

The University of Queensland (UQ)

Community Engagement Approach

What is community engagement at UQ?

A shared UQ-wide definition of community engagement is imperative to ensure its adoption and ownership across the University. The Carnegie definition of community engagement was used as a starting point and refined during the stakeholder consultations.

Community engagement at UQ is a mutually beneficial and authentic partnership involving knowledge and resource sharing, joint decision-making, and co-created outputs. This partnership extends to our wider communities—local, regional, national, and global—to achieve community aspirations and drive social impact.

How do we engage with community?

The way UQ engages with community is also critical and ensures equity is embedded in the process.

Our engagement activity is inclusive, responds to the cultural and social context, and values Aboriginal and Torres Strait Islander ways of knowing, being, and doing.

What is our community engagement goal?

The community engagement goal was co-created during the stakeholder consultation process.

Through mutually beneficial and authentic engagement, UQ will partner with communities to enhance equitable access to higher education and deliver social impact locally, nationally, and globally.

Institute for Social Science Research
November 2025

The University Of Queensland
AUSTRALIA
CREATE CHANGE

What are the community engagement principles to underpin successful community engagement activities at UQ?

The university-wide principles and enabling conditions that should underpin all community engagement activities and partnerships at UQ are presented here. These principles have been developed through consultations with internal and external stakeholders and incorporate the 6 core principles created as part of the Queensland Commitment Roadmap 2023 (https://partners-community.uq.edu.au/queensland-commitment/community-opportunities).



Community-led flexible approach for the public good

We engage in community-led activities to better understand the community's needs, values and aspirations. Our values-led engagement is committed to the public good, using flexible approaches to meet identified needs. We believe in locally embedded engagement, particularly with Aboriginal and Torres Strait Islander peoples.



Recognising social and cultural context

We acknowledge the factors shaping the community. We recognise the diverse needs and voices, including culturally and linguistically diverse groups, Aboriginal and Torres Strait Islander peoples, and other marginalised groups. Our engagement will be culturally appropriate and inclusive recognising that collaboration may require a cultural shift.



Building capacity to address community aspirations

We leverage UQ's networks to elevate local and regional issues. By providing access to UQ resources, mentoring, and knowledge we aim to build community capacity to address the identified needs and where applicable enhance existing assets and strengths.



Valuing First Nation's ways of knowing, being and doing

We value and embed Aboriginal and Torres Strait Islander ways of knowing, being and doing in our work with Aboriginal and Torres Strait Islander communities. We ensure decisions reflect everyone's voice and uphold the principle 'nothing is done for us without us'.



Mutuality and reciprocity

We believe in two-way partnerships built on the Carnegie Classification definition of mutuality and reciprocity. We listen to what benefits community partners, and the broader community. Strategies include co-produced and co-owned outputs, UQ courses to build staff capacity, and supervising students on work experience or volunteering placements.



Authentic and enduring relationships

We strive to build authentic relationships built on trust, openness, inclusivity, and diversity. Where appropriate, we aim to build long-term relationships that endure over time.



A recommitment to Queensland

We continue to build on the founding principle that we aspire to be the 'Peoples University' which ensures everyone in Queensland has access to education to ensure they thrive and have a prosperous future.

Contents

Community Partnership Lifecycle 4

Initiate: Partnership Planning 5

Align: Goals Alignment Template 9

Manage: Progress Management Template 11

Mitigate: Risk Management Template 13

Resolve: Conflict Resolution Template 16

Reflect: Gathering Feedback 18

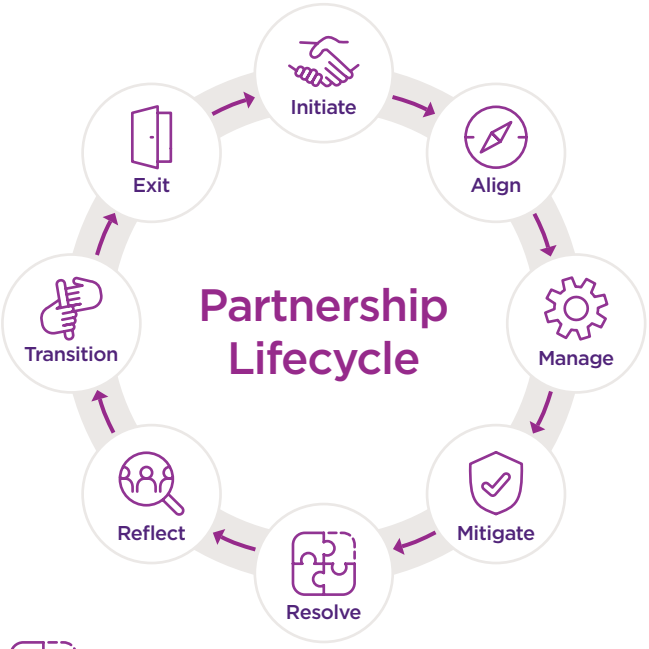
Transition: Handover Template 19

Exit: Checklist for exiting your partnership 21

Glossary 22

Community Partnership Lifecycle

Grounded in authenticity, equity, and reciprocity, UQ's community engagement partnerships are built on shared values, co-created outcomes, and enduring relationships that deliver meaningful social impact.



The **Partnership Lifecycle** offers a practical guide to help staff create and sustain respectful, inclusive, and mutually beneficial collaborations. Each stage—from initiating trust to exiting with care—reflects UQ's engagement principles and supports culturally responsive, community-led approaches. Tools and templates at each step provide structured support to navigate collaboration, ensuring partnerships remain purposeful, adaptive, and aligned with UQ's goal of enhancing equitable access to education.

1. Initiate

Initiating a partnership is about building trust and understanding. Use the **Partnership Planning Tool** to explore your partner's values, motivations, and cultural context. Engagement should be community-led and locally embedded, especially with Aboriginal and Torres Strait Islander communities. Early conversations set the tone for mutual respect, shared decision-making, and co-created outcomes. Remember: partnerships are not done for communities, but with them.

2. Align

Once trust is established, align goals to ensure the partnership is purposeful and equitable. Use the **Goals Alignment Template** to clarify expectations and define success for all involved. This stage supports mutual benefit and co-creation, respecting cultural differences and embedding Aboriginal and Torres Strait Islander ways of knowing, being, and doing. Alignment helps ensure UQ's resources are used to support community aspirations meaningfully.

3. Manage

Managing a partnership means tracking progress and staying responsive. Use the **Progress Management Template** to monitor milestones, responsibilities, and evolving priorities. Regular check-ins help maintain momentum and build authentic relationships. This stage ensures transparency, celebrates progress, and keeps engagement inclusive and culturally appropriate. UQ's commitment to the public good means partnerships should reflect openness, accountability, and adaptability.

4. Mitigate

Risks are natural but manageable. Use the **Risk Management Template** to identify challenges early and plan together. Risks may include misaligned expectations or cultural misunderstandings. Mitigation should be co-developed, values-led, and inclusive—especially when working with Aboriginal and Torres Strait Islander communities. The goal isn't to avoid conflict, but to navigate it constructively and uphold trust.

5. Resolve

Disagreements happen—how they're handled matters. Use the **Conflict Resolution Tool** to guide respectful, inclusive conversations. Resolution should reflect empathy, cultural sensitivity, and a commitment to trust. At UQ, conflict is an opportunity to strengthen relationships, deepen understanding, and renew commitment. Ensure all voices are heard and dignity is upheld throughout the process.

6. Reflect

Reflection supports learning and improvement. Use the **Feedback Questions** to gather insights from all partners about what worked and what could be better. Reflection should be ongoing, not just at the end. It's a chance to celebrate achievements, elevate community voices, and adapt future engagement. At UQ, reflection helps ensure partnerships remain responsive and impactful.

7. Transition

Transitions are part of long-term partnerships. Use the **Handover Template** to support continuity when roles or team members change. Clear communication and collaborative planning help maintain trust and preserve relationships. Transitions should reflect mutual respect and cultural sensitivity, especially with Aboriginal and Torres Strait Islander communities. This stage ensures partnerships continue to thrive through change.

8. Exit

Ending a partnership well is essential. Use the **Exit Checklist** to guide respectful closure, shared reflection, and documentation of outcomes. Exits should be planned together and acknowledge contributions from all sides. At UQ, we aim to leave communities stronger, with relationships honoured and learnings captured. A well-managed exit supports future collaboration and reinforces authentic engagement.

Initiate: Partnership Planning

Get to know your partner. This is the start of your journey and an opportunity to build trust and understanding from the beginning.

These **Partnership Planning** questions will help you learn about your partner's values, motivations, and expectations—laying the foundation for a respectful and collaborative relationship. Do not make assumptions about what your partner wants – even if you have worked together before – ask the questions.

Choose the questions from the list below that are most applicable to your partnership. Keep in mind any reporting you may need to complete at the end of the partnership.

This doesn't need to be a formal or rigid process. Use only the questions and tools that suit your partnership's context. If your collaboration is informal, low-risk, or low-cost, a casual coffee catch-up might be all you need — listen actively and take mental notes. For more complex or high-stakes partnerships, a structured meeting using the provided templates can help guide deeper conversations.

The key is to be intentional, responsive, and respectful of your partner's preferences and needs.

Partnership planning

UQ main contact
Name
Position
Phone
Email
Community partner (individual or organisation) main contact
Name
Position
Phone
Email

Community partner details

Name of community partner (individual or organisation)	
Main address	
Website	
Purpose/mission	
Community partner's primary area of focus	☐ Health and wellbeing
	☐ Education
	☐ Sustainability and environment
	☐ Culture, arts and heritage
	☐ Economic and regional development
	☐ First Nations communities
	☐ Youth
	☐ Other

UQ stakeholders

UQ staff previously engaged with this community partner (if applicable)	
Name 1	
Name 2	
Name 3	
UQ Primary Relationship Manager (if relevant/known)	
Name	
Position	
Phone	
Email	
Details	
History of previous contacts and engagements with UQ *(e.g., notes in CRM or Raiser's Edge, number of engagements)*	

List any other UQ internal partners involved with this engagement

Tick any other stakeholders involved with this engagement or 'None'	☐ Donor	☐ Event participants	☐ Not-for-profit
	☐ Alumni	☐ Government	☐ Another university
	☐ Student ambassador	☐ Industry	☐ None
	☐ Other		



Purpose and goals of this engagement activity

Think of the ways this partnership and the engagement activity will impact the community partner, the community(ies) and UQ. Work with your community partner and answer these questions together.

What does a successful partnership look like? How will you celebrate the wins?	
UQ	Community partner
Jointly	

Define the problem or challenge this partnership will address

What are the core values guiding this partnership? *(e.g., optimism)*

Define the resources/strengths that each partner can bring to this engagement activity?	
UQ	Community partner
Joint	

Are there any challenges or limitations that partners need to address?	
UQ	Community partner
Joint	

Any other questions	
UQ	Community partner

The engagement activity

In this section, map out the plan to achieve the agreed goal(s). Complete this with your community partner so you both have a clear understanding of the engagement activity, your expectations, and how you will work together to achieve a mutually beneficial outcome.

Describe this joint engagement activity(ies) *(e.g., UQ partners with a community organisation to deliver 5 student placements annually at the XX branch. Students complete weekly tasks aligned with academic requirements and the needs of the community partner. The students assist the community partner staff allowing them to increase their level of service. The community partner supervises and assesses students, while UQ coordinates and supports the placements.)*



What are the measurable goals of this engagement activity(ies) for each partner? How do they align? *(e.g., UQ - Provide students with meaningful experience aligned with their academic program, Community partner - Increase number of clients serviced by x%. Supervise and assess students according to agreed criteria, Shared - Facilitate feedback and reflection to improve future placements).* See the Goals Alignment Template

Goals

Describe the activities and outputs required to achieve each goal, timelines and responsibilities. Include milestones and check-ins to assess progress and define an end date. *(e.g., Align placements with curriculum, Conduct assessments, Collect mid and end-placement feedback).* See the Progress Management Template

Goal	Activities/outputs	Responsible (UQ, Community partner, Joint)	Achieved by (date)

Who needs to be involved and what role with they play? *(e.g., communicating with stakeholders)*

UQ	Community partner

What resources (inputs) are required from each partner? *(e.g., UQ - Academic liaison, UQ – Development of survey tools, Community partner - Task context, Community partner - 5 hours per week supervision, Community partner - Time for feedback session)*

UQ	Community partner

What are the ideal outcomes for each partner? These could be short, medium or long-term *(e.g., Improved student engagement, Ongoing student guidance, Workforce ready graduates, Responsive partnership built on flexibility and reciprocity)*

UQ	Community partner

Joint

Align: Goals Alignment Template

Align your goals. Clarify what success looks like for everyone involved.

This **Goals Alignment Template** supports open dialogue to align objectives, ensuring the partnership is purposeful and mutually beneficial.

The questions below may be a guide for an informal conversation, or they might be the template you and your partner complete together. Pick the model that works for you, your partner and the context of your partnership – but be sure to work together with your partner to ensure you are on the same page.



Step 1: Use this table to record the goals for UQ and goals for your community partner across different areas. These may be similar for both. Use plain language and ensure your partner can define success in their own terms.

Step 2: Discuss and rate the level of alignment collaboratively (High/Medium/Low).

Step 3: Use the final column to note agreed actions, next steps or considerations.

Step 4: Where goals do not align, consider how to respectfully manage expectations or adjust the scope of collaboration.

Goal area	UQ goals / Intentions	Community partner goals / Intentions	Alignment level	Actions / Notes
Community impact	*e.g., To support positive change in educational engagement in remote communities.*	*e.g., To improve school attendance and long-term engagement for local young people.*	*e.g., High.*	*e.g., Jointly design engagement activities with local educators and Elders.*
Capacity building	*e.g., To co-design mentoring or training opportunities for teachers and support staff.*	*e.g., To increase local capacity to deliver culturally relevant education and leadership.*	*e.g., Medium.*	*e.g., Explore funding to support a community liaison or cultural facilitator role.*
Research / knowledge sharing	*e.g., To undertake ethically responsible, community-led research on education outcomes.*	*e.g., To have community knowledge and experiences respected and shared with permission.*	*e.g., High.*	*e.g., Follow AIATSIS Code. Co-create outputs. Ensure any data or stories remain under community control.*
Teaching and learning	*e.g., To develop student placements or service learning that benefits both students and community.*	*e.g., To host students who are culturally safe, respectful, and prepared to contribute meaningfully.*	*e.g., Medium.*	*e.g., Offer cultural training for students. Gather community feedback after placements.*

Goal area	UQ goals / Intentions	Community partner goals / Intentions	Alignment level	Actions / Notes
Cultural safety / inclusion	*e.g., To ensure all engagement reflects culturally safe and respectful practice.*	*e.g., To retain ownership of their stories, information and community knowledge.*	*e.g., Medium.*	*e.g., Develop a clear data sharing agreement that outlines use, storage and consent processes.*
Data and information sharing	*e.g., To collect data that helps understand engagement outcomes and impact.*	*e.g. To retain ownership of their stories, information and community knowledge.*	*e.g., Medium*	*e.g., Develop a clear data sharing agreement that outlines use, storage and consent processes.*
Visibility / recognition	*e.g., To highlight and celebrate the partnership as part of UQ's community engagement efforts.*	*e.g., To ensure proper recognition of local leaders, contributions, and protocols.*	*e.g., Medium.*	*e.g., Check language and visuals before publishing. Ensure co-authorship or co-presentation where relevant*
Long-term sustainability	*e.g., To establish a foundation for future collaboration or funding opportunities.*	*e.g., To see sustained outcomes, not one-off visits or short-term engagement.*	*e.g., Medium*	*e.g., Be transparent about UQ's capacity and commitment. Explore options for longer-term support.*
Other				



Manage: Progress Management Template

Track your progress to how the partnership is evolving.

Use this **Progress Management Template** to monitor activities, milestones, and shared responsibilities, keeping everyone informed and accountable.

Agree on check-ins timed around key milestones or stages of the work. This regular reporting process should allow you to flag delays or highlight potential risks once the work is underway.

No.	Action	Owner	Due date	Status *(e.g., not started, in progress, complete, needs review, overdue, on hold)*	On track *(e.g., Y/N; if No, populate risks and delays and further action columns)*	Risks and delays *(e.g., waiting approval from UQ legal team; community group requested review of proposal at monthly meeting (2 week delay); project has changed hands with community stakeholder)*	Further action *(e.g., review timeline at next meeting; hold ad-hoc meeting for immediate action according to risk management plan; review agreement; seek manager approval to adjust goals)*
1	Goal 1						
2	Goal 2						
3	Goal 3						

Progress check-in: Successes and concerns

When you plan regular check-ins with your partner to discuss the progress of your project, make *successes and concerns* a separate agenda item. You should be purposeful about enabling open communication and using your check-ins as an opportunity to identify successes of the project so far, as well as current or future concerns.

Depending on the nature of your partnership or project, you may agree to use the template below for high-level items, and identify up to three of each – successes and concerns – that correspond to a specific goal. You may also return to your planning documents to identify actions that arose from broader characteristics, i.e. level of engagement, mutual benefit or strategic value.

This template can also be used to highlight specific elements of your partnership as successes or challenges, and prompt next steps that action a risk management plan, or identify a need for conflict resolution tools. It gives both partners an opportunity to provide positive feedback and encouragement, or to build trust by approaching a challenge collaboratively. It also allows concerns to be raised in a constructive environment with intentions to navigate through them effectively.

No.	Action	**Overview** *(e.g.,owner of action, due date and status of action; descriptor of action from planning document)*	**Success or concern?**	**Why?** *(e.g., timely delivery; great outcome; early endorsement from stakeholders, or missed deadline; confusion of roles and responsibilities; lack of communication)*	**Next steps** *(e.g., feedback update on successful progress to stakeholders; consult conflict resolution tool for early conflict intervention; review project timeline to adjust for new deadlines; agree to change in approach with partner)*
1	Goal 1 / Partnership Characteristic 1				
2	Goal 2				
3	Goal 3				

Mitigate: Risk Management Template

Identify potential risks early and plan for them together.

This **Conflict Resolution Template** helps you assess and mitigate challenges that could affect the partnership's success or sustainability.

The examples below provide an idea of the types of risks you may encounter during the partnership. Not all of these will be applicable to your situation, but they may be a clue to the type of planning you can do to prepare for issues in your partnership. Select the ones that suit and think about the impact and likelihood of the issue and how you might mitigate it.

Risk types

There are different types of risk you will need to account for in the partnership. The table below describes each of these broadly:

Risk type	Description	Example
Resources risk	Questions around proposed funding, allocated staff hours, and other types of expected support.	*"Working with [high] schools, you are one of their hundreds of partnerships that they have, and for me there's always that trying to come up with that balance of how much can I ask of them, how much can I provide to them and what that looks like in reality. And the risks of that, of asking too much, how that could deteriorate the partnership and vice versa." Staff member*
Values misalignment	Differing priorities, misaligned values or vision for the partnership.	*"And sort of an alignment of values and shared purpose or vision across that [is needed], because a lot of – or some of the time, it is sort of juggling or balancing different interests across the three [stakeholders]" Staff member*
Administrative and legal requirements	Challenges and delays arising from organisational policy and procedure, including formal approvals and agreements. This may also include disagreement over clauses in contracts.	*"So we have not progressed some partnerships because of the amount of time that [the partner] would have to invest in getting the paperwork and sign-off through and having conversations with so many different teams. It was just not worth it, in the end." Staff member*
Reputational risk	Negative impact on the reputation of partners. This could also include countering a negative perception that a potential partner already holds of UQ.	*"A risk of a partnership is that your reputation suffers, for whatever reason, up front or via proxy. So that's one of the reasons it's so important to get this sorted out at the start. And, look, the reputational risk can have all sorts of effects, it could be reputation about quality, it could be reputation in a political context." Community partner*
Breaking of trust	Loss of confidence from partners who feel they can no longer rely each other to deliver on planned outcomes, or to uphold other aspects of their agreement.	*"I would say is the risk of breaking trust because, you know, it takes such a long time to actually build something." Staff member*
Expectation management	Expectations are not met; partners have not communicated clearly about expectations, challenges and/or changes to their contributions to the project.	*"We're meeting them where they're at, if that isn't done well, people think something very different is happening from the outset and you really need to spend a bit of time getting onto the same page. That is a risk, if you don't do that well." Staff member*
Valuing of outcomes	A lack of understanding or value ascribed to what the project has achieved, from internal or external stakeholders.	*"We have to prove to the [organisation] the value that we get out of the partnerships as well, right? We have to give dollar figures for certain things and say we're getting return on our investment in certain partnerships, so you have to do some explaining about things that aren't necessarily always tangible". Staff member*
Risk averse culture	A level of caution from partners or stakeholders and their organisations that limits the capacity of the partnership to deliver on all aspects of the project.	*"There was no pathway to say, 'this is a low-risk piece of work'. And to speed up the partnership and the work that we're doing for the good of the research and the good of the impact, it is in everyone's benefit to move it through quickly." Community partner*
Key person risk	The loss of a primary contact or a partnership manager due to organisational or staffing changes, leading to a loss of important and specific corporate knowledge.	*"A change of [leadership] happened at the same time at one point in the partnership, I was pretty close to that at one stage as well, and they moved very quickly to make sure [the new leaders] were introduced very quickly, recalibrated where they needed to." Community partner*

Risk type	Description	Example
Context-specific risks	Risks that arise due to the unique geographical, cultural or environmental characteristics of the community group(s), particularly in regional, remote or Indigenous contexts.	*"You can't just turn up during wet season and expect things to go to plan. Access is limited, people may be away, and there's a need to check in respectfully before proceeding — especially on Country. That's a risk if you don't take the time to learn how the local context works." Community partner*
Consent and data sovereignty	Failure to obtain proper consent or to respect Indigenous data sovereignty. This includes not following appropriate protocols, limiting community control over how data is used, or sharing results without consultation.	*"We've seen a lot of damage when consent wasn't fully informed, or data was published without giving the community a say. That can break trust and make future collaboration impossible. You need to make space for community ownership of knowledge." Community partner*

Risk management template

Risk type	Description	Impact	Likelihood	Action
Identify the type of risk using Table 1: Risk types. Remove types and add additional risks against types as relevant.	Include specific detail here as it relates to your partnership – consider your relationship, your goals and your organisational context.	Rate impact of potential risk to the partnership and project: 1 = High 2 = Moderate 3 = Low	Rate according to likelihood of occurrence: 1 = High 2 = Moderate 3 = Low	Note course of action to be taken to mitigate risk. Consider if action needs to be planned ahead of time or changes need to be made to the project to avoid the risk. Can you outsource the risk, or manage it with organisational resources? In some cases, you will have to accept the risk and agree to manage it with open communication. You should also note down any residual risk, that is, any risk remaining after mitigation has been implemented.
Resource risk *(e.g., changes to guaranteed funding, allocated staff hours, and other types of expected support)*				
Values misalignment *(e.g. differing priorities or valuing of outcomes)*				
Administrative/legal requirements *(e.g., challenges arising from organisational policy and procedure, including formal approvals and agreements)*				
Reputational risk *(e.g., negative impact on the regard with which both partners are held in their industries and by their stakeholders OR pre-existing negative perceptions of UQ that need to be overcome)*				

Risk type	Description	Impact	Likelihood	Action
Breaking of trust *(e.g., loss of confidence from partners who feel they no longer rely each other to deliver on planned outcomes, or to uphold other aspects of their agreement)*				
Expectation management *(e.g., expectations are not met; one or both partners have not communicated clearly about challenges and/or changes to their contributions to project)*				
Valuing outcomes *(e.g., a lack of understanding or value ascribed to what the project has achieved, from internal or external stakeholders)*				
Organisational risk aversion *(e.g. a level of caution from partners or stakeholders and their organisation that limits the capacity of the partnership to deliver on all aspects of the project)*				
Key person risk *(e.g., the loss of a primary contact or a partnership manager due to organisational or staffing changes, leading to a loss of important and specific corporate knowledge)*				
Context-specific risks *(e.g., risks relating to geography, local customs, cultural protocols, and seasonal accessibility, particularly for regional or Indigenous communities)*				
Consent and data sovereignty *(e.g. failure to obtain appropriate consent or to respect Indigenous data ownership, including lack of shared decision-making in data use)*				

Resolve: Conflict Resolution Template

Disagreements are natural—how you handle them matters.

This **Conflict Resolution** tool guides constructive conversations to address tensions and maintain trust.

Conflict is a common aspect of partnership. In most cases, open communication and forward planning will facilitate the navigation of a range of conflicts. The purpose of this template is to maintain and repair relationships when conflicts arise.

Complete the below template as part of your partnership planning work to agree on a resolution pathway ahead of time. This may also be considered part of your risk management planning. See the Risk Management Template

Planning

Discuss the below potential causes of conflict, identifying any others of concern, and agree on resolution processes that are in line with your values and priorities. You should add rows to this table to capture additional potential conflicts that might be relevant to your partnership. You can also update the examples to tailor them to your specific context and working environment.

Potential conflict	Impact on project How will this conflict impact on the purpose of your project/partnership?	Preliminary resolution What can you do in the short-term to address the conflict?	To do What actions need to be taken to address the conflict?	Responsibility Who is responsible for addressing the conflict?
Communication (informal) *e.g., Informal conversation is infrequent or has ceased on one or both sides of the partnership; tone of informal communication is inappropriate or has changed.*				
Communication (formal) *e.g., Reporting is not meeting requirements or expectations; is inconsistent or excludes important details.*				
Progress concerns (timeline) *e.g., The project does not seem to be on track to meet agreed checkpoints or due dates; one or both partners have not provided an update at the agreed checkpoints; one or more partners needs to change the timeline which places stress on the other or all partners.*				
Progress concerns (goals) *e.g., One or more partners are concerned about capacity to deliver on one or more of the established goals.*				
Roles and responsibilities *e.g., Goals have been interpreted differently by one or more partners; one or more partners are not addressing responsibilities previously agreed to; one or more partners is over-involved or over-stepping their roles and/or responsibilities.*				

Potential conflict	Impact on project	Preliminary resolution	To do	Responsibility
Change to agreement (resources, scope, deliverables) *e.g., One or more partners needs to make a change to the original agreement due to unforeseen circumstances; an identified potential risk has become an actual risk and has impacted the project.*				
Intangible (Other challenges or changes that are impacting trust, respect, mutual benefit, open communication and/or shared vision and purpose.) *e.g. Change to key person without handover, change to priorities of team, disinterested or demotivated partner, other undisclosed pressures.*				

Resolution discussion

Despite our best efforts, conflict is often unavoidable. If a conflict does arise in your partnership you can refer to your planning document to work with through the conflict with your partner. This will help ensure you are both clear on the type of conflict, the impact it's having on the project and partnership and next steps.

You can undertake a preliminary conversation to re-open communication and to re-establish trust and respect. In this conversation, you should also review who is responsible for the conflict and if this allocation is still appropriate. Then, organise a meeting to discuss the conflict and a resolution in detail. You should both agree on who should be present in that meeting – should other team members or leadership be present? Would it be constructive to include a third party?



You can prepare for this meeting by considering the suggested questions below:

- **How would you like to see the issue resolved? What does that look like for you?** Describe what you do want and what you don't want. You may ask for more clear formal communication, but until you describe what this looks like for you, your partner won't know how to deliver on this request. This helps avoid making incorrect assumptions.
- **What would it take for us to be able to move forward? How do we get there?** These questions help you describe specific steps that may include an apology or a better understanding of each other's' perspectives before acting to resolve the logistical aspects of the challenge.
- **Are you willing to share the impact this has had on you? Are you willing to hear my perspective?** Asking about a conflict's impact moves the discussion from surface details to a working partnership level. The goal is for both of you to understand the effects of actions and assumptions.
- **What ideas do you have that would meet both our needs?** This question gives both you and your partner responsibility for resolving the conflict and shows that you're interested in a resolution that suits everyone.
- **Can you tell me more about that?** This question helps you avoid the "why" questions, which can lead to defensiveness. Showing curiosity can help to build trust and respect. Make sure you have all the details you need to understand your partners point of view.
- **What about this situation is most important to you?** Pinpoint what the real issues are, and work to understand how these relate to core values, to ensure you're not only discussing surface level details.

Acting to resolve conflict

From this discussion, you may feel confident to move forward with actions that address the cause for conflict, where applicable. This may involve adjusting timelines, deliverables, goals or project management approaches. Review your agreement and finalise any required changes.

If your conflict requires more formal support or further escalation, you will need to refer to your manager for advice. In some cases, you may need support from teams within UQ including Legal, Governance or Finance.

Reflect: Gathering Feedback

Listen, learn, and adapt.

These examples of **feedback questions** help you collect insights from all partners to improve the collaboration for reporting and to ensure it remains responsive to community needs. Choose the questions that best suit your partnership and the audience participating in the survey.

Collect answers using the method that best suits your respondents – consider online (Survey Monkey or Qualtrics), in person or email. Should responses be anonymised or do you need to know who responded to your survey? Survey results will be helpful in your reporting stage. Your partner will also be interested in the results – be sure to share them to continue to build trust and make improvements.

Key feedback questions

1. What was the purpose of the community engagement activity? What was done to try and achieve this purpose (e.g., what activities, outputs, efforts to extend the reach into community)?
2. What benefits did the engagement provide to the community partner and/or UQ? (e.g., built trust, increased capacity). How do you know this?
3. Beyond the benefits, what, if any, are the lasting impacts from/or the engagement on the community partner and UQ (e.g., behavioural change, an enduring partnership formed,increased equity)? How do you know this?

Sample survey questions: Community engagement activity

Non-compulsory, additional questions which can be included for any community event or engagement activity. These questions are intended for completion by event/activity attendees. Once again, provide an option for anonymous feedback (to encourage participation).

Topic	Question text and response options
Introduction	**This survey should take around** (INSERT NUMBER) **minutes to complete. Thank you for taking the time to provide your feedback. Your input is greatly valued and appreciated. Your responses will help us to better understand your community engagement experience at / with UQ and improve future community engagement activities.**
Demographics	(Gender / Age / Role / Organisation)
Awareness	**How did you learn about this event / community engagement activity? Please select all that apply.** UQ Alumni email / Friend or Colleague / Flyer or poster in my community / Other (please type in)
Satisfaction	**Overall, how satisfied or dissatisfied were you with this event / community engagement activity?** Very satisfied / satisfied / Neutral / Dissatisfied / Very dissatisfied
Satisfaction	**How likely are you to recommend this event / community engagement activity to a fellow student / colleague?** Very likely / Likely / Neutral / Unlikely / Very unlikely
Impact	**Will you play a larger role in your local community after participating in this event / community engagement activity?** Very likely / Likely / Neutral / Unlikely / Very unlikely
Impact	**What is the most valuable thing you learned from this event / community engagement activity?** OPEN ENDED

Transition: Handover Template

Prepare for a handover with care.

This **Handover Template** supports the smooth transfer of responsibilities, knowledge, and relationships when team members or roles change.

Managing key person risk (loss of a primary contact) is an important part of your partnership risk management plan. Use this template to facilitate a project handover should the UQ Primary Relationship Manager or another key UQ staff member have to leave the project.

Partnership individual or organisation	
Project name	

Contact information
Clear communication is important. Ensure the community partner has been informed of the change with as much warning as possible asking them to raise questions and concerns so you can address these during the handover period, then ensure the incoming UQ partnership contact is introduced at a meeting with time to discuss the project once they have reviewed this document and all relevant materials.

Community partner (individual or organisation) main contact	
UQ Primary Relationship Manager	
Project start date	
Project finish date	

Partnership background
When was the partnership established? What are the key aspects of the history of this partnership that are important for someone to know?

Project background
How was this project created and organised? What are the key aspects and motivations for UQ and for our community partner? How has it progressed? What are the concerns or risks, what is the most urgent priority, what has been delivered so far?

Stakeholders and contacts
Include all contact details here, but if time allows ensure a warm introduction is facilitated via email, phone or video conference call.

Contact name	Role	Contact details	Notes

Actions					
No.	**Action**	**Owner**	**Due date**	**Status** *(e.g., not started, in progress, complete, needs review, overdue, on hold)*	**Notes**
1					
2					
3					
4					
5					

Documentation checklist

Provide all relevant documentation for the UQ staff member to successfully start with the project. This may include a copy of the MOU, partnership planning documents, reports (drafted or published), meeting minutes, PowerPoint presentations, access to shared drives, being added to address books, mailing lists, MS Teams channels and more.

No.	**Document name**	**Type**	**Access details**	**Provided** (Y/N)	**Notes**
1					
2					
3					
4					
5					

Handover complete

Provide all relevant documentation for the UQ staff member to successfully start with the project. This may include a copy of the MOU, partnership planning documents, reports (drafted or published), meeting minutes, PowerPoint presentations, access to shared drives, being added to address books, mailing lists, MS Teams channels and more.

Incoming UQ Primary Relationship Manager (name)	**Incoming UQ Primary Relationship Manager** (signature)	**Date**
Outgoing UQ Primary Relationship Manager (name)	**Outgoing UQ Primary Relationship Manager** (signature)	**Date**
Supervising Manager (name)	**Signature**	**Date**

Exit: Checklist for exiting your partnership

End well.

This **checklist for exiting your partnership** ensures the partnership concludes respectfully, with clear communication, reflection, and documentation of outcomes and learnings.

This checklist is designed to facilitate the successful closure of a partnership finishing unexpectedly, prior to the intended completion of the project.



Checklist for exiting your partnership painlessly		
Activity	**Who's responsible**	**Completion date**
End of partnership letter sent to partner		
Documentation of how assets (if any) are disposed of		
Preparation of final report on partnership (including any financial statements)		
Final report shared with key stakeholders, staff and others as appropriate Report to include: • When the partnership started and who was involved • The purpose and aims of partnership • Achievements, outcomes and impact of partnership • The people that contributed to these achievements • Lessons learnt along the way		
Documentation organised so the partnership's history is not lost		
Inform stakeholders, including clients/community (if appropriate) of partnership termination		
Organise celebration for partnership staff, managers and clients/community		

Glossary

TERM	DEFINITION
Activity	The actions (e.g., building staff capability with PD and ongoing support related to community engagement and its monitoring and evaluation) that are put in place to achieve the institutional, partnership, and/or community outcomes (e.g., co-produced, tailored, community projects and resources).
Community	A person's perception of a group they belong to. A person may belong to multiple communities. Communities often share significant characteristics, such as geographic location, culture, values, and identity, and are often based on relationships between individuals' groups and institutions. Communities are also a social system comprising interpersonal networks that provide social support and capital.
Community partner	A type of partner (an individual or organisation) that UQ engages with, who works with, represents, or supports a specific community.
Evaluation	A rigorous, systematic, and objective collection of information about the design, implementation, and outcomes of an activity or program to: enable judgments to be made about performance; understand what is working well, for whom, and in what context; identify unanticipated or adverse impacts; understand how changes differ across contexts; inform decisions about future activities; support real-world decision making; and improve effectiveness and impact.
Goal	The overarching objective that all community engagement activities across the university are intended to contribute to.
Impact	The changes in the broader context that occur because of the program activities. These changes are often large-scale and long-term.
Input	All the resources (e.g., financial, human, physical) required to undertake community engagement activities.
Initiative	An activity or program that is implemented with the expectation that it will result in change.
Key evaluation questions	High-level questions that an evaluation is designed to answer, typically drawing on information from multiple sources, and asking about the appropriateness, effectiveness, and efficiency of a program or activity.
Outcomes	Changes that are expected as a result of the community engagement activities. Outcomes can be broken down into short-term (end of your activity), medium-term (1–4 years post activity end date), or long-term (5+ years).
Institutional outcome	Institutional outcomes relate to changes within UQ.
Partnership outcome	Partnership outcomes relate to the changes resulting from the collaboration between UQ and community partners.
Community outcome	Community outcomes focus on the changes experienced by our community partners.
Output	The tangible products (e.g., research projects; placements; community events), goods, or services resulting from the activities that can be measured in terms of quantity and quality and used as indicators of progress toward achieving outcomes.
Partner	An individual or organisation with whom you are engaging.
Program	A set of community engagement activities managed together over a sustained period.
Program Logic	A visual representation of the Theory of Change; how a program or plan will work to achieve its goals.
Theory of Change	A description of how a program or plan will work to achieve its goals and make a lasting impact. It shows the steps and assumptions behind how the program will create change. It is commonly visualised as a Program Logic.
Underrepresented learners	Individuals or groups who face systemic barriers to accessing and succeeding in higher education. These include students from regional and remote areas, students from Culturally and Linguistically Diverse (CALD) backgrounds, students from low socio-economic status backgrounds and Aboriginal and Torres Strait Islander students.

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

CRICOS Provider 00025B • TEQSA PRV12080





