying to serve or what outcomes we hope to see)	X	No clear evaluation (process and/or outcome) or assessment of progress
	Lack of documentation (e.g., no MOU)		Disagreement over funding
Challenges in building collaborative relationships			No celebration of successes
	Difficulty establishing trust and respect		Partnership is too inflexible and cannot evolve based on new learning
	Scope of the project is too narrow		Staff turnover
	Project is disorganized, or the organizational norms are not clear or followed		Disagreement over facilities use
	No clear dynamic champion for the partnership	Cultural challenges	
	Lack of staff preparation		Discrimination (e.g. staff are unprepared to deal with diverse populations, therefore discriminatory practices arise)
	Power imbalances among staff / faculty / students		Microaggressions
	Power sharing	X	Lack of focus on diversity, equity, and inclusion
	Power dynamics		Structural racism

5. Reflect on the challenges you marked in question 4. Which will be the most difficult to overcome and why?

We anticipate that Lack of focus on diversity, equity, and inclusion will be the most difficult to overcome because it will take a lot of work to be agents of cultural change in an environment that is relatively homogenous both on campus, and in the larger community. Although the campus environment has mechanisms and resources in place to address these challenges, it is still something that will take a good deal of continuing effort to accomplish.

6. How will the Campus-Community Partnership communicate when overcoming challenges? Think about communication norms, expectations, and decision-making processes.

Our plan is to continue to do what has worked for us so far, that is to say, *Maintaining our standing meetings in order to communicate team members ideas for resolving the challenges in a fair and equitable manner. This has helped us feel that we are constantly moving in a forward direction.*

7. How will the Campus-Community Partnership overcome the potential challenges identified in question 4? Describe any steps you have taken to work through them already, and what additional steps may be needed to resolve them.

Pick up to three challenges to address in your response.

From the beginning of the planning process, we have gone out of our way to collaborate and receive input from the office of Diversity and Inclusion in order to make a place to consider the input of member so the community who fit into categories that are not reflected in the majority of the populous. Additionally, we have begun the process of developing a outcomes measurement for the program plan we have set forth.

Moving forward, we will continue to involve said parties in the discussion and evaluation of our efforts in order to inform the sustainability of the program in meeting the needs of community members in order to maintain diversity, equity and inclusion.