

SCYP Partner Guide

Congratulations!

You are about to embark on a journey that will yield unbelievable outcomes, new opportunities, and enduring change for the better.

The following information is intended to make your partnership with SCYP as smooth as possible.

The Sustainable City Year Program Partnership: Now What?

The value of SCYP is tangible—efficient resource allocation, conceptual planning and design products—as well as intangible—cutting edge ideas, reinvigorated staff, and a future workforce that understands local government. We know that extensive time and energy are required and we appreciate your commitment.

Regular communication and involvement are the keys to make the year a success. Please reach out us at any time with questions, concerns, or kudos. The following are specifics regarding the partnership that we hope will answer initial questions you may have.

“We were very impressed by both the quantity and quality of the work produced ... By increasing our capacity and bringing in fresh ideas, student efforts helped save the City money and make more informed decisions about some of Albany’s significant challenges.”

Mayor Sharon Konopa,
City of Albany

1.

Partner Roles and Responsibilities

Overall Project Lead

One staff person will be designated as the primary contact for the partnership duration. This person will coordinate additional staff working on the various projects as well as filter communication, coordinate meetings, and expedite project support. The person in this role should be familiar with and have access to other staff who are supporting individual projects as well as partner leadership.

Other tasks that the project lead will be involved with include arranging meeting venues and tours for visiting faculty and staff, expediting legal agreements and documents, resolving any miscommunications, and generally facilitating success. The project lead should also help identify and reach out to outside participants as desired such

as special districts, nonprofits, and stakeholders, for example. The project lead should enjoy this opportunity to work with students who look up to them as a professional and an expert. If the year and responsibilities feel overwhelming, remember it's only nine months.

Overall Project Lead Summary:

- Primary contact for partnership for the SCYP year
- Participates in regular partner-university check-ins
- Keeps leadership and staff informed and involved
- Coordinates administrative tasks
- Coordinates and brings in outside participants

Weekly time commitment: **5-15 hours** per week. Variable depending on timing and need during the term.



Individual Project Specialist

Individual project specialists are directly involved in the project as part of their job or supervisory responsibilities. Understanding technical aspects and project details gives the project specialist the foundation for decision-making related to the project and the latitude to encourage students to think creatively about solutions while working within constraints. Project specialists should expect to work closely with faculty in the project development stage as well as attend site visits, provide feedback at student presentations, review/comment on the final report, and determine how best to be contacted by students. The project specialist should provide data and information to the class and/or students in a timely manner. Due to the short duration of the term, there

is no flexibility with the timing to provide project data and/or information.

Individual Project Specialist Summary:

- Primary contact and resource for the class
- Provides the class with a project overview as well as project technical information
- Works with faculty during project development
- Attends site visits and class presentations; provides feedback
- Reviews and comments on final report
- Identifies how best for students to be in contact during the term
- Provides data and information in a timely manner

Weekly time commitment: **2-6 hours** per week. Variable depending on timing and need during the term.



1.

Partner Roles and Responsibilities (cont.)



General Partner Participation

Other potential departments or offices that may be involved include:

- Communications/Public Information: may help with social media, media advisories, press releases, newsletters, communications schedule/calendar/protocols
- Facilities: may help with space needs or logistics for student presentations
- Information Technology: may help set up student presentations/videoconferencing/file sharing
- Legal: may review and comment on Master Agreement (see page 6)

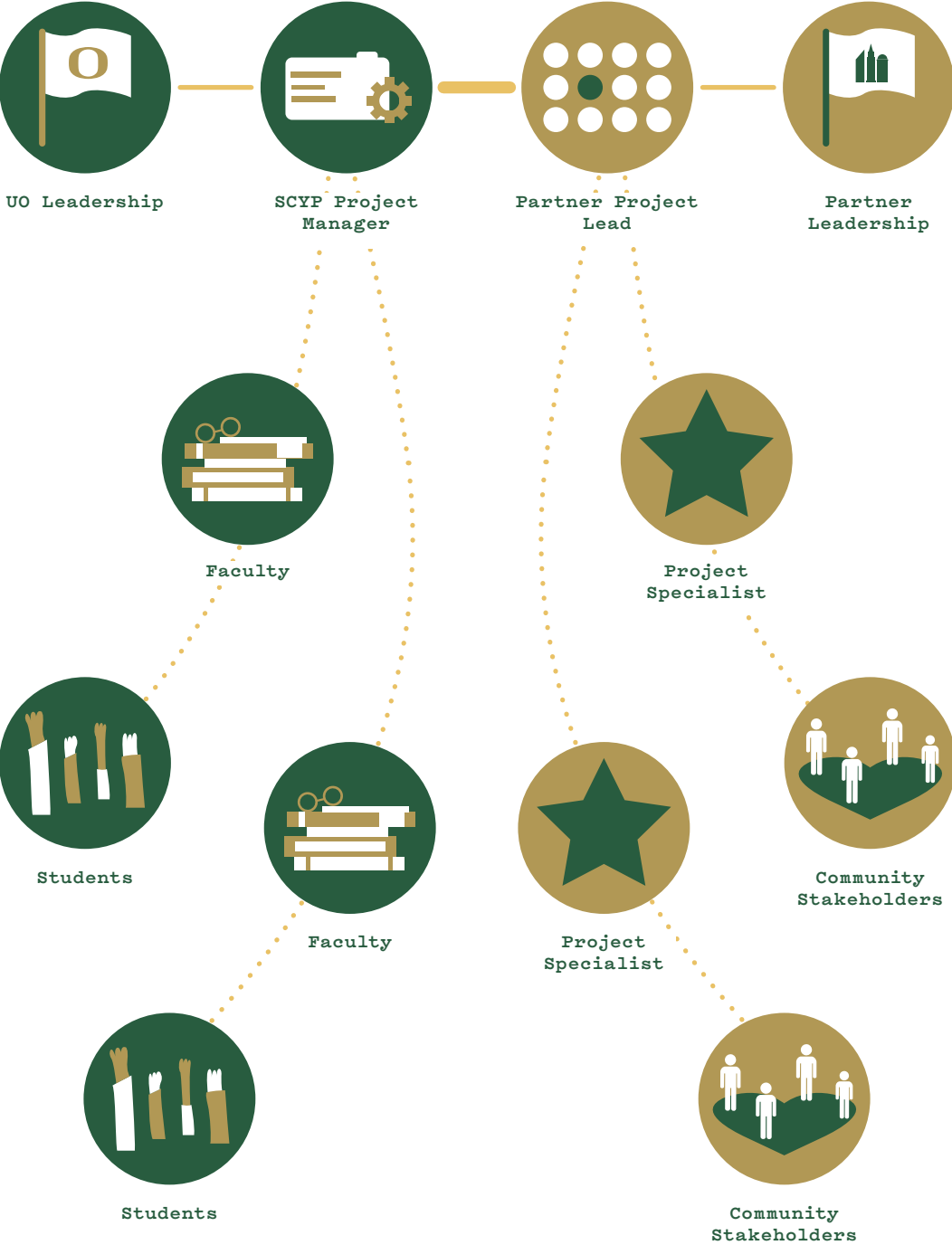
We also hope you can use this year to improve relationships and goodwill within your agency and with external stakeholders.

Partner Leadership (elected officials, highest level of staff such as a city manager, county administrator, or general manager)

Leadership is integral to a successful year. Often it is the city council or elected board that has allocated the funding for the partnership, therefore they have a keen interest in how this money is being spent. In summary:

- Keeping leadership informed is critical. Partnership staff should provide leadership with consistent updates on the partnership
- Invite leadership to events (kick-off and end of year), student presentations, and site visits

UO-SCYP Partner Structure



2.

Administrative Details



University of Oregon Calendar

The University of Oregon (UO) operates on the quarter system. The academic year includes fall, winter, spring, and summer. The typical SCYP year extends from late September to mid-June (summer classes typically are not included with SCYP). These quarters are comprised of 10-week terms plus finals week.

UO colleges, schools, and departments vary in their timing to identify who is teaching what and when. As we get closer to the start of the term, the more detail we have about the class and faculty. General timing to confirm classes:

- Late summer: classes confirmed for fall term
- Mid- to late fall term: classes confirmed for winter term
- Mid- to late winter term: classes confirmed for spring term.

Specific dates and timing for contracting, kick-off and end of year events, site visits, presentations, final reports, and other SCYP undertakings vary year-to-year. We will provide our partner with a detailed annual calendar that includes project management, communications, and UO- and partner-specific tasks.

Master Agreement

The Master Agreement (MA) is the partnership's legally binding document and is reviewed and approved by partner and university legal staff. The MA outlines the general terms of engagement between the two entities and is negotiated after the partner is selected usually late spring or early summer.



Memorandum of Collaboration

Each course includes a Memorandum of Collaboration (MOC). The MOC is developed in the months preceding the course to ensure the community partner and faculty are in agreement with course and project objectives. SCYP staff facilitate conversations between faculty and partner staff to reach agreement. MOCs include:

- Project specialist and faculty contact information
- Project description and objectives
- Partner and university roles and responsibilities
- Dates for presentations and site visits (if available)
- Class syllabus or description (if available)
- Relevant partner and UO staff signatures

Document and Data Requests

As faculty develop their courses, they will identify information needs. If information and data requests are beyond a partner's capability or not available in the optimal format, directing students to other resources may be needed. Because information/data requests may be critical to the class, please consider options when requested information is not under your purview.

As partners collect relevant documents and other background materials, SCYP staff can disseminate them to the class and faculty. One document that is especially helpful to students is a partner fact sheet that outlines current data (population, demographic, economic, and other relevant information). SCYP staff can place these on our webpage or in a central repository with access for faculty and students. Due to the short duration of the term, there is no flexibility with the timing of providing project data and information. Internally, UO Libraries will provide students with partner information they have gathered from online sources.



3.

Engagement and Outreach

“Speed Networking” Meeting with Project Partners and Faculty

During spring term prior to the start of the partnership, the UO hosts a meeting between faculty and partner staff to discuss class and project matching. This meeting is extremely important; it is the first opportunity for those directly involved to connect. This meeting is intended to:

- Share faculty expertise and areas of interest
- Refine project ideas
- Generate additional ideas for matching classes with projects
- Confirm desired outcomes for students and staff
- Confirm class and project matches where possible

Kick-off Event

To celebrate the partnership and build momentum for the year, the UO hosts a kick-off event on campus. The event usually happens the first week of fall term (late September). This is an energizing event where:

- Faculty and students meet with the community partners
- UO and partner leadership engage
- Faculty share the projects their students will be working on
- Attendees can read summaries of proposed projects

Site Visits

Whenever possible, SCYP classes visit their partner to collect field data and better understand the community/ organization. Sometimes several classes





visit a partner on the same day. Site visits often involve a welcome from partner staff, a group meal, data collection, and time for questions.

Class Presentations

At the conclusion of each course, students present their work to interested community stakeholders, project partners, and UO faculty. SCYP staff also attend whenever possible. Presentation media and methods vary depending on the class but typically include a Powerpoint or drawings. Project partners are expected and strongly encouraged to attend. If the date and location are known, the MOC will list this information.

End of Year Celebration

After three academic quarters of working together (usually towards the

end of spring term), the partner hosts an event to celebrate the year and the partnership. Students, faculty, project staff, leadership, and community stakeholders gather at a venue selected by the partner to publicly present project outcomes and conclude the year. SCYP staff will also prepare and share a slideshow with site visits, images from class, and student presentations.

Communications

SCYP staff create communication materials throughout the year including media advisories, press releases, outreach materials, as well as social media posts and SCYP homepage updates. The intent is to stimulate interest in the partnership and outcomes, promote attendance at events, and engage people interested



in the SCYP model. SCYP will work with partner staff on content for any joint communications. The partner will help develop a list of media outlets that may include stories about the partnership. We encourage partner staff and students to follow us on social media (Twitter, Facebook). SCI also publishes a quarterly newsletter that highlights aspects of the partnership. SCYP has also reached out to and been contacted by UO, local, and national magazines to share stories about the partnership.

Educational Partnerships for Innovation in Communities Network

Educational Partnerships for Innovation in Communities Network (EPIC-N) is the national network of SCYP-based programs. The network aims to promote the SCYP model to potential colleges/universities and strengthen existing

programs through sharing of mutually-beneficial resources, peer-to-peer learning, and identification of potential funding opportunities. An EPIC-N member hosts the EPIC-N Annual Conference. Typically held in April over two to three days, the conference is an extremely effective and time efficient way to understand how the partnership works.

Sharing Partnership Success

We often invite partners to present at local and national conferences about their experience and outcomes. Generally, SCYP staff write and submit the proposal and moderate the conference session. In addition, we may ask our past partners to be a resource for potential partners by sharing their experiences. We often find that our past partners are our best resources.

4.

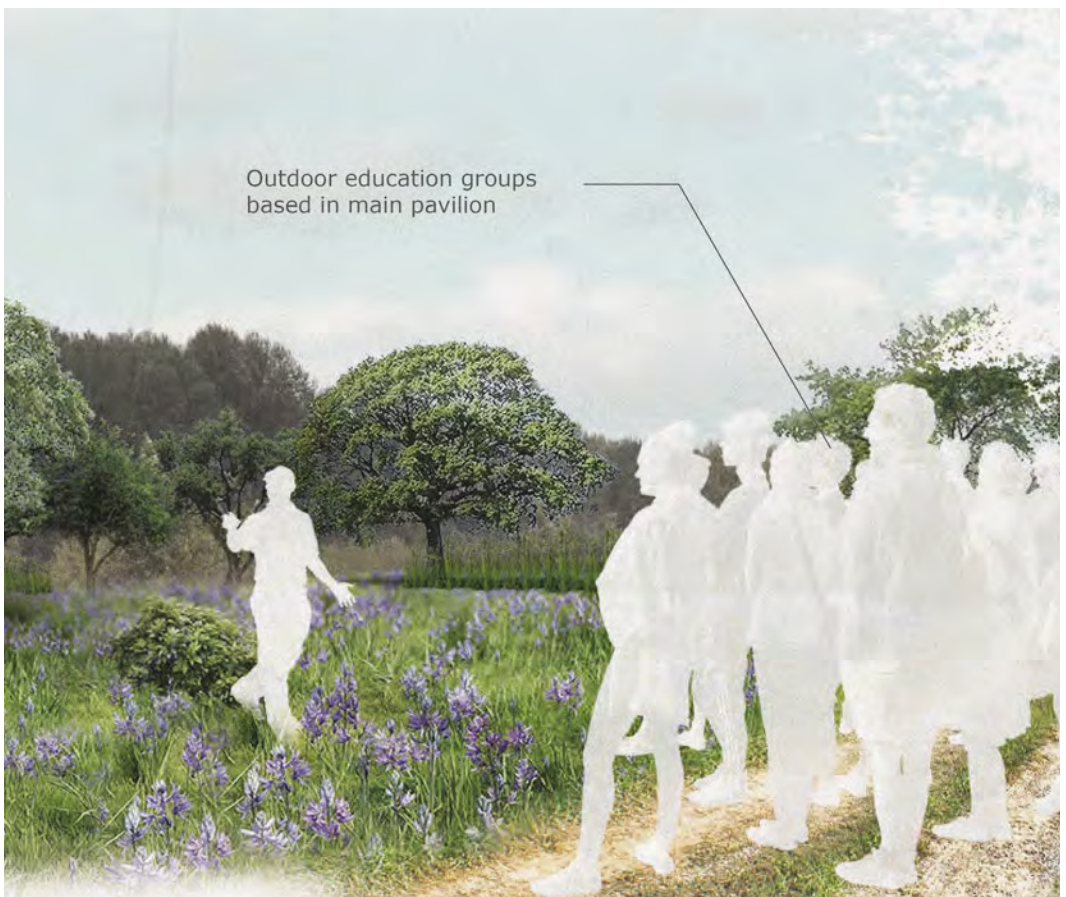
Deliverable(s) and Printed Materials

Final Reports (by Individual Class)

After each class, a student will be hired to synthesis the class's work into a final report. Reports often include tables, figures, photos, images, and renderings, in addition to an executive summary and conclusion. The writing and layout takes place over the next term with SCYP staff overseeing the process, reviewing draft and final submittals, and creating a professional final product. The project partner specialist and faculty will receive a draft report for review and comment, and the partner will receive two copies of the final report.

Printed Materials

SCYP creates a variety of graphic materials for the year such as posters and handouts. The goal of these materials is to visually support and graphically convey information about the classes, projects, and partnership. These materials are posted to the SCYP webpage and are available as .pdfs for partners to upload or print.



5.

Evaluation and Follow-Up

“I was able to meet and interview locals who had been living in the area for their entire lives. I spent time with members of the La Pine city council, and got lunch with the city manager ... While I was working with the city, I was gaining real world experiences while practicing my craft, which was one of the most compelling aspects of my educational experience.”

Ty Boespflug, former SCYP student, BS'18, School of Journalism and Communication



Partner Interview/Evaluation

Six months to a year after the partnership is completed, SCYP will conduct an interview with partner staff. The responses are intended to gauge what was most valuable about the year; which projects are moving forward; and how the year brought the partner closer to its agency goals. Periodically, SCYP staff will evaluate the success of a particular project or outcome.

Faculty/Student Feedback

Faculty who teach SCYP courses voluntarily participate in the partnership. These are high achieving instructors with a commitment to applied learning. SCYP is always looking for ways to improve student and faculty experiences in the program, therefore we will ask for feedback via email or a survey about their experience in the program and if there are areas for improvement. They may comment on their experience with the partner, and we are happy to share that feedback.

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