Assessment as and through co-inquiry:

Multi-institutional reflection on community-campus partnership quality using the Transformational Relationship Evaluation Scale II

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Select an SLCE relationship you want to focus on today

Share with a neighbor a "6 word story" of the significance of that relationship

Introduction to TRES ("trees")

Phases of development:

1. Transactional ~ Transformational (Enos & Morton, 2003) --> (T-T continuum)

2. Exploitative ~ Transactional ~ Transformational (E-T-T continuum)

3. TRES I (scale)

4. TRES II, version 1 (scale)

5. TRES II, current version 2 (E-U-T-T continuum) (scale)

6. TRES II Reflection Framework (scale + wrap-around prompts)

7. Research on & refinement of the Framework

For an overview see Kniffin et al. (2020). Relationships and partnerships in community-campus engagement: Evolving inquiry and practice. *International Journal of Research on Service-Learning and Community Engagement, 8*(1), Article 15.

Relationships CONTINUUM

Refer to article by Bringle, Clayton, & Price, 2009

Transformational

Synergistic

Integration of goals

Working with shared resources

Working for common goals

Planning and formalized leadership

Coordination of activities with each other

Communication with each other

Unilateral awareness

Unaware of other person

Partnerships characterized by closeness, equity, and integrity

As the color shifts to black—the strength and quality of the partnership increases.

The SOFAR Model (Bringle et al., 2009)
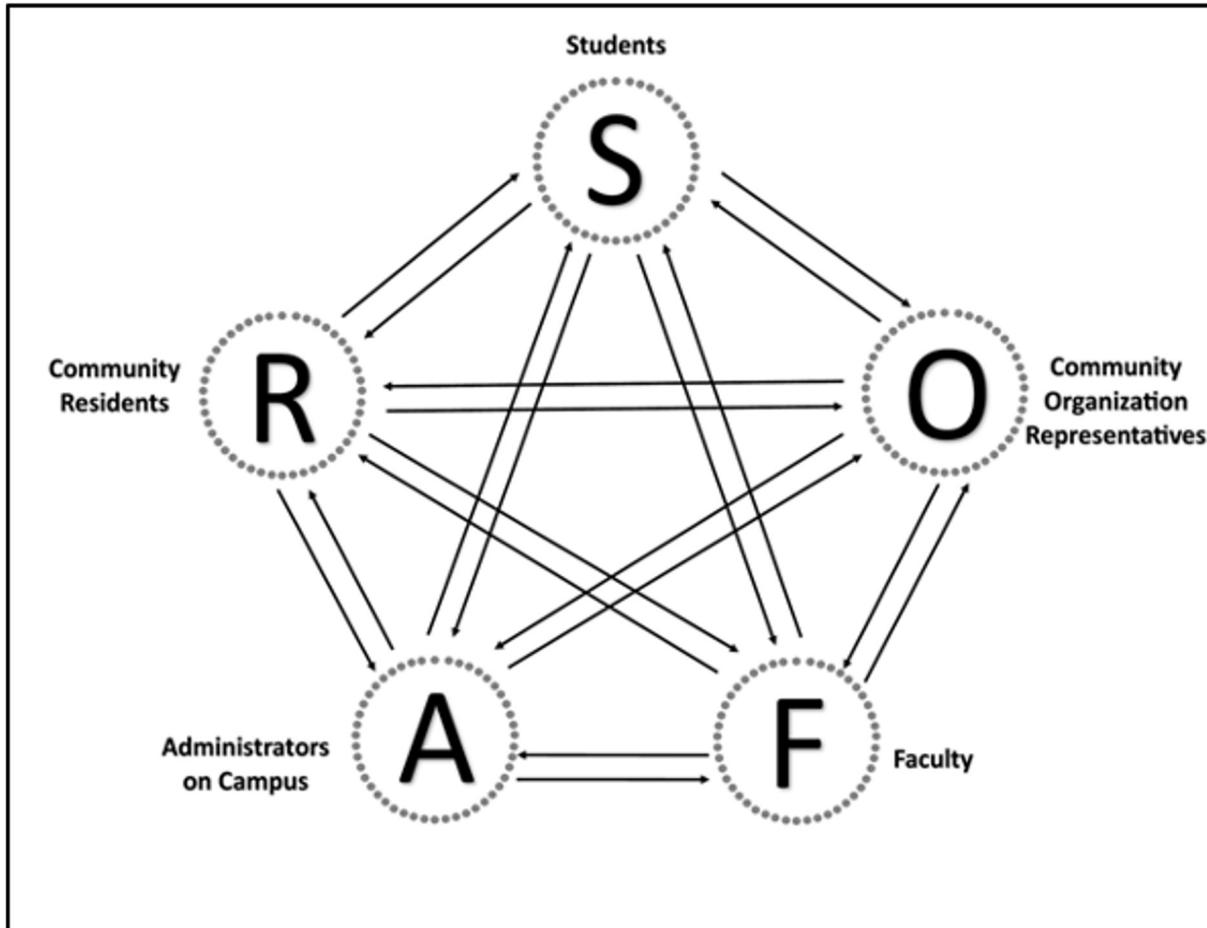
dyads
triads
networks
partnership entities

A **Exploitative**

B **Uni-lateral**

C **Transactional / Mutually-beneficial**

D **Transformational / Co-created**
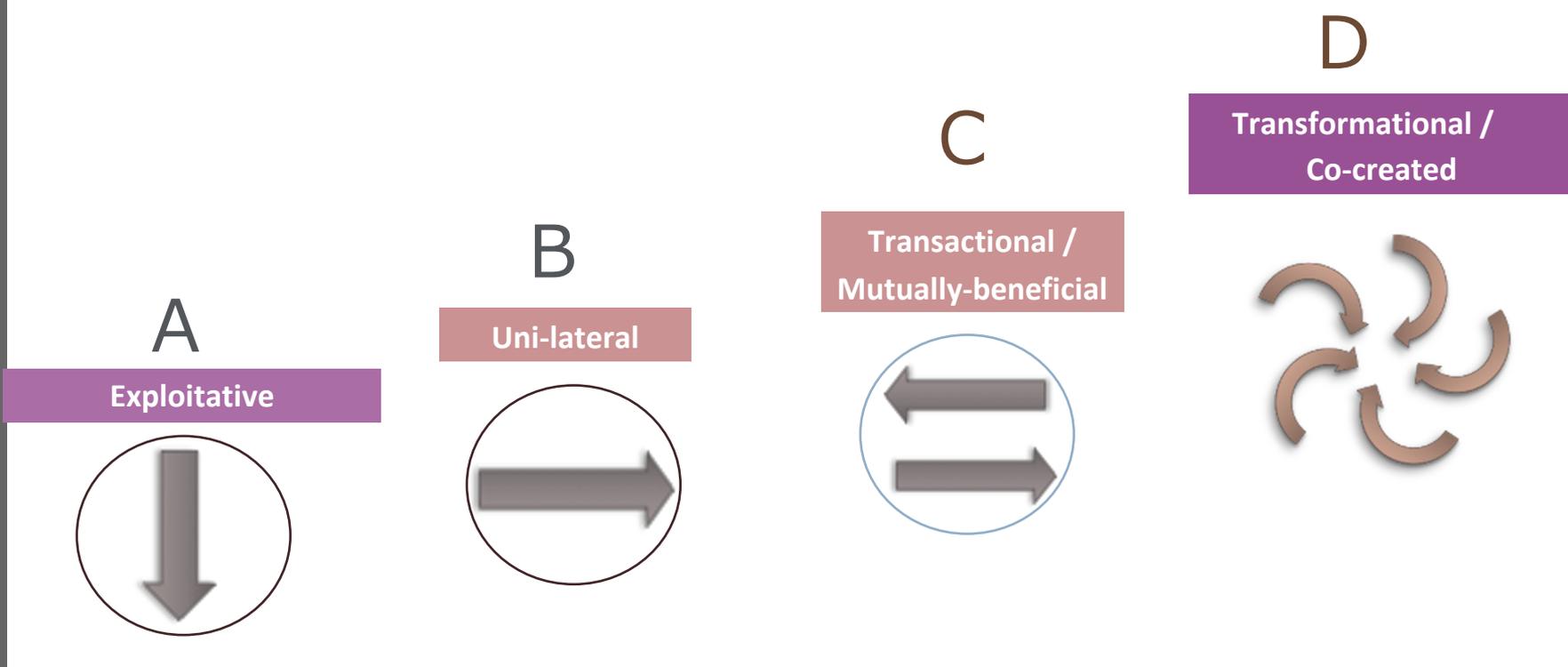
Conceptual framework underlying TRES

TRES II (current version): 10 domains

Goals	Conflict	Decision- making	Resources

Role of this partnership in each partner's work	Role in sense of self	Extent and nature of interactions	Power

Communication	Outcomes

CURRENT & DESIRED / WAS & IS / AT OUR BEST & AT OUR WORST / ETC
[What I think ... What each/all of us thinks]

TRES II, sample item

Conflict:

a. _____ Conflict remains unacknowledged or is avoided, and this causes harm to the partners.

b. _____ Conflict is acknowledged and partly managed such that underlying issues are unresolved but neither the partners nor partnership is harmed.

c. _____ Conflict is successfully resolved by the partners.

d. _____ Conflict is embraced by the partners as a catalyst to generate new possibilities for the partnership.

When it comes to CONFLICT in this relationship, I am / we are thinking about:

- Conflict between whom (look back at the earlier description of the WHO's of the relationship)?

- Conflict about what?

Overview of the TRES II Reflection Framework

Why a Reflection Framework?

    Deeper critical reflection

    From responses to action

How you might use the framework

    Individual only

    Individual now, collaborative later

    Collaborative only

Introduction to the TRES II Reflection Framework

DEAL Model of Critical Reflection structures the prompts that comprise the Framework

- **Describe** the factual details relationship(s) you want to deepen understanding and practice of (e.g., who, values, purposes)

- **Examine** the relationship(s)
  - I: e.g., implications of who is and is not part of them, alignment of activities and supports with grounding values
  - II: TRES II scale
  - III (indiv) & IV (collab): unpacking scale responses and re-considering your (and your partners') thinking about the relationship accordingly (e.g., who, activities, values)

- **Articulate Learning** about the relationship
  - key take-aways, their implications, associated questions for further thought
  - specific actions you and your partners can take to deepen your relationship(s).

TRES II Reflection Framework (excerpts)

See handout packet

Designing your use of the TRES II Reflection Framework

Why	Why should I/we complete this reflection framework?
What	What relationship(s) should be the focus of my/our reflection here? What relationship(s) is that that I/we want to deepen?
Who	Who should be involved in this reflection process? (Planning, Undertaking)
How	How should the reflection guided by this Framework be undertaken?
Where	Where should the reflection guided by this Framework be undertaken?
When	When should the reflection guided by this Framework be undertaken?

WHY might we use TRES?

To help launch a partnership
To help check on the progress of a partnership
To gauge change in a partnership over time

Reflection on partnership(s) (to help understand and/or improve it/them)
Assessment of partnership quality
Research on partnership dynamics
Research on relationship between partnership dynamics and outcomes

To cultivate a sense of the possibilities of partnerships
To education about the differences between exploitative, transactional, and transformational partnerships

Program development

Collaboratory's National Network

Collaboratory is a one-of-a-kind software that helps higher education understand the landscape of their engagement — the who, what, where, when and why of activities designed with and for their community.

- Almost 50 institutions nationwide leverage our standard data collection and sharing platform to understand their partnerships.

- Institutions also participate in a national community of practice that recognizes tracking and assessment is an act of cultural change and should be supported as such.

Practical Perspective: Quantity vs. Quality

- Collaboratory is a tool to track community-university partnerships. It is a **QUANTITY** metric and provides descriptive details about focus areas, connections to teaching and research, on- and off-campus collaborators, etc.

- Tracking is the necessary first step - leading to assessment, evaluation, and research - which provide insight into **QUALITY**

- Collaboratory staff ensures our platform and resources we provide are always based in best practices - **TRES would provide a validated and standardized method for our campuses to assess the quality of their partnerships**

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Partnership Strength

Our team developed an algorithm for quantitatively assessing the strength of relationships between internal and external partners using Collaboratory data.

Working with a research fellow, common characteristics of 'strong' relationships were identified (based in theory/literature), with the goal that practitioners can promote them in new and emerging partnerships.

| Length of Partnership | + | Number of Activities | + | Funding | + | Reciprocity Score | = | Strong Partnerships |

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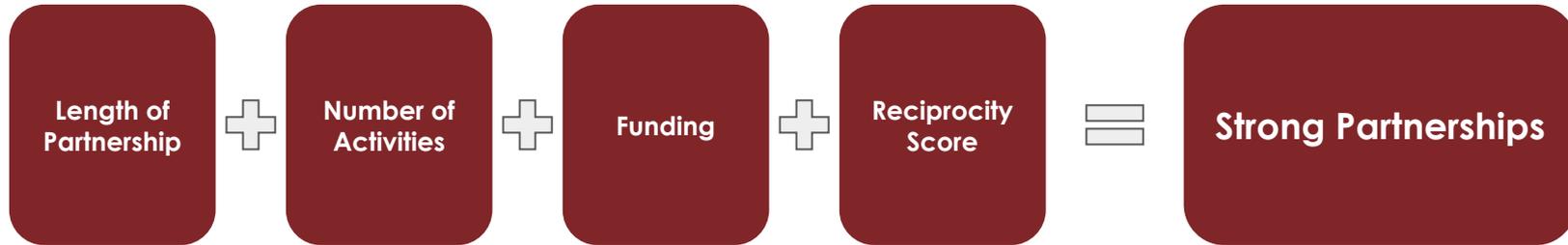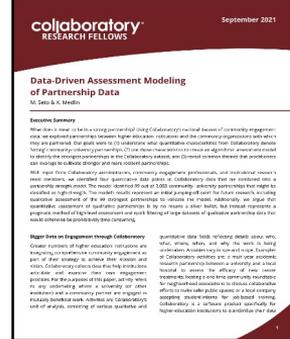
Research Perspective: Validating the Algorithm

- TRES can help confirm with SOFAR data that the partnerships identified as "strong" by our algorithm are truly strong in real life, and from multiple stakeholder perspectives.

- This will help us say <u>with confidence</u> that Collaboratory can **quickly** help practitioners **automatically** and **quantitatively** identify an institution's strongest partnerships from a large dataset.

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Hopeful Next Steps

Run a pilot with multiple Collaboratory institutions that will:

- Identify a subset of partnerships tracked in Collaboratory that Administrators would like to assess and for which they have stakeholder buy-in

- Administer the TRES II scale to the SOFAR stakeholders

- Analyze the TRES II data

- Compare it to the algorithm results

Goals:

- Insights for institutions into their partnerships and how they might help them improve
- Validation (or not) of strength algorithm

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UR Bonner Center for Civic Engagement (CCE)

Civic Learning Assessment Pilot

Who is the CCE?

- Civic engagement center of 12-17 staff members
- Organized into stakeholder, operations, and leadership teams
- Historical assessment practices

    o   Center leadership

    o   Intentional Impact Group

    o   2021: time for something new!

Summer to Fall 2021:
Assessment exploration and confidence building

- Consulted with Patti Clayton

- Assembled the A-Team

- Learned about DEA

- Serendipity--Patti, et al. offered TRES II workshop!

Winter 2021:
Getting more focused

- Established Civic Learning Pie

- CRT focused on authentic relationships and learning

- Decide on partnership pods as mode, TRES II Reflection Framework as the tool

Civic Learning Pie

- Civic Identity
- Empathy/Perspective-taking
- Humility
- Listening
- Asset-based Orientation
- Co-creating Authentic Relationships
- Interplay of Individual and Systemic Factors
- Power Analysis
- Systems Critique
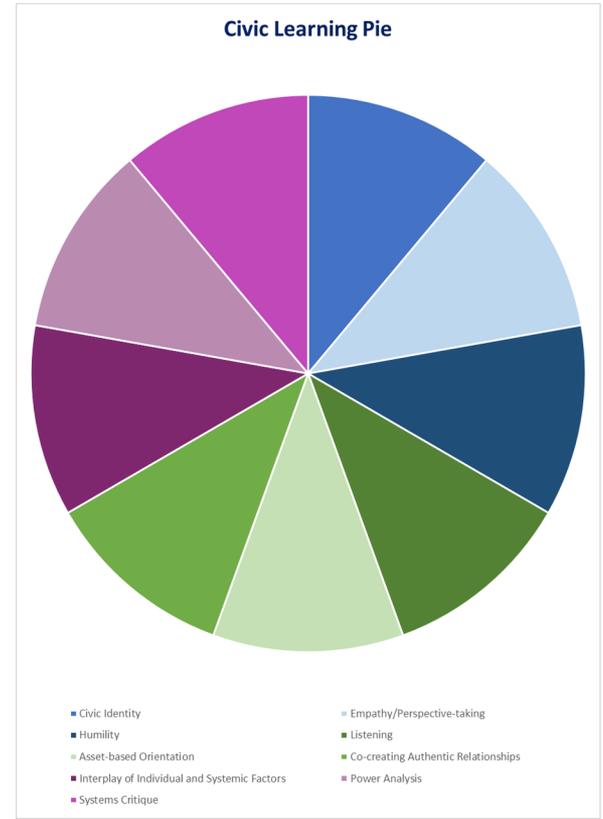
Spring Semester 2022: Partnership Pods in action

- Decided that complex relationships were the focus
- Assembled partnership pods
- Leveraged co-ing in continued learning and to solidify TRES completion process
- Completed pod work
  - Virtual orientation
  - Individual completion of TRES Reflection Framework
  - Group sharing for initial meaning making and partnership implications
- Shared with CCE colleagues to begin making meaning across pods

Fall Semester 2022: The work continues

- Reconvening partnership pods for collaborative meaning making and implementing action steps
- Exploring implications for 2022-23 assessment work

Small group discussion

- Group #1: Kim
- Group #2: Bob and Haden
- Group #3: Patti and Kristin

Thank you for joining us!

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The Transformational Relationship Evaluation Scale II (TRES II) Reflection Framework, "Lite" (excerpts)

DESCRIBE this Relationship

INSTRUCTIONS

This is "just the facts," not interpretations or judgments. What does a "fly on the wall" know about this relationship: that is what you should include here.

PROMPTS

A. <u>Who</u> does this relationship consist of at present (e.g., what individual and/or organizational partners)?

B. What are the <u>values</u> that drive / ground this relationship?

C. Overall, what <u>activities</u> does this relationship include? In other words, what do we do together?

D. What specific resources <u>support</u> this relationship?

The Transformational Relationship Evaluation Scale II (TRES II) Reflection Framework, "Lite" (excerpts)

# EXAMINE this SLCE relationship, Part I

INSTRUCTIONS

The questions that follow support you in beginning to make meaning of the SLCE relationship you just described. You will build on and begin to interpret the significance of those details here.

PROMPTS

A: Which of the SOFAR categories are *most* and *least represented* in this relationship? Why is that the case (consider both historical and current reasons), and how does it impact our work together?
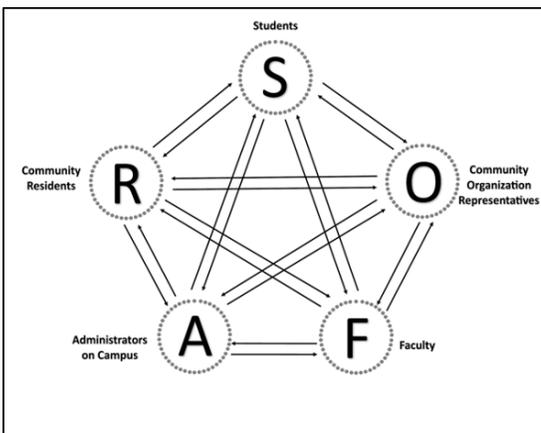
B. In what ways do the <u>activities</u> and <u>supports</u> noted in the Description above align with or live out the <u>values</u> and in what ways do they not?

C. What do I / we see as the most important <u>strengths</u> and <u>growth areas</u> of this relationship?

For further information, contact patti.clayton@curricularengagement.com

The Transformational Relationship Evaluation Scale II (TRES II) Reflection Framework, "Lite" (excerpts)

EXAMINE this SLCE Relationship, Part II

INSTRUCTIONS

This section consists of the TRES II scale. These prompts support you in continuing to make meaning of your SLCE relationship(s).

Please indicate your general impressions about your SLCE relationship(s), selecting the alternative that best represents the relationship, as follows.

- Mark with an "X" the alternative that best characterizes the **current** nature of the relationship from your point of view.
- Mark with an "#" the alternative that best characterizes the **desired** nature of the relationship from your point of view (if desired is the same as actual/current, put the "#" next to the "X").

PROMPTS

1. *Goals*:

CURRENT	DESIRED	
		The goals of at least one of the partners are not known and/or are hampered, and this causes them harm
		The goals of only some of the partners are acted on, but that is not harmful to anybody.
		The distinct goals of all the partners are important to and acted on by the partnership.
		We share common, integrated, and expanding goals that are "our" goals (not "mine" and "yours" separately).

When it comes to GOALS in this partnership:

- I am / we are thinking about goals such as:

- Who contributes / contributed to establishing these goals? Who does / did not?

- Whose goals are prioritized? Whose are not? Why?

For further information, contact patti.clayton@curricularengagement.com

The Transformational Relationship Evaluation Scale II (TRES II) Reflection Framework, "Lite" (excerpts)

4. Resources *(e.g., material goods, time, expertise, money)*:

CURRENT	DESIRED	
		At least one partner takes resources from others, and/or there is no consideration of what is appropriate for each to contribute; some partners are harmed as a result.
		At least one partner contributes resources to and for other partners, who are not thought to have resources to contribute themselves.
		All partners exchange existing resources for mutual benefit.
		Investment of resources is equitable (even if unequal, our contributions are proportional to our means), new resources are generated, and resources are understood to be collective (not "mine" and "yours").

8. *Power (in other words, the ability to have influence)*:

CURRENT	DESIRED	
		At least one partner is taken advantage of through others' uses of power, and their own power is not recognized.
		Some partners use their power for the benefit of (some) others as those others have defined it.
		The power of all partners is combined, and all of us have the power to enhance the equity of power distribution.
		The joint power of all partners generates new sources of and ways to use power, within each of us and as a partnership.

When it comes to POWER:

- Power held by whom, from what sources?

- Power used how?

EXAMINE the SLCE Relationship, Part III

INSTRUCTIONS

The questions that follow support you in continuing to make meaning of your SLCE relationship(s). You will build on and begin to interpret the significance of your responses to the questions in the TRES II scale (previous section) here.

PROMPTS

A. Organize and unpack responses to the scale domain by domain as follows:

- For which domains did I / we mark the same option for CURRENT and DESIRED? What supports the relationship in being where I / we want it to be?

- For which domains were my / our responses for CURRENT and DESIRED furthest apart? What is getting in the way of the relationship being where I / we want to be?

B. Looking back at responses in DESCRIBE and EXAMINE PART I (my/our earlier thinking about the who, activities, supports, values, strengths and growth areas), what does my / our thinking just above (A in this section) suggest might be good changes to …

(1) the who of this SLCE relationship?

(2) the values that ground/guide this SLCE relationship?

(3) the activities included in this relationship?

(4) the supports for this relationship?

(5) my / our sense of the most important strengths and growth areas of this relationship?

For further information, contact patti.clayton@curricularengagement.com

ARTICULATE LEARNING(S) about this SLCE Relationship

INSTRUCTIONS

The prompts that follow support you in grabbing hold of some of what you are learning about your SLCE relationship(s) through this reflection. You will synthesize and begin to determine how you might act on your learning here and then develop some specific action steps in detail.

PROMPTS

A. Key take-aways from this reflection (NOTE: Think about, but do not be limited to the categories that have run through Describe and Examine: who, activities, supports, values, strengths and growth areas)

Key take-away	Is important why?	Potential implications of?	Questions about?	Therefore I/we might ...

B. Action planning (specific actions to deepen my / our relationship in light of this reflection, building on the implications / questions / potential actions associated with my / our key take-aways just above)

Action areas (what I/we will do to deepen this SLCE relationship)	What tensions or trade-offs might be involved?	Who should be involved (consider SOFAR)?	What resources are available? Needed?	What are short-, medium-, and long-term steps to take?	How will we know if we are making progress?	What very specifically is the first step to take?

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