

Report

Community-University-College Engagement: Strengthening the Work Roundtables in South-Central Ontario - Spring 2008

October 31, 2008

Acknowledgements

First and foremost, thank-you to all Roundtable participants - your feedback is invaluable.

Second, thank-you to the Roundtable co-sponsors. Without your financial, moral and administrative support, the Roundtables would not have been possible:

Peterborough: Frost Centre for Canadian and Indigenous Studies, Trent Centre for Community-Based Education, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research, United Way of Peterborough and District and the Workforce Development Board.

City of Kawartha Lakes: Kawartha Lakes Community Futures Development Corporation & Economic Development City of Kawartha Lakes, Mayor's Office City of Kawartha Lakes, School of Environmental and Natural Resource Sciences Sir Sandford Fleming College, Trent Centre for Community-Based Education, Trent University, U-Links Centre for Community-Based Research, United Way for the City of Kawartha Lakes and the Workforce Development Board.

Durham: Community Development Council Durham, Municipality of Clarington, Oshawa Chamber of Commerce, Oshawa Public Library, Trent Centre for Community-Based Education, Trent University in Oshawa, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research and the United Way of Oshawa-Whitby-Clarington-Brock & Scugog.

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1.0 Executive Summary

The purpose of the Community-University-College Roundtables was to provide a forum for discussing three questions:

- 1. What is the community-university-college work you are involved with? If not involved, what work would you like to be involved with?*
- 2. What are the challenges you face?*
- 3. How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?*

Roundtable dialogue about community-academic work occurred on many levels. Geographically, there is the local level (i.e. City and County), the regional level (i.e. South-Central Ontario) and beyond. From a service delivery perspective, there are many community-academic programs (mostly institutionally-based) serving students, faculty and local and regional communities and involving multiple educational institutions. Finally and perhaps most importantly, the dialogue surrounding community-academic work is also grounded in the issues facing communities, how positive solutions can be generated and how to involve participants - especially students - in meaningful and educational ways.

An emerging common vision?

When reading the suggested action summaries from each Roundtable, it is striking how similar City of Kawartha Lakes and Durham actions are - keeping in mind that each Roundtable occurred in a different County and had different participants. It is also interesting to note how the Peterborough Roundtable suggested actions are largely focused at the program and service delivery level and the CKL and Durham Roundtable suggested actions are focused more at a service delivery coordination and governance level.

Clearly more dialogue is needed with more stakeholders in South-Central Ontario. Despite this, the interest and enthusiasm in these initial three Roundtables is encouraging for what is perhaps an emerging common vision of strong and sustainable, community-based, community-academic programs and services in South-Central Ontario between multiple educational institutions and community sector groups (i.e. social, environmental, economic).

Next step recommendations

I recommend that local (i.e. County-based) Steering Committees and a regional Steering Committee (with local Steering Committee representation) be formed to discuss the opportunities arising from the Roundtables in a series of three local meetings and one regional meeting in the fall of 2008. As a starting point, I suggest the Steering Committees consider the following next steps in the following order:

Next step recommendations	Suggested order
Defining 'South-Central Ontario' region and considering involvement of different Counties	1
Involvement of secondary, elementary and non-institutional educational service providers (e.g. literacy foundation)	1
Involvement of all community sectors (i.e. economic, social, environmental)	1
Defining positive community-academic partnerships (or at least provide some guiding principles)	1
Institutional and local government buy-in (i.e. Universities, Colleges, School Boards, Municipalities) - focussing on stakeholder benefits and guiding principles	2
Investigate feasibility of community-based mechanism and organization in CKL, Durham and other regions to join Trent Centre and U-Links in brokering Community-Based Education and Community-Based Research Initiative projects	3
Proposal to Trillium Foundation (Province-Wide Program) or other potential funders to support implementation of regional and local processes (see below)	3
Inventory and gap analysis of existing community-academic programs, services and resources	4
Figuring out how local and regional coordination and resource-sharing will occur	5
Create and propose new initiatives where gaps exist	5
Coordination of local community data needs	5

*Todd Barr
Trent Centre for Community-Based Education
October 31, 2008*

2.0 Introduction

Background

For the past 13 years, the Trent Centre for Community-Based Education (Trent Centre) and its sister organization U-Links Centre for Community-Based Research (U-Links) have successfully been connecting students and faculty at Trent University (and on occasion, other universities and colleges) with local organizations from all sectors to create community-based research, innovation and education opportunities that enhance the social, environmental, cultural and economic health of Peterborough and Haliburton communities. In other words, the Trent Centre and U-Links support the co-creation of knowledge and learning between civil society, academia and the public and private sectors for well-informed and often innovative action concerning social, economic and environmental health. Recent topics for this work have included: education and opportunities for children & youth (urban & rural), environment and health, land use planning, poverty, food issues (including ethical and local sourcing), immigration and settlement, urban and rural health (determinants of health), community economic development, volunteerism & community engagement, aging populations, and arts & culture.

Over the last 18 months, the Trent Centre and U-Links have been deepening our understanding about what supports our work and what challenges and barriers exist - and from this place, develop a vision and action plan for ensuring relevance and sustainability. Part of that vision¹ includes exploring the feasibility of sharing and expanding our work in the current regions we serve and in other new South-Central and Eastern Ontario regions. After 13 years of operation, we know that in order for this to occur, at least three things need to be in place in each region: a) a community-identified need for our programs and services; b) open and transparent communication (and, where necessary, collaboration) with other community-academic service providers in the area (e.g. Ecosystems Management diploma program at Fleming College in Lindsay); and c) a community-based mechanism for vetting and supporting projects in each region.

It should also be noted that with the potential for Trent Centre and U-Links expansion and increased community-academic program-to-program sharing across regions, the Trent Centre and U-Links believe that there is also the possibility for better coordination and expansion of other community-academic program and services - features that would be of significant benefit to participants in different programs like students and host organizations.

Roundtable process

To begin the process for exploring the feasibility for community-academic program and service expansion and coordination as indicated above, Trent Centre and U-Links staff proposed that an initial open dialogue (i.e. four local Roundtables) needed to be initiated in Peterborough and Haliburton (regions currently served) and in City of Kawartha Lakes and Durham (new regions where some interest in our work had been expressed). Key to the open dialogue process was that

¹ Please see the Trent Centre 2007-10 Strategic Plan. Available online at: <http://www.trentcentre.ca/publications.html>

the Trent Centre and U-Links would be at the table as *one voice among many* - to ensure dialogue would not be dominated by Trent Centre and U-Links interests.

In the spring of 2008, Todd Barr, Executive Director of the Trent Centre, began conversations with community, university and college leaders in Peterborough, City of Kawartha Lakes and Durham to see if there was interest in the Roundtable concept and co-sponsorship interest. In Haliburton, U-links suggested that a more informal dialogue process be initiated.

The response to the Roundtable idea was very positive. Co-sponsors in Peterborough, City of Kawartha Lakes and Durham stepped forward and provided financial and in-kind support, and agreed to forward the Roundtable invitation to contacts in all sectors.

Roundtables schedule

Roundtable location	Roundtable date	Co-sponsors
Peterborough	May 1, 2008	Frost Centre for Canadian and Indigenous Studies, Trent Centre for Community-Based Education, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research, United Way of Peterborough and District and the Workforce Development Board.
City of Kawartha Lakes	June 17, 2008	Kawartha Lakes Community Futures Development Corporation & Economic Development City of Kawartha Lakes, Mayor's Office City of Kawartha Lakes, School of Environmental and Natural Resource Sciences Sir Sandford Fleming College, Trent Centre for Community-Based Education (Trent Centre), Trent University, U-Links Centre for Community-Based Research, United Way for the City of Kawartha Lakes and the Workforce Development Board.
Durham	June 23, 2008	Community Development Council Durham, Municipality of Clarington, Oshawa Chamber of Commerce, Oshawa Public Library, Trent Centre for Community-Based Education (Trent Centre), Trent University in Oshawa, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research and the United Way of Oshawa-Whitby-Clarington-Brock & Scugog.

Below is a copy of the Durham invitation to the three-hour Roundtable (other invitations were very similar):

*Community-University-College Engagement
Strengthening the Work Roundtable
June 23, 2008
8:30am to 12:30pm (coffee break and lunch provided)
Oshawa Public Library, McLaughlin Branch
65 Bagot Street, Oshawa*

Are you lacking good information about important decisions that need to be made?

Do you think local colleges, universities and communities need to work together for positive economic, social and environmental health?

Do you have a project idea that is stalled because you lack resources or access to like-minded networks of individuals and organizations?

Are you interested in developing essential, technical and workplace-specific skills (or finding someone with the skills) to get your project done right?

Are you looking for community-engaged ways to connect theory and practice? To connect with research, teaching and learning?

Do you have a stalled community-university-college project idea because of policy or systemic barriers?

Do you think the recruitment and retention of youth is important? Is it important to invest in youth today as the community leaders of tomorrow?

Do you know of existing community-university-college work that could benefit from increased support?

If you answered yes to any of these questions, please come to the Community-University-College Engagement - Strengthening the Work Roundtable to discuss these kinds of issues and help devise and prioritize plans for action where needed.

- Strengthening the Work Roundtable -

On June 23, 2008, the Community Development Council Durham, Municipality of Clarington, Oshawa Chamber of Commerce, Oshawa Public Library, Trent Centre for Community-Based Education (Trent Centre), Trent University in Oshawa, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research and the United Way of Oshawa-Whitby-Clarington-Brock & Scugog are hosting a Roundtable to hear from faculty, non-academic staff, students and other community stakeholders.

The discussion will focus on three questions:

- 1. What is the community-university-college work you are involved with? If not involved, what work would you like to be involved with?*
- 2. What are the challenges you face?*
- 3. How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?*

PLEASE COME 'PREPARED-TO-SHARE' TANGIBLE ANSWERS TO ALL THREE QUESTIONS.

In addition to the above discussion, a proposal for expanding community-based education and community-based research services in Eastern Ontario will be sent ahead of time for feedback at the Roundtable.

- Some Suggested Areas for Collaboration (in no particular order) -

- a. Student-involved projects*
- b. Larger, phased and faculty-involved projects*
- c. Program-to-program support (e.g. Forensics at Trent University in Peterborough; Ecosystems Management diploma program at Fleming College in Lindsay, Community-Based Education Program with Trent Centre for Community-Based Education and U-Links Centre for Community-Based Research)*
- d. Spaces for engagement (e.g. Single-point access/clearinghouse, intentional networks and communities of practice)*
- e. Skills development and quality/rigour enhancement (e.g. community-based research ethics; generative curriculum* development for courses, special emphasis and degree programs; instructional and research skills development)*
- f. Reducing barriers to participation (e.g. financial supports for students, faculty and non-university-based participants; faculty promotion and review for community-engaged scholarship; faculty, post-doctoral and scholarly appointments)*
- g. Knowledge mobilization (e.g. resource and policy development related to the benefits of community-based innovation, education and research)*
- h. Resource development and marketing*
- i. Administration and organizational development (e.g. Community-University-College Advisory Council for South-Central Ontario, staffing, financial management, planning)*
- j. Evaluation and monitoring for measuring community impact and other important outcomes*

Please RSVP to the Trent Centre (info<at>trentcentre<dot>ca; 705-743-0523) by Wednesday June 18 so we can make appropriate catering and room arrangements.

With thanks,

Community Development Council Durham, Municipality of Clarington, Oshawa Chamber of Commerce, Oshawa Public Library, Trent Centre for Community-Based Education (Trent Centre), Trent University in Oshawa, Trent University Instructional Development Centre, U-Links Centre for Community-Based Research and the United Way of Oshawa-Whitby-Clarington-Brock & Scugog

Note: The Trent Centre and others will be hosting similar Roundtables in City of Kawartha Lakes and Haliburton regions. Post-secondary institutions to be invited: Trent University, Fleming College (Peterborough, Haliburton and Lindsay), Durham College and University of Ontario Institute for Technology. Please check the 'Events' page of the Trent Centre website for more details: www.trentcentre.ca

As the dates for the Roundtables approached, the Trent Centre decided against sending a proposal “for expanding community-based education and community-based research services in Eastern Ontario” because it felt like it was too early in the process to introduce ideas for expansion.

On the day of each Roundtable, facilitation and notetaking was carried out by Todd Barr from the Trent Centre - forming the basis for this report. The agenda for each Roundtable followed a similar format:

1. *Welcome and approval of agenda*
2. *Roundtable go-around answering the three Roundtable questions:*
 - a) *What is the community-university-college work you are involved with? If not involved, what work would you like to be involved with?*
 - b) *What are the challenges you face?*
 - c) *How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?*
3. *Small group discussions: How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?*
4. *Large group plenary (small groups reporting)*
5. *Next steps prioritization activity*

The remainder of this report includes: highlights from each Roundtable, and reflections and next step recommendations from the Trent Centre as co-sponsor and facilitator of all three Roundtables.

3.0 Peterborough

In the initial go-around, participants were asked to identify the barriers and challenges they face in community-university-college work.

Barriers and challenges

- No central point of community-university access for a) those seeking support on projects; b) community-academic service providers to network/share information. No one has this role as part of their mandate.
- Lack of adequate and sustainable resourcing - including financial and human resources.
- Tensions between academic and professional programs that offer 'outside the classroom' experience for students.
- Lack of clear communication with students about available opportunities.
- Post-secondary institutions not connecting with community groups in ways *they* define.
- Lack of funding for community-based research.
- No coordination on structuring how credits are assigned for community-engaged work.
- Perceived and actual lack of quality/academic rigour.
- Faculty work not often rewarded, recognized or supported; this leads to inadequate availability of faculty supervisors.
- Potential for conflict and lack of conflict resolution training.
- Students not always involved in project development.
- Difficult to build larger projects or bridge multiple projects.
- Timing of academic year and length of some courses vs. community timelines - especially with research ethics review.
- Student capabilities are not always suitable for proposed projects.
- Lack of clarity with faculty on what student projects are about.
- Community organizations have limited time available and don't always have time or resources to do important projects outside of funded mandate.
- Managing different expectations and outcomes between participants.
- Finding the right students for the right projects.
- Making the academic connections to community-defined projects.
- Evaluation: Finding the balance between scholarly/analytic focus and practical benefits.
- Identifying project problems quickly and pro-actively.
- Lack of capacity to participate, innovate and initiate.
- Not necessarily a local community of practice around community-based research.
- Difficult for stakeholders 'outside the academy' to access to scholarly data, journals.
- Lack of coordination of existing community-based research about local region.
- Lack of graduate student involvement with Trent Centre projects.
- Lack of community host involvement in academic side of projects - hosts are usually not seen as 'co-educators.'
- No mechanism for brokering larger/faculty-involved community-based research projects.
- No single-point access for different types of community-academic programs.

- Systemic barriers to participation (e.g. faculty review and promotion criteria not recognizing community-academic work).
- Provincial and federal policy and funding frameworks don't recognize value-added of equitable community-academic work.
- No community-based satellite/sister organization mechanism for Trent Centre/U-Links community-academic programs to work in new regions.

In the go-around, participants were also invited to suggest how barriers could be overcome:

Overcoming barriers and challenges

- Be clear about how and where community-generated request referrals occur within the university.
- Give academic credit for doing research.
- Full integration of faculty into community-based projects.
- Ensure broker role is fulfilled (e.g. Trent Centre).
- Integrate projects into course objectives and content.
- Ensure clear expectations and outcomes at all stages of a project.
- Match passionate and skilled students with appropriate projects.
- Ensure mutual benefit in community-academic projects.
- Integrate community-based research into major research paper assignment (i.e. within graduate programs at Trent University).
- Common approach for integrating Community-Based Education into courses is needed.
- Get students engaged in projects at an earlier stage.
- Further expand on existing (great) relationships.
- Study and share different community-academic approaches from universities and colleges - start in own backyard.
- Get innovative about how to support faculty involvement.
- Create a student support mechanism for the half-way point of projects.
- Create mechanism for community-based research ethics.
- Coordinate and offer training opportunities so individuals can learn how to participate in multi-stakeholder projects (e.g. internships, certification, courses, associations, mentoring).
- Long-term financial supports for participants are needed (e.g. HR, transportation).
- Initiate strategies to review, and where necessary, advocate for change to faculty promotion and review criteria for community-academic involvement.
- Create community-based research chairs, scholars-in-residence and fellowships.
- Design and implement an impact study for community-academic work already occurring.
- Initiate a regional approach for coordinating local community-academic work - with the understanding that "we are stronger together."
- Increase networking and sharing between community-academic programs.

After the initial large-group go-around, participants were divided into small groups to further address the questions: *How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?* What follows is a list of actions and the level of priority assigned through a (relatively un-scientific) group prioritization activity.

Suggested actions	Number of votes
Course development (e.g. community-based research; community service learning)	7
Brown bag lunch series for faculty (e.g. faculty research, syllabus creation, community-academic assessment, communication with hosts)	7
Virtual library and toolkit	6
Faculty support (e.g. training, best practices, encouraging analysis and rigour)	6
Host training (e.g. conflict resolution, collaborative process, working with students)	6
Host involvement in student evaluation	4
Increased communication mechanisms between hosts and faculty	3
Publish success widely (e.g. demonstrating value-added/benefits)	3
More involvement of graduate students	3
Charter of best practices	3
Encourage feasibility of multi-agency projects	2
Outreach to students in first and second year	1
Encourage possibility of multi-year/linked projects	1
Single-point community-university access	1
Regular community of practice	0
Mentoring	0
Community-based research ethics review strengthening	0
Set of templates/tip sheets for common community-academic issues	0
University-wide promotion of all opportunities for students	0
Getting feedback from faculty on ways to encourage student participation	0

The following organizations and departments were represented at the Peterborough Roundtable:

Community and Race Relations Committee of Peterborough	Trent University - Career Centre
Community Counselling & Resource Centre	Trent University – English Literature
Fleming College - Community Services	Trent University - Frost Centre for Canadian and Indigenous Studies
Fleming College - Environmental & Natural Resource Sciences	Trent University - Human Rights & Conflict Resolution
Frontier College - Student Services	Trent University - Instructional Development Centre
New Canadians Centre	Trent University - Nursing
Peterborough Green-Up	Trent University - Women's Studies
Peterborough Red Cross	United Way of Peterborough and District
Schizophrenia Society of Ontario	Workforce Development Board
Trent Centre for Community-Based Education	

4.0 City of Kawartha Lakes

In the initial go-around, participants talked about their involvement (or aspiring involvement) in community-university-college work.

Involvement in community-university-college work

- Trillium Lakelands District School Board: School-college-university work initiative; Dual credit program (i.e. high school and college credit at same time. For example: Fenlon Falls High School and Georgian College partnership); \$1.6 Million invested in partnerships with Durham, Loyalist and Fleming Colleges)
- U-Links Centre for Community-Based Research: Linking organizations and businesses in Haliburton County with research needs to university and college students and professors who are interested in undertaking community-based research projects.
- Agriculture Development, City of Kawartha Lakes: Agricultural Advisory Board...one emphasis is on youth retention, education and training.
- Common First and Second Semester - all Fleming College campuses: High school co-op hours on Fleming campuses; High school/college courses where gaps exist at the high school level; high school credit recovery program; curriculum renewal/design for applied project opportunities at all four Fleming campuses (e.g. natural resource sciences, early childhood education, community development).
- School of Environmental and Natural Resource Sciences, Frost Campus, Fleming College: Ecosystem management program (80 hour/12 week student placement; 11 years of operation, 250 projects). Clients include: Conservation Authorities, City of Kawartha Lakes.
- Alternative Wastewater Treatment, Frost Campus, Fleming College: University-college work - esp. cold climate research. Students getting applied research and networking experience. Community organizations getting needed projects completed.
- Health Promotion - Haliburton, Kawartha and Pine Ridge District Health Unit: Active transportation mapping through Fleming co-op program (GIS mapping); community-university research in Northumberland County - Queen's University students working with Coburg Planning Department; high school youth involvement in tobacco reduction marketing and education strategy.
- Economic Development, City of Kawartha Lakes: Unanimous council approval of Memorandum of Understanding with Fleming College in-principle.
- Centre for Learning and Teaching, Fleming College: College Task Force in fall 2008 to study innovative curriculum design for increased student engagement.
- Victoria County Career Services: Credit recovery program with high schools and colleges; new 'second career' program with colleges; youth apprenticeships with Pathways and JobConnect programs.
- Trent Centre for Community-Based Education (Trent Centre): Broker 60 student-involved community-based research and other types of projects annually in Peterborough County (with Trent University; 10-220 per-person hours; 85% voluntary sector). Involved provincially and nationally in community-academic work. Interested in brokering larger/faculty-involved research projects in Peterborough County, working with additional post-secondary institutions and investigating feasibility of community-based mechanism

and organization in CKL to join Trent Centre and U-Links in brokering Community-Based Education and Community-Based Research Initiative projects.

- Kawartha Lakes Community Futures Development Corporation (KLCFDC) – Part of Eastern Ontario Development Program; Overall, the relationship between the KLCFDC and Fleming College in Lindsay is very positive. Examples of KLCFDC-College projects include (but not limited to): a) focus group for skilled trades study that was included in Skills Institute proposal, b) KLCFDC funded Fleming to conduct Trans Canada Trail needs assessment (in preparation for 2010 Olympic torch relay), c) Ecotourism projects, d) living wall development at college (centre for alternative wastewater treatment), e) small business week partnership including co-coordination of day for youth (200 grade 8 students to tennis courts at college - stations on trades such as culinary, hairstyling, small machine operation), f) Skilled Trades Expo, g) Fleming Lindsay Principal (Blane Harvey) is an active participant on business development advisory board, h) Regionally, the CFDC is involved with the DNA Cluster, which includes a partnership with Trent University and many other local-to-international organizations (public, private, voluntary sector); KLCFDC is part of the Eastern Ontario CFDCs (two funding streams: first funding stream is distributed between 15 CFDCs. Second stream is devoted to regional applications. These applications must have direct impact on four to six regions of the 15 (e.g. broadband gap analysis study was funded through this stream).

In the initial go-around, participants were asked to identify the barriers and challenges they face in community-university-college work.

Barriers and challenges

- Lack of transportation infrastructure.
- Negative perceptions of the worth of a college degree.
- Lack of consistent, long-term opportunities for students (e.g. during a multi-year degree).
- Lack of financial supports.
- Lack of human resources.
- No mechanism for broader applications of the work being done (e.g. sharing knowledge/information beyond a single project).
- We need a more ‘youthful approach’ to this work.
- Lack of knowledge/inventory about what community-academic initiatives are underway.
- Lack of access to/sharing of community-academic literature, local community-based research and evaluation methods.
- Lack of community capacity to do community-academic work.
- Lack of research about how the non-profit community increases the economic development potential of the region.
- Loss of knowledge when students complete a project and leave the area.
- No common approach to hearing/understanding community needs.
- Handling community-academic project logistics.
- Making sure necessary skills are in place/developed for community-academic projects.
- Ensuring high quality deliverables.
- Meeting desired outcomes in a sustained way over time.
- Uncovering the root causes of conflict and turning them into opportunities for progress.

- Lack of data/mapping infrastructure for region.
- Weak community-university-college communications.
- Lack of pre-apprenticeship programs.
- Lack of understanding about increasing student learning with community-academic work.
- Unsure of capacity for growth.
- Difficult to measure progress/impact.
- No formal mechanism to set-up & broker larger/faculty-involved community-based research projects.
- No single-point access for different types of community-academic programs.
- Systemic barriers to participation (e.g. faculty review and promotion criteria not recognizing community-academic work).
- Provincial and federal policy and funding frameworks don't recognize value-added of equitable community-academic work.
- No community-based satellite/sister organization mechanism for Trent Centre/U-Links community-academic programs to work in new regions.
- There is service overlap in this region.

In the go-around, participants were also invited to suggest how these barriers could be overcome:

Overcoming barriers and challenges

- Determination and inclusion.
- U-Links and the Trent Centre have some resources in place to maintain the community-academic broker role in Peterborough and Haliburton Counties for seven years.
- Aligning student-involved projects with faculty research interests builds strength and sustainability into this work.
- More research on the potential for community-academic work to increase student levels of inside and outside the classroom engagement and learning at colleges and universities.
- There are many sub-committees of the local Agricultural Advisory Board where community-academic work could be useful.
- Community-centered and broad-based planning strategies for the region will help support community-academic work. For example: community mapping of "pockets of poverty."
- Identify community-academic champions and CKL ambassadors to support this work.
- Work with stakeholders most affected by issues - this will strengthen community-academic work. For example: working with marginalized youth on youth recruitment and retention.
- The MOU between Fleming and CKL that recognizes the value-added of working together is close to being formalized.
- Create a local data consortium to store and share information.
- Create a virtual access point (i.e. website) for students, faculty and host organizations to browse and post opportunities.
- Build on current successes like Fleming's applied learning and credit-for-product programs and the Community-Based Education Program at the Trent Centre/U-Links.
- Involve students in non-typical placements/projects outside core disciplines.
- Make sure all sectors are present with any community-wide, community-academic initiatives (e.g. Kawartha Manufacturing Association; Chambers of Commerce).

- Make sure to foster a local sense of place in any go-forward activity - so CKL does not get lost in regional initiatives.
- Create mechanism for community-based research ethics.
- Coordinate and offer training opportunities so individuals can learn how to participate in multi-stakeholder projects (e.g. internships, certification, courses, associations, mentoring).
- Raise long-term financial supports for participant needs (e.g. HR, transportation).
- Initiate strategies to review, and where necessary, advocate for change to faculty promotion and review criteria for community-academic involvement.
- Create community-based research chairs, scholars-in-residence and fellowships.
- Design and implement an impact study for community-academic work already occurring.
- Initiate a regional approach for coordinating local community-academic work - with the understanding that “we are stronger together.”
- Increase networking and sharing between community-academic programs.
- Investigate feasibility of community-based mechanism and organization in CKL to join Trent Centre and U-Links in brokering Community-Based Education and Community-Based Research Initiative projects.
- KLCFDC has five years of sustainable funding for the CKL region (and community-college-university projects if there is a good fit with KLCFDC priorities).
- KLCFDC conducted a community consultation exercise in summer 2007 involving multiple sectors and communities. Report released in fall 2007 - contains rich information and many recommendations related to community economic development and more. Report implementation has been stalled due to various factors (Municipal strike, budget processes, organizational review and strategic planning). KLCFDC hopes to re-engage report findings in fall 2008.

After the initial large-group go-around, participants were divided into small groups to further address the questions: *How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?* What follows is a list of actions and the level of priority assigned through a (relatively un-scientific) group prioritization activity.

Suggested actions	Number of votes
Community-based funding (i.e. increased collaboration on projects)	12
Social mapping centre (i.e. a place, a person) for GIS mapping; a place to propose projects and to find out what’s already happening	11
Hub/coordination mechanism “C-Links” (builds on Steering Committee idea below)	10
Inventory of community-academic programs in CKL and other neighbouring regions	9
Steering Committee with all players at the table - mandate-driven	8
Virtual network/infrastructure for communication	7
Increased opportunities for collaboration and communication	7
Determinants of health perspective	5
Data clearinghouse (archivist?) that leverages on work already happening	4
Recognition by college administration	1
Utilize Canadian Network for Community-Based Research to operationalize locally	1

Adequate physical and human resources	1
Continue to ask the question: “Who’s not here?”	1
Continue Roundtables as forum for dialogue	1
Celebrate/leverage what’s already happening	1

The following organizations were represented at the City of Kawartha Lakes Roundtable:

A Place Called Home	Kawartha Lakes Community Futures Development Corporation
City of Kawartha Lakes - Economic Development	Lindsay and Fenelon Falls Adult Education and Training Centres
City of Kawartha Lakes - Economic Development (Agriculture)	Haliburton-Victoria-Brock Ontario Early Years Centre
City of Kawartha Lakes – Health and Social Services	Trent Centre for Community-Based Education
City of Kawartha Lakes - Mayor’s Office	Trillium Lakelands District School Board
Clarington Board of Trade	U-Links Centre for Community-Based Research
Fleming College - Environmental and Natural Resource Sciences	United Way for the City of Kawartha Lakes
Fleming College - Centre for Learning and Teaching	Victoria County Career Services
Haliburton Kawartha Pine Ridge District Health Unit	

5.0 Durham

In the initial go-around, participants were asked to identify the barriers and challenges they face in community-university-college work.

Barriers and challenges

- No formal mechanism to set-up & broker larger/faculty-involved community-based research projects.
- No single-point access for different types of community-academic programs.
- Systemic barriers to participation (e.g. faculty review and promotion criteria not recognizing community-academic work).
- Provincial and federal policy and funding frameworks don't recognize value-added of equitable community-academic work.
- No community-based satellite/sister organization mechanism for Trent Centre/U-Links community-academic programs to work in new regions.
- The number of children being marginalized in the Durham region is increasing.
- Difficult to access local information and research about community issues.
- Difficult for community groups to analyse and act on information and research without supporting expertise.
- Bureaucracy of post-secondary institutions slows ability to do community-academic work.
- There is often a lack of communication between post-secondary institutions and community stakeholders on projects involving local issues.
- Lack of recognition of, and research on, the value of social infrastructure as it relates to community economic development.
- Lack of local data available for effective program and service delivery; gaps in information.
- Lack of financial and human resources.
- Community-based research is on the margins of 'valid' research.
- Although Trent University has a campus in Oshawa, faculty and students already have full workloads, might be spread across two campuses (i.e. Peterborough and Oshawa) and live in a third location. For these reasons it is sometimes difficult to build relationships locally.
- It is difficult to build a common agenda and language among diverse project stakeholders.
- Community-academic projects are often one-off (i.e. no continuity and researcher often leaves region with knowledge).
- Lack of recognition of community-academic work in faculty promotion and review.
- Public access to academic literature and research is limited.
- Community organizations need information/knowledge but often lack the skills or resources to conduct research - which may also affect research quality.
- Difficulty with historical (and current) power and resource imbalances between post-secondary institutions and communities - community-involvement often seen as tokenism.
- Private research consultants are expensive, often come from outside the region and usually have limited community stakeholder involvement.
- Lack of awareness of community-academic work occurring in the region.
- No regional inventory of community-academic programs/initiatives.

- Lack of rural perspective.
- Better coordination of leadership/volunteer services and supports is needed.
- Rural population is decreasing and aging.
- Students often lack skills to complete multi-stakeholder projects (e.g. conflict resolution)
- Urban population is increasing and placing unmanageable expectations on social services.
- Faculty lack the resources or skills to implement community-academic projects.
- Library perceived as “just books.” This is incorrect; it’s about information service delivery.
- Volunteers can’t be expected to deliver large amounts of services - it’s not sustainable.
- Lack of understanding of the value-added of community-university-college partnerships at post-secondary administrative levels - better communication needed.
- Duplication of service in social service sector.
- Perceptions that college and university is for ‘smart people’ - people can be intimidated.

In the initial go-around, participants were also invited to suggest how these barriers could be overcome.

Overcoming barriers and challenges

- Create mechanism for community-based research ethics.
- Coordinate and offer training opportunities so individuals can learn how to participate in multi-stakeholder projects (e.g. internships, certification, courses, associations, mentoring).
- Raise long-term financial supports for participant needs (e.g. human resources, supplies, transportation).
- Initiate strategies to review, and where necessary, advocate for change to faculty promotion and review criteria for community-academic involvement.
- Create community-based research chairs, scholars-in-residence and fellowships.
- Design and implement an impact study for community-academic work already occurring.
- Initiate a regional approach for coordinating local community-academic work - with the understanding that “we are stronger together.”
- Increase networking and sharing between community-academic programs.
- Investigate feasibility of community-based mechanism and organization in Durham to join Trent Centre and U-Links in brokering Community-Based Education and Community-Based Research Initiative projects.
- Include the voices of those involved.
- “Durham goes downtown” student-involved project.
- Community-academic mediator/go-between is important.
- Learn about community-based research practices in other regions.
- Research questions from Durham Hospice: a) perceptions of death and dying for newcomers; b) differing north-south Durham region program and service delivery needs (i.e. rural-urban)
- U-Links (Haliburton) has rich experience with community-based research in rural areas.
- On-line resources for community-academic work/partnerships.
- University-College ‘pathways’ initiatives - lots of joint program activity happening between Trent University, Fleming College, Durham College, Loyalist College - many multi-regional and multi-institutional partnerships already formed on this level.

- Community Development Council Durham (CDCD) is on University of Ontario Institute of Technology (UOIT) research ethics board.
- CDCD has completed phase one of a project investigating web-based portals - could be of use if web-based coordination of community-academic work is desired.
- Create a Centre of Excellence for Community-Academic Partnerships.
- Food and Science Technology Department (Durham College) - willing to offer in-kind support for leveraging proposals if linked to mandate; lots of opportunities for students to get involved; can also provide access to networks.
- The 2014 vision of Trent University is to offer opportunities for students to work with community and university populations for their benefit.
- Lift up/celebrate what's already happening.
- Trent University Business Council - newly formed to better connect the local Peterborough business and not-for profit sectors with Trent University students and faculty.
- Trent University Centres of Knowledge; five to six distinct Centres, each with connections to the community - inventories of community-academic relationships need to be conducted to figure out where gaps exist and where existing relationships can be strengthened.
- Learn from Young Women's Leadership Initiative (provincial).
- Research question: Does mandatory community-academic work (for students) provide the same benefit than opportunities where involvement was optional? This links to high school "40-hours" program in Ontario.
- Connect with Durham Region Association for Volunteer Administrators (especially for skills training).
- United Way Ajax-Pickering-Uxbridge (APU) has long history of involvement with Durham College and UOIT; United Way APU sometimes acts as a third party broker between community agencies and post-secondary institutions; partnering with CDCD on research projects currently.
- Repository of local information is needed - along with community-based research skills training and resources (e.g. library). That said, there are 'community information centres' at the local United Ways.
- United Way Oshawa-Whitby-Clarington-Brock & Scugog has recently renewed its relationship with Durham College and UOIT.
- Promote existing co-op programs.
- Look for business development opportunities and partnerships.
- Investigate the possibility of sharing information/data licensing between Public Library, Universities and Colleges.
- Public Library offers adaptive services for accessing information (e.g. for those with a visual impairment).
- Durham District School Board has 500 continuing education students (including new immigrants; individuals who are switching careers and improving literacy skills); part of mandate is to lower unemployment levels; have hosted many community roundtables with upstream (i.e. preventative) and downstream (i.e. deal with the crisis) focuses; many local partnerships (e.g. Durham College and UOIT course credit programs, John Howard Society); school board has the potential to leverage resources for future community-academic work.
- Ongoing forums/communication mechanisms to work better together.

- Fleming College in Lindsay has just partnered with a local environmental group on a community garden project - could be a model for future partnerships.
- Museum is working with Durham College (e.g. intellectually disabled adults transition program) and Fleming College (e.g. Museum program); there have been some research projects conducted in partnership with Fleming College; museum is/can be a repository for original documents.
- Trent University has a “Find an Expert” page on their website - although mostly geared toward media inquires, this model could be adapted for local organizations.
- There is a lot to document and learn from the history of this region.
- Investigate secondary and post-secondary linkages for community-academic work.
- Investigate “Village Quest” model for community coordination/multi-stakeholder projects.
- It’s important to continually ask the question: “Who’s not here?”
- Implement community-based models for community-academic work (as opposed to institution-based).
- Accelerate Ontario - funding opportunity for students working in community settings.
- Durham Region Training Board is initiating an immigration project this fall - there could be community-based research needs.
- Trent Centre provides free ‘cross-cultural support’ for community-academic projects (i.e. brokering multi-stakeholder projects with multiple interests) in Peterborough County - could be a model to learn from; Trent Centre maintains a public library containing many local research projects...and many resources about conducting successful community-academic projects.

After the initial large-group go-around, participants were divided into small groups to further address the questions: *How can these barriers be overcome? What can we do together to strengthen this work? What resources can you bring to the table?* What follows is a list of actions and the level of priority assigned through a (relatively un-scientific) group prioritization activity.

Suggested actions	Number of votes
Create a Centre for Community-Academic Excellence with the following elements:	24
a) Train, orient and prepare students and faculty to work with community groups (and vice versa);	
b) Repository of local information and past research;	6
c) Shared vision and leadership (community-wide and equal between academy and community);	1
d) Emphasize connections between non-profit and business sectors.	6
<i>In addition to Centre of Excellence idea:</i>	
- <i>A physical meeting place</i>	
- <i>Attentive to those without access to high speed Internet</i>	
- <i>Regular networking opportunities that are partner and action-oriented</i>	
- <i>Mechanisms to ensure benefit for students, faculty and community organizations need to be created and implemented</i>	
Youth involvement at all levels	12

Inventory of existing community-academic programs, resources and information; web-based and people-based (211 initiative could be a model to investigate)	10
Mechanisms to address cross-cultural breakdowns (e.g. between faculty members and local agencies)	5
Accountable and accessible funding	2
College-university workplace transition programs	2
Help funders and stakeholders understand that community engagement and relationship-building (i.e. trust-building and knowing one another) is part of a process that often comes before outcomes can even be predicted (i.e. fund more of the collaborative/social innovation process)	1

The following organizations were represented at the Durham Roundtable:

Clarington Board of Trade	Region of Durham
Community Development Council Durham	Region of Durham - Economic Development and Tourism
Community Living Ajax, Pickering & Whitby	Trent Centre for Community-Based Education
Durham College - School of Media, Art & Design	Trent University - College Partnerships
Durham Continuing Education	Trent University - External Relations and Advancement
Durham Hospice	Trent University in Oshawa - History
Municipality of Clarington - Community Services	Trent University - Instructional Development Centre
North House	United Way of Ajax-Pickering-Uxbridge
Oshawa Community Museum and Archives	United Way of Oshawa, Whitby, Clarington, Brock & Scugog
Oshawa Public Library	Visual Arts Centre of Clarington

6.0 Reflections and Next Step Recommendations

The nature of the conversation

As facilitator for all three Roundtables, I wanted to offer some overall reflections on the process. In addition, I had the chance to visit the Kitchener-Waterloo area on July 31, 2008 where people are involved in a similar community-university-college initiative with multiple educational institutions, community-academic programs and organizations from all sectors (i.e. private, public and voluntary) - I think this story is of value to the Roundtables process too.

From my perspective, dialogue about community-academic work is occurring on many levels. Geographically, there is the local level (i.e. City and County), the regional level (i.e. South-Central Ontario) and beyond. From a service delivery perspective, there are many community-academic programs (mostly institutionally-based) serving local and regional communities and involving multiple educational institutions. Finally and perhaps most importantly, the dialogue surrounding community-academic work is also grounded in the issues facing communities, how positive solutions can be generated and how to involve participants - especially students - in meaningful and educational ways.

An emerging common vision?

When reading the suggested action summaries from each Roundtable, it is striking how similar City of Kawartha Lakes and Durham actions are - keeping in mind that each Roundtable occurred in a different County and had different participants. It is also interesting to note how the Peterborough Roundtable suggested actions are largely focused at the program and service delivery level and the CKL and Durham Roundtable suggested actions are focused more at a service delivery coordination and governance level. Ironically, this situation mirrors the two levels of the Trent Centre vision and validates our involvement in the Roundtables process.

On one level, the Trent Centre envisions strong and sustainable *existing* program and service delivery with Trent University and organizations in Peterborough and Haliburton Counties. Not surprisingly, this is where the Peterborough Roundtable recommended actions are focused.

On a second level, the Trent Centre also envisions (if needed) strong and sustainable community-based program and service delivery in other South-Central Ontario regions between Trent University, other educational institutions, community-academic programs and local organizations. In order to explore this secondary level of our vision, we needed to begin conversations with people and educational institutions in other South-Central Ontario Counties. Indeed, the CKL and Durham Roundtables reflected this second-level conversation. Clearly more dialogue is needed with more stakeholders - even within Peterborough County if growth is to occur there. Despite this, the interest and enthusiasm in these initial three Roundtables is encouraging for this second-level vision, which is perhaps an emerging common vision.

Next step recommendations

I recommend that local (i.e. County-based) Steering Committees and a regional Steering Committee (with local Steering Committee representation) be formed to discuss the opportunities arising from the Roundtables in a series of three local meetings and one follow-up regional meeting in the fall of 2008. As a starting point, I suggest the local Steering Committees consider the following next steps in the following order:

Next step recommendations	Suggested order
Defining 'South-Central Ontario' region and considering involvement of different Counties	1
Involvement of secondary, elementary and non-institutional educational service providers (e.g. literacy foundation)	1
Involvement of all community sectors (i.e. economic, social, environmental)	1
Defining positive community-academic partnerships (or at least provide some guiding principles)	1
Institutional and local government buy-in (i.e. Universities, Colleges, School Boards, Municipalities) - focussing on stakeholder benefits and guiding principles	2
Investigate feasibility of community-based mechanism and organization in CKL, Durham and other regions to join Trent Centre and U-Links in brokering Community-Based Education and Community-Based Research Initiative projects	3
Proposal to Trillium Foundation (Province-Wide Program) or other potential funders to support implementation of regional and local processes (see below)	3
Inventory and gap analysis of existing community-academic programs, services and resources	4
Figuring out how local and regional coordination and resource-sharing will occur	5
Create and propose new initiatives where gaps exist	5

*Todd Barr
Trent Centre for Community-Based Education
October 31, 2008*

Report prepared by:



An independent broker of academic and community-inspired projects

292 London Street, Peterborough, Ontario

Mailing: 1600 West Bank Dr.

Peterborough, Ontario K9J 7B8 Canada

Phone: (705) 743-0523 Fax: (705) 743-7170

Email: info@trentcentre.ca Internet: www.trentcentre.ca