Community Perspectives on Partnerships with Universities:
Survey and Dialogue Report – Rijeka (Croatia)

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1. INTRODUCTION

About the SPACE project

Community engagement in higher education refers to how universities address societal needs in partnership with their external communities. Community engagement is emerging as a policy priority in higher education, reflecting increasing pressure on universities to demonstrate how they deliver public benefits. At the European level, the European Commission's key policy documents *Towards a European Education Area* features 'service to society' as the 'fourth mission of higher education', and there is increasing expectations for universities to contribute to the UN Sustainable Development Goals (SDGs), an expectation that is now reflected in a special university ranking for SDGs (the Times Higher Education Impact Rankings).

The University of Rijeka and one of their local community partners SOS Rijeka, are jointly participating in the EU-funded project *Supporting Professionals and Academics for Community Engagement in Higher Education* (SPACE), a three-year project (2023-2026) that aims to build the capacities of academics, professional staff, and community partners to strengthen community engagement in higher education across Europe. The SPACE project is a follow-up to the successful projects *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, 2018-2020) and *Steering Higher Education for Community Engagement* (SHEFCE, 2020-2023), whose results are gathered on the European web platform www.community-engagement.eu. The project is led by the Institute for the Development of Education (IDE, Croatia) and involves nine partners from four countries (Belgium, Croatia, Ireland and Spain). The project is also supported by four European-level associations and university alliances, as well as by two university networks from Catalonia and Ireland.

One of the approaches the SPACE project to achieve its objectives is to listen to the perspectives of community partners on the success factors and obstacles to effective collaboration with universities, and subsequently to formulate recommendations to assist universities in enhancing these partnerships. We therefore invited representatives of ▯▯▯ organisations that are currently or have previously worked in partnership with our university to provide us with open and critical reflections on how those partnerships have worked, what were there successes and pitfalls, and how we can improve our engagement with organisations in the community, to mutual benefit. These reflections were collected via a university-community partnership survey and through discussions in the form of interviews held in November 2024.

Survey structure and participants

The SPACE university-community partnerships survey was developed following a literature review on the key factors influencing inter-institutional collaboration, with a focus on university-community partnerships. The SPACE survey contains two sections

- **Section A: Case study**: this section includes questions relating to the partnership/collaboration that your organisation is currently (or has previously been) involved in with the university, its goals, activities and results.
- **Section B: Assessment:** this section includes an assessment rubric allowing respondents to provide assessment scores (from level 1 to level 5) to a series of questions relating to 3 dimensions:
    - o Dimension 1: Process (the way the partnership is planned and implemented)
    - o Dimension 2. Ethos (attitudes and values that characterise the partnership)
    - o Dimension 3. Outcomes (results of the partnership)

Respondents were requested to describe and reflect on one specific collaborative initiative/joint project with the university. The surveys were completed by a single member of a community partner organisation with direct experience of the partnership, or as a result of a consultation within the organisation. Based on their experiences in the partnership, respondents were requested to complete an assessment rubric below, providing scores of 1 to 5 for each dimension / sub-dimension that is assessed. Scores are provided based on level descriptors for levels 1, 3 and 5 (while level 2 and level 4 indicate "in between" levels). After collecting the data, pseudonymised data was used to calculate average scores.

A total of 15 community representatives collaborating with the University of Rijeka completed the survey:

- 5 partners were from NGO's, 6 were from public institutions, 3 were from local authorities, and 1 partner was in the business sector.

- Most partners (9) were partners on more than one project and the rest were partners on one joint project.

- All 15 partners contributed to the partnership by providing knowledge expertise, almost all (13) through organizational support, 10 partners through Networks and contracts and 2 partners though funding also.

Focus group and/or interviews with community representatives

In order to ensure a more balanced and nuanced and in-depth understanding of the strengths and challenges of university-community partnerships, the survey was followed by a structured dialogue in the form of a focus group and/or interviews with surveyed community representatives. A total of 6 community representatives collaborating with the University of Rijeka participated in the focus group/interview.
The structured dialogue that took place within these events focused on four questions that were asked of participants, with the aim of identifying both success factors and obstacles to quality partnerships: that both facilitated and success facto

1. "How would you assess the quality of **individual interactions** with your contacts at the university? (E.g. to what extent is the communication and cooperation with your

university partner contact constructive and fulfilling for all involved)? If it is not purely positive, what aspects are problematic?"

2. To what extent do you think the scores you gave are also a result of institutional factors, rather than just individual ones: i.e. related to what **university or your organisation as *institution*** are able or not able to do?"

3. "Are there any **broader factors,** other than the individual relationships and institutional factors affect the possibility of setting up high quality university-community partnerships (e.g. social or political climate, economic situation, cultural differences)?"

4. "If you could suggest **the top three actions** that the university could take to improve university-community partnerships, what would they be? (They do not necessarily need to be realistic!)"

This report presents the results of surveys and interviews held with community representatives. The report concludes with key findings and recommendations to make concrete improvement to practices and policies to management staff at the University of Rijeka to further improvement community engagement partnerships.

2. UNIVERSITY-COMMUNITY PARTNERSHIPS SURVEY

Survey overview

As described in the introduction, a total of 15 community representatives completed the SPACE university-community partnerships survey. In this section of the report, we present a table describing the dimensions and sub-dimensions assessed by community representatives in the survey, followed by a summary of the scores provided.

Table 1: Overview of the university-community partnerships survey

Dimension / Sub-dimension	Description of topic of assessment
1. Process	
1.1. Strategy/goal-setting	Extent to which the goals of the partnership are jointly defined by the university and community partners.
1.2. Decision-making	Degree of shared influence in defining roles and making decisions across the partnership.
1.3. Communication and interaction	Frequency and quality of communication and interaction between all partners.
1.4. Resources (time, expertise, funds)	Fairness and balance in resource contributions relative to the benefits received.
1.5. Disagreements in the partnership	Presence and quality of mechanisms to acknowledge and manage disagreements constructively.
1.6. Partner responsibilities	Clarity and mutual agreement on the division of roles and responsibilities.
2. Ethos	
2.1. Mutual trust	Level of trust that exists and is maintained between university and community partners.
2.2. Openness and participation	Degree to which community partners are actively involved in shaping decisions and processes.
2.3. Acknowledgement of difference	Extent to which differences in resources, needs, and motivations are recognised and addressed.
2.4. Recognition	Visibility and appropriateness of recognition given to community partners for their contributions.
2.5. Tolerance for ambiguity and uncertainty	Flexibility and openness to navigate ambiguity and adapt during the partnership.
2.6. Commitment and responsibility	Strength of mutual commitment and shared responsibility for the success of the partnership.
3. Outcomes	

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3.1. Mutual benefits for partners	Extent to which the partnership provides benefits to both the university and the community partners.
3.2. Value for beneficiaries and/or society	Degree to which the partnership generates value for intended beneficiaries and broader society.
3.3. Institutional sustainability	Extent to which the partnership is embedded in institutional structures and supported over time.
3.4. Overall satisfaction	Overall satisfaction of all partners with the functioning and results of the partnership.

Survey results summary

The chart on the next page presents a summary of the average scores for each of the sub-dimensions of the university-community partnerships survey, showing the proportion of respondents providing low (levels 1 and 2), middle (level 3) or top scores (levels 4 and 5).

The full survey framework, including level descriptors and average scores received for each sub-dimension, is available as an annex to this report, and can provide more context on what each score represents in terms of success and/or challenges.

Chart 1: Survey results – University of Rijeka (proportion of respondents providing low, middle or top scores – n = 15
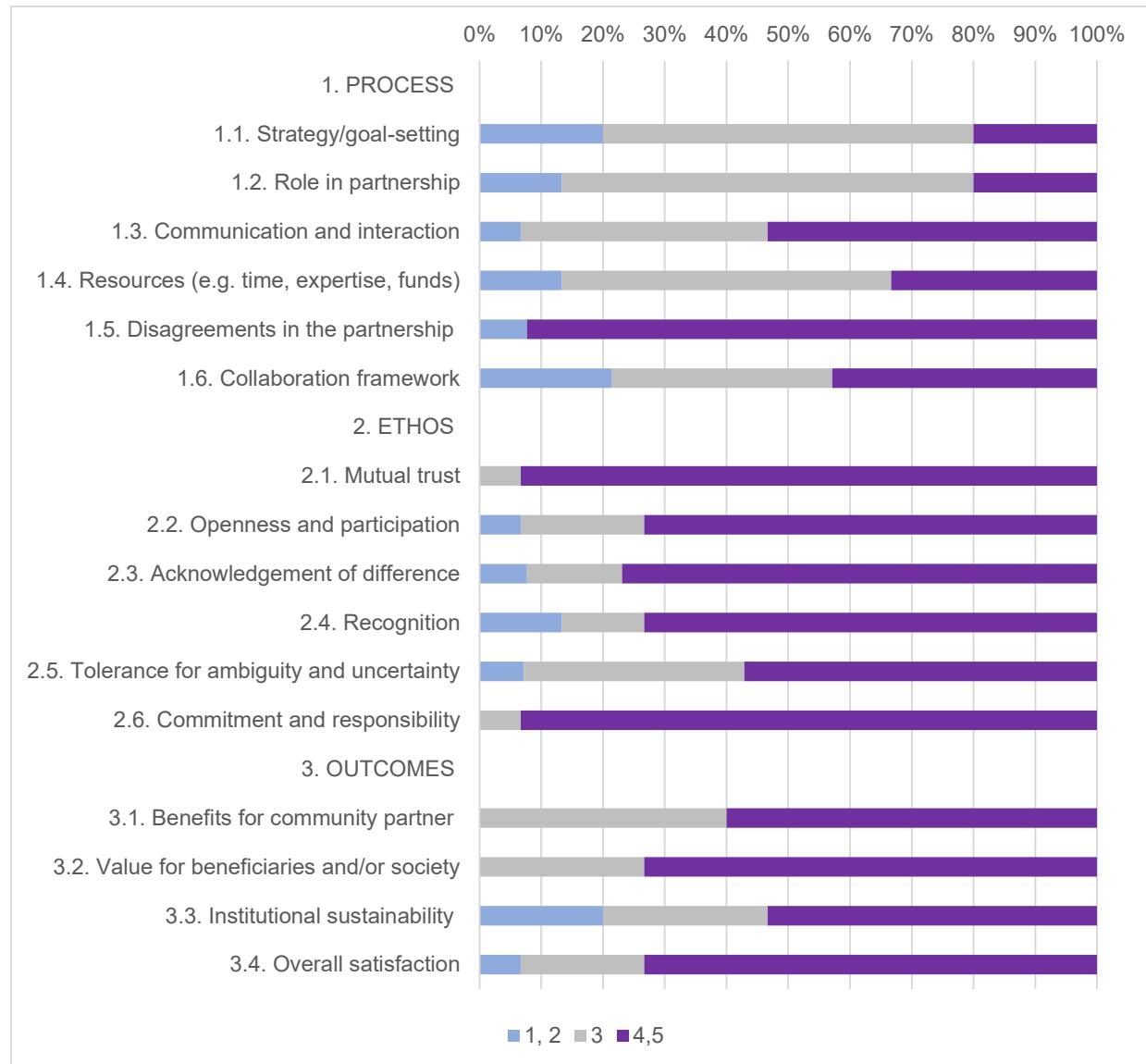
On average, the survey results suggest that partnerships between the University of Rijeka and external organisations with communities are satisfactory, and the following findings are of particular significance:

- The **strongest areas** are Mutual trust (2.1.), 2.6. Commitment and responsibility (2.6.) Disagreements in the partnership(4.4.)
- **The weaker areas** include 1.1. Strategy/goal-setting (1.1.), Role in partnership (3.1.) and Resources (1.4)
- Other **notable findings include** moderate scores for 2.3. Acknowledgment of difference (2.3.), Recognition (2.4.) and Overral satisfaction (4.1.)

3. COMMUNITY DIALOGUES: MAPPING FACTORS THAT SHAPE PARTNERSHIPS

Five interviews were organised throughout November 2024, using the structured dialogue framework. The conclusions below provide an overview of the feedback received from 3 participants.

Factor 1: Individual factors

Challenges

Based on the challenges raised by participants, we have categorized them into three main categories that reflect the individual/micro-level perspective of university-community collaborations. Each category highlights a specific dimension of personal or individual challenges experienced in these partnerships. These categories help frame the challenges at the personal level, focusing on the emotional, cognitive, and logistical burdens experienced by individuals in university-community collaborations.

1. Pressures of dealing with partnership challenges

> *Collaboration with other universities that poorly perform their coordinating function*
> ◆ Individuals often face difficulties when partner universities fail to fulfill their organizational responsibilities, leading to inefficiencies and frustration

> *Beginnings are challenging - long meetings and agreements*
> ◆ Establishing collaborations requires time-consuming discussions and bureaucratic processes, which can be overwhelming at the individual level

2. Clarity and Expectation Management

> *Clearer emphasis on what is expected from partners*
> ◆ Uncertainty about roles and contributions can create confusion and personal stress, making collaboration less effective and increasing the emotional burden on participants

> *Although communication standards are high, it is sometimes necessary to jointly determine further directions of cooperation instead of leaving it to partners*
> ◆ While general communication is well-maintained, there is sometimes a need for direct, explicit agreements to ensure alignment of goals and responsibilities

3. Communication and Daily Collaboration Challenges

> *Daily communication was certainly challenging when coordinating activities requiring the involvement of multiple people*

◆ Individuals managing collaboration efforts often struggle with the logistics of coordinating multiple stakeholders, which can be time-consuming and mentally taxing

Good practices

➔ Good collaboration and involvement
➔ constructive and timely agreements are made.
➔ Efficient and punctual.
➔ Good communication with whomever we work.
➔ Clear reasons provided for why collaboration can or cannot proceed.
➔ Most communication is with university professors.
➔ When support is requested, it is provided.

Factor 2: Institutional factors – university

Challenges

Here is the categorization of institutional-level (meso-level) challenges related to university-community collaboration based on the challenges raised by participants. These three main categories highlight structural and procedural barriers within universities that affect their ability to engage effectively in sustainable community collaborations. The focus is on institutional dependence on individuals, bureaucratic inefficiencies, and missed opportunities for proactive engagement.

1. Over-Reliance on Individual Enthusiasm and Initiative

Reliance on individuals who are active, willing to work, and eager to collaborate
➔ Institutional collaboration often depends on a handful of motivated individuals rather than structured, systemic support, leading to burnout and inconsistency

Depends on the enthusiasm of individuals
➔ When institutional engagement is not embedded in formal structures, collaborations fluctuate based on personal motivation rather than long-term strategic planning

2. Institutional Constraints and Bureaucracy

Individual efforts originating from the university always remain within institutional frameworks because they cannot operate outside these parameters
➔ Even when individuals take the initiative, their work is often constrained by rigid institutional policies, limiting creative and flexible collaboration with community partners

Lengthy procedures can sometimes hinder certain forms of collaboration
  ➔ Administrative and bureaucratic hurdles can slow down or even prevent timely engagement with community partners, making dynamic and responsive collaboration difficult

3. Limited Institutional Initiative in Partnering with Communities

There is a lack of initiative when calls for proposals are issued, where the university could also invite community partners to apply together
  ➔ Universities often miss opportunities to proactively involve community organizations in grant applications, reinforcing a gap between academic institutions and external stakeholders

Good practices

  ➔ The hierarchy of university is not felt when working with partners.
  ➔ It is clear who is responsible for what and what they can do.

Factor 3: Institutional factors – community partner

Challenges

Here are the three main categories of institutional-level (meso-level) challenges focusing on the perspective of community organizations. These categories highlight the dependence on leadership, institutional culture, and professional accountability as key challenges for community organizations engaging in university collaborations. The focus is on the fragility of partnerships when they rely on individuals rather than systemic support, the uneven engagement of institutional staff, and the personal stakes for community representatives involved in these collaborations.

1. Fragility of Leadership Commitment and Institutional Prioritization

Depends on the person leading the institution and how focused they are on fostering collaboration
  ➔ The success of university-community partnerships often hinges on the priorities and vision of university leadership. If collaboration is not a strategic priority for institutional leaders, efforts may remain fragmented or short-lived.

2. Variability of Engagement and Motivation of Institutional Staff

Depends on the willingness of the people working in the institution/ organization to get involved
  ➔ Even when formal agreements exist, the level of engagement from university staff varies greatly. Without a broader institutional culture of collaboration,

partnerships often rely on a few motivated individuals, making engagement on both sides inconsistent and unsustainable

3. Institutional Representation and Professional Accountability

If we, as representatives of the institution, are designated, it reflects on us
➜ Community organizations engaging in university partnerships feel personally accountable for institutional-level decisions. If collaboration fails or is mismanaged, the responsibility often falls on individual representatives rather than being recognized as an institutional issue. This creates pressure and affects long-term commitment.

Good practices

"I tried to balance between two institutions but ensured I protected the interests of my institution while attempting not to harm the interests of the university"

Factor 4: Broader societal factors

Challenges

Here are presented **four main categories** of broader societal-level (macro-level) challenges based on the challenges raised by participants. These categories highlight the role of academia in society, communication barriers, socio-political influences, and the need for institutionalized engagement efforts as key societal-level factors affecting university-community collaboration. The focus is on bridging the gap between academic and community needs, adapting to socio-political contexts, and creating sustainable engagement structures.

1. The Role of Academia in Society

The academy must be dedicated to society
➜ Universities are expected to actively contribute to societal well-being, yet there is often a disconnect between academic priorities and community needs. Strengthening this commitment requires institutional mechanisms that prioritize social engagement alongside research and teaching.

A recurring issue when thinking about the university and the community is the aspect of scientific work, which remains unfamiliar even to those of us involved in it
➜ Academic research can be inaccessible to the general public, including community partners. This gap in understanding creates barriers to collaboration and limits the practical application of research for societal benefit.

2. Communication and Accessibility in University-Community Collaboration

Ask questions in a way that brings them closer to the community (questions in the focus group were framed as if someone from the academy created them) - they are unclear

➔ Universities often use academic language and research methods that do not align with the communication styles and priorities of community organizations. This disconnect can hinder meaningful dialogue and engagement.

Open days, various collaborations, events - these might be a way to improve the visibility of activities the university undertakes in collaboration with the community

➔ Limited visibility of university-community initiatives can lead to missed opportunities for broader engagement and support. Public events and outreach efforts can bridge this gap by making collaboration more transparent and accessible.

3. The Influence of Socio-Political and Institutional Factors

The socio-political climate certainly affects collaboration and the university's orientation towards partners

➔ Political shifts, policy changes, and broader societal trends influence how universities engage with community partners. Funding priorities, regulatory frameworks, and ideological positions can either facilitate or hinder collaboration.

Collaboration depends not only on who is at the helm of the university but also on individuals at the faculties

➔ While institutional leadership sets the strategic direction, faculty members play a crucial role in shaping university-community partnerships. The willingness and engagement of individual academics significantly impact collaboration efforts.

Every collaboration between the public sector and associations is value-oriented

➔ Partnerships between universities and community organizations are shaped by underlying social and ethical values. Aligning these values is essential to building trust and ensuring meaningful, long-term cooperation.

4. Strengthening Institutionalized Community Engagement

Strengthening and expanding service-learning initiatives

➔ Service-learning programs offer structured opportunities for students to engage with community issues while integrating academic knowledge with real-world experience. Expanding such initiatives can create sustainable university-community partnerships.

4. LESSONS LEARNT AND WAYS FORWARD

Lessons learnt

This conclusion balances strengths, challenges, and key factors while providing a forward-looking perspective.

Overall assessment

While there are **clear signs of good practices in university-community collaboration**, significant **challenges remain across multiple dimensions**, particularly regarding sustainability, institutional structures, and broader societal influences. The university demonstrates a commitment to engagement, as evidenced by ongoing collaborations and dedicated individuals who drive these initiatives. However, reliance on personal motivation rather than structured institutional mechanisms poses risks to long-term sustainability at the institutional level. Furthermore, bureaucratic barriers and socio-political dynamics present additional obstacles to fostering deeper and more effective community partnerships.

Strongest points

Several **promising practices** and **success factors** have emerged from the survey and discussions. **Individual engagement and leadership commitment** play a crucial role in driving partnerships forward, with many dedicated staff members and faculty making efforts to integrate sustainability and community involvement into their work. Additionally, structured initiatives like **service-learning programs and public events (e.g., open days, collaborations, and outreach activities)** have been recognized as effective ways to strengthen engagement and improve the visibility of university-community collaboration. **High communication standards** and a willingness to collaborate across different institutional levels are also seen as positive elements that contribute to meaningful interactions between the university and community organizations.

Key challenges

Despite these strengths, several critical challenges persist:

- **Over-reliance on individuals** rather than institutional structures means that engagement is inconsistent and vulnerable to staff turnover or shifting leadership priorities.
- **Bureaucratic inefficiencies** and lengthy administrative procedures slow down the collaboration process, making it difficult for universities to respond quickly to partnership opportunities.
- **Lack of proactive institutional initiative** in inviting community partners to participate in funding applications and strategic projects limits long-term cooperation.
- **Limited accessibility of academic research and communication barriers** create a gap between university-driven initiatives and community needs. Research and

collaboration approaches are often framed from an academic perspective, making them difficult for community organizations to engage with effectively.

- **Socio-political factors** significantly influence the university's ability to engage with external partners, as broader policy shifts and funding structures impact institutional priorities.

Key factors – success and obstacles

The factors shaping university-community collaboration present a **complex mix of both enabling and hindering influences**. On the one hand, **strong individual commitment and service-learning initiatives** emerge as **key success factors**, demonstrating how meaningful engagement can take place despite structural challenges. On the other hand, **institutional rigidity, lack of proactive engagement strategies, and inconsistent leadership support at the level of HEIs** remain **major obstacles** that limit long-term collaboration. The discussions suggest that **without stronger institutional structures and clearer collaboration frameworks, partnerships will remain dependent on personal initiative and vulnerable to disruption**.

Overall, while there is a **solid foundation for university-community engagement, significant gaps remain in institutionalizing these efforts**. Moving forward, addressing **structural weaknesses, streamlining communication, and embedding engagement within broader institutional policies** at all levels (middle management/Faculties) will be key to ensuring that collaborations are sustainable, impactful, and aligned with societal needs.

Ways forward

Based on the challenges identified and the conclusion drawn, the following recommendations are designed to support both **universities** and **community partners** in building more sustainable, structured, and effective collaborations.

Considerations for university management

1. **Institutionalize Engagement Beyond Individual Initiative**
   - ➔ Reduce dependence on motivated individuals by embedding community engagement within institutional policies and strategies at all levels (not only at the university level, but at the level of all university constituents)
   - ➔ Develop dedicated offices or roles (e.g., community engagement coordinators) responsible for maintaining long-term partnerships
2. **Streamline Bureaucratic Processes for Collaboration**
   - ➔ Simplify administrative procedures to enable more efficient and flexible partnerships
   - ➔ Establish fast-track processes for community collaboration projects to avoid delays due to excessive institutional procedures
3. **Enhance the Accessibility of Academic Research for Communities**

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➔ Adapt communication styles and research methodologies to ensure that community organizations can easily engage with university-led research initiatives
➔ Provide community-accessible versions of reports and findings, using infographics, storytelling, and public events to bridge the knowledge gap

4. **Proactively Involve Community Partners in Funding Applications**
➔ Universities should actively seek out community partners when applying for grants and research projects
➔ Build structured mechanisms for shared proposal writing, ensuring community organizations have an equitable role in project design and implementation

5. **Expand and Strengthen Service-Learning and Public Engagement Initiatives**
➔ Broaden service-learning programs to all disciplinary areas to integrate student engagement with real-world community issues
➔ Organize open days, workshops, and collaborative events to increase the visibility of both university-community projects and community partners

6. **Align Leadership Commitment with Operational Support**
➔ University leadership should consistently reinforce the importance of engagement and allocate resources to sustain partnerships
➔ Foster a culture where faculty and staff are recognized and rewarded for their community collaboration efforts

Considerations for community partners

1. **Advocate for More Structured and Transparent Collaboration Models**
➔ Push for clearer agreements that define roles, expectations, and commitments between universities and community organizations
➔ Encourage universities to adopt long-term engagement frameworks rather than ad hoc, project-based collaborations that dominate

2. **Ensure Effective Representation in Decision-Making Processes**
➔ Community organizations could seek active participation in university advisory boards, project steering committees, and funding applications
➔ Strengthen advocacy to ensure that collaboration efforts reflect the needs and priorities of community organizations rather than being university-driven

3. **Develop Strategies to Navigate Institutional Bureaucracy**
➔ Work with universities to co-design more flexible engagement models that reduce the impact of lengthy administrative processes
➔ Advocate for community-liaison positions within universities to facilitate smoother collaboration

4. **Strengthen Communication and Knowledge Exchange**
➔ Promote mutual understanding by co-developing research questions and methodologies that align with both academic and community interests
➔ Provide feedback on research outputs, ensuring they are practical, relevant, and accessible for community use

5. **Leverage External Networks and Policy Advocacy**

➔ Collaborate with other community organizations to collectively influence university policies on engagement and partnership models
➔ Advocate for policy changes at national/EU levels to encourage universities to integrate community collaboration as a core institutional responsibility

Final thought

For university-community collaboration to be sustainable, impactful, and mutually beneficial, both sides must move away from reliance on individual efforts and toward structured, institutionalized frameworks that ensure long-term commitment. By implementing these recommendations, universities and community organizations can bridge the gap between academic knowledge and real-world societal needs, creating stronger, more resilient partnerships for the future.

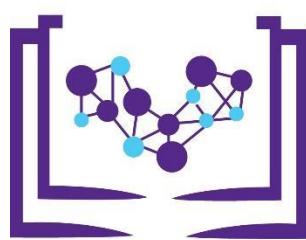# ANNEX: SURVEY FRAMEWORK AND RESULTS

Survey results – Rijeka

DIMENSION 1: PROCESS (The way the partnership is planned and implemented)						
Sub-dimensions	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Achieved level**
1.1. Strategy/goal setting	Partnership goals are defined by the university, and do not consider community partner goals.	Partnership goals are jointly defined by both university and community partners.		Partnership goals are defined by the community partners.		**3,0**
1.2. Role in partnership	Community partners have little influence over how the partnership roles are defined and allocated.	The university and community partners have shared influence over how the partnership roles are defined and allocated.		Community partners take the lead in defining how the partnership roles are defined and allocated.		**3,1**
1.3. Communication and interaction	Partners do not meet and communicate enough, resulting in disengagement from the partnership.	Partners meet and communicate regularly, resulting in satisfactory cooperation.		Partners meet and communicate regularly and frequently, resulting in a high level of engagement in the partnership.		**3,9**
1.4. Resources (e.g. time, expertise, funds)	Community partners invest more time and resources than is appropriate considering the benefits of the partnership.	Community partners invest significant time and resources in the partnership, but with a satisfactory level of mutual benefit.		The benefits of the partnership outweigh the resources invested by community partners.		**3,4**
1.5. Disagreements in the partnership	Disagreements between partners remain unnoticed and/or unacknowledged.	Disagreements between partners are acknowledged and partly managed, but underlying issues remain unresolved.		Disagreements are openly discussed and become a catalyst to generate new possibilities for the partnership.		**4,4**
1.6. Collaboration framework	The partnership works on an informal basis, with no formal definition of expected tasks of community partners.	The partnership has a basic framework (e.g. written agreement) defining the expected tasks of community partners.		The partnership has a comprehensive framework defining expected tasks of all partners, as well as guidelines and support mechanisms.		**3,5**

DIMENSION 2: ETHOS (Attitudes and values that characterise the partnership)						
Sub-dimensions	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Achieved level**
2.1. Mutual trust	There is insufficient trust between the university and community partners.	There is sufficient trust between the university and community partners.	There is full trust between the university and community partners.			**4,7**
2.2. Openness and participation	The partnership is led in a top-down manner by the university, with little space for community partners to take part in decision-making.	The partnership is led by the university, but community partners are regularly consulted to influence its development.	The partnership works on a participatory basis, with community partners playing in equal role in decision-making.			**4,2**
2.3. Acknowledgement of difference	There is no specific acknowledgement in the partnership that community partners have different resources, needs and motivations compared to the university.	Differences in community partner resources, needs and motivations are acknowledged, but not enough is done to address identified challenges.	The partnership critically discusses differences in partner resources, needs and motivations, and takes steps to mitigate those differences.			**4,0**
2.4. Recognition	Community partners are not provided with adequate recognition (formally or informally) for their role in the partnership	Community partners are provided with informal recognition for their role in the partnership, and with some degree of formal recognition.	The partnership is provided with high-level, formal recognition for its achievements, and community partners are highlighted in this recognition.			**4,1**
2.5. Tolerance for ambiguity and uncertainty	Uncertain situations and ambiguous processes are the source of dissatisfaction and disagreement among partners.	The partnership shows some flexibility and adaptability in handling uncertainty, but there is preference for predictable and well-defined processes.	The partnership works intentionally in a flexible and exploratory way, embracing ambiguity and uncertainty as a basis for defining new solutions.			**3,9**
2.6. Commitment and responsibility	Most partners do not demonstrate sufficient commitment and responsibility, which damages the partnership.	Some partners do not demonstrate sufficient commitment and responsibility, but the partnership remains stable.	All demonstrate clear commitment and responsibility, making the partnership highly cohesive.			**4,6**

DIMENSION 3: OUTCOMES (Results of the partnership)						
Sub-dimensions	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Achieved level**
3.1. Benefits for community partner	The partnership brings significantly more benefits to the university than to the community partners.	Both the university and community partners share certain benefits.		Community partners have significant benefits thanks to the partnership.		**3,8**
3.2. Value for beneficiaries and/or society	The results of the partnership are not of great value to beneficiaries and/or society.	The results of the partnership are of some value to beneficiaries and/or society.		The results of the partnership are of great value to beneficiaries and/or society.		**4,2**
3.3. Institutional sustainability	The partnership is a one-off initiative and there is no indication of its continuation and sustainability.	The partnership is sustaining its activities, but primarily due to individual drive rather than institutional support.		The partnership is long-standing and there is institutional commitment by all partners to ensure resources to sustain it for the foreseeable future.		**3,7**
3.4. Overall satisfaction	Community partners are dissatisfied with this partnership.	Community partners are satisfied with this partnership, but improvements could be made.		Community partners are completely satisfied with the partnership.		**4,1**

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