

# Brandon, Manitoba, Roundtable

## Brandon University

May 22, 2018

**Co-hosts:** Deanna Rexe (Assiniboine Community College) and Heather Duncan (Brandon University)

**Participants (43):** Academic Administrator (10), Academic Faculty (7), Student (1), Community (17), Government (8)

*We respect the treaties that were made on these lands and acknowledge that Brandon is located on Treaty 2 Lands, traditional homelands of the Dakota, Anishanabek, Oji-Cree, Cree and Metis peoples.*



### Highlights of the SOAR

**Strengths:** Great partnerships and a MOU already exist between the city of Brandon, ACC, and BU, which lays a strong foundation for future work. People are working together, and the resulting community supports many initiatives/causes. Communities are also breaking down silos – working together by mobilizing community, Indigenous peoples, 1<sup>st</sup> generation students, and engaging with community foundations. A topic that exemplifies the strength of these partnerships is community safety, and is of key importance. The roundtable participants shared that there is a general willingness and momentum for CCE work right now. There is a strong interest in collaboration and sustaining current relationships and partnerships. Organizations are open and willing to partner in many areas.

Staff at community organizations bring with them diverse capabilities and interests. Similarly, current faculty bring a lot of expertise, connections and resources beyond Brandon, including diverse experts in related and supportive fields. There is also a strong community expertise at BU, ACC and within the community. Participants reported that although communication between college and university is strong, it could be improved upon and strengthened.

Participants felt that students come with a desire and ability to contribute; and reported many opportunities for student placements. Overall, youth involvement is seen as a key priority, as youth are positioned as next generation of leaders.

Participants also shared a number of equity promoting initiatives, including: 1) help for Indigenous people to make plans for studying, and 2) inclusion of cultural diversity in education in cadet training. Finally, participants expressed that more needs to be done to “toot the whistle” to celebrate the big and small successes.

**Opportunities:** Participants shared that the current challenges are: lack of time, resources and funding, which prompts greater need to collaborate. CCE is seen as an opportunity to invest in “generations to be” and connect what can happen on campus with strengthening

the community. There is an interest in spending more time cultivating partnerships with BU/ACC to look for bigger partnerships and to capitalize on new international and local ideas and opportunities (i.e. BU downtown campus).

Participants see potential in redefining organizational goals, collaborating across the city, connecting to government policy and TRC recommendations. They also noted a key need for strengthened or more effective communication via hub or portal, to share knowledge and best practices. Other opportunities suggested by the participants include: champions in communities and building coalitions to make a stronger case for funding support. There was also a suggestion for some MP's to oversee council to "centralize" on coordinate supplies and demands. Finally, participants are interested in cultivating new partnership outside of the norm/regular, (i.e. volunteer programs).



**Aspirations:** Participants aspire for a more respectful and accepting community; incorporating Indigenization and decolonization strategies are of great importance. A key priority is to have more people in position that are permanent and representative of First Nations. Another priority is to strengthen cultural activities for international students. Participants strongly recommend considerations of and acceptance of diversity and different ways of learning and training, as there is a need for people for different careers. Engaging students should be part of building community that they want to live and work in.

Research and data can drive partnership and collaboration. Connecting CCE to other initiatives such as the national housing strategy can be of great benefit. Participants shared that learning about what is happening on other places can be helpful i.e. looking at Saskatoon for community mobilization in public safety. The participants aspire toward a greater international collaboration which can facilitate opportunities for greater impact; key priorities toward this goal include how to access, sustain, and evaluate progress.

Participants are interested in moving into "action" with more operationalized discussion, follow up on what they intend to accomplish, and defined projects. Participants felt that there will be a more consistent flow of projects that build base for activity that will draw more activity. They are also looking for opportunities to connect more frequently (regular basis) with larger/open audiences. When a community is in need, it would be great to communicate it, identify available resources and work on addressing the need. Participants perceive it as "community" together towards tomorrow.

**Results:** CCE can make a big difference if the University and College are seen as visible resources that (who) can be looked to for support and help. There is opportunity to lean on our experts. Envisioned impacts for students include more access to proper jobs, more information and experience with different organizations. This is important to community as well, as one of the central goals of CCE is to have more engaged students who want to stay in Brandon. Evaluation is of importance and other indicators of success can include: when both parties feel satisfied; more closer-knit community; and stronger relationships between community organizations, both ACC and BU, and students. Participants envision that CCE will result in more engaged community members and more active use of spaces.