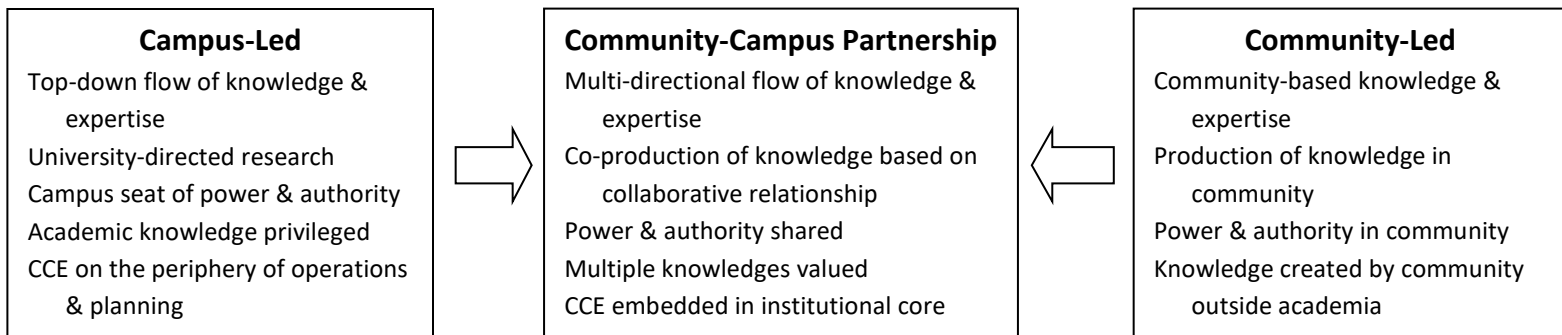# Assessing Culture Change in PSIs

Community Co-Lead   **Academic Co-Lead**

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Campus-Led	**Community-Campus Partnership**	**Community-Led**
Top-down flow of knowledge & expertise University-directed research Campus seat of power & authority Academic knowledge privileged CCE on the periphery of operations & planning	Multi-directional flow of knowledge & expertise Co-production of knowledge based on collaborative relationship Power & authority shared Multiple knowledges valued CCE embedded in institutional core	Community-based knowledge & expertise Production of knowledge in community Power & authority in community Knowledge created by community outside academia

Key question informing our work:

How might 'community-first' approaches to community-campus engagement (CCE) be more effectively embedded within post-secondary institutions (PSIs)?

What we've learned so far:

- **Culture change** occurs when the ethics of CCE are authentically **integrated into the everyday practices** of the PSI, with **principles of reciprocity and mutuality** deeply embedded **from the periphery to the core;**
- **Engaged campuses** embed an ethic or philosophy of community-first CCE across organizational mission, planning & structure, curriculum & pedagogy, faculty workload, reward & recognition, community partnerships, and student engagement;
- **Aligning CCE language and definitions** across PSI mission and vision statements, strategic planning documents, budgets, and public relations **ensures effective dialogue and communication**, key for enhancing buy-in and community-campus relationships;
- Necessary **boundary-spanning leadership** across all levels of campus administration, as well as at external funders, government, and public agencies, is systematically enhanced when **CCE capacities are embedded in job descriptions** and **regularly celebrated** in campus and public communications;
- **Centralized engagement units** promote more **accessible CCE pathways** and enhance the visibility, legitimacy, and sustainability of the CCE movement, provided the CCE mandate is not (perceived to be) constrained to the engagement office;
- **A healthy balance** of protected, internal funding and application-based external funding demonstrates **campus-wide support and off-campus respect** for CCE as a **credible funding pathway**, a message key for advancing the CCE movement considering the high value placed on funding as a metric of success in higher education;
- Supports for engaged faculty formalized in **promotion and tenure policies** are crucial for **recognizing and empowering scholars** in ways that remove CCE from the domain of the extra-curricular to place it firmly 'on the desk';
- **Co-creation of meaningful assessment** of the impact of CCE on communities, students, broader society, and higher education is key to **legitimizing CCE and advocating for sustainable funding pathways**, particularly in the neoliberal era of privatization, for-profit research, and data-based indicators of success.