COMMUNITY-CAMPUS ENGAGEMENT (CCE) BROKERING, PARTNERSHIP TOOLS, AND STUDENT PATHWAYS TO ENGAGEMENT: AN ENVIRONMENTAL SCAN

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Community First: Impacts of Community Engagement (CFICE), a major SSHRC-funded project, aims to strengthen Canadian communities through action research on best practices of community-campus engagement. We ask how community-campus partnerships can be done to maximize the value created for non-profit, community based organizations in four key areas: poverty, community food security, community environmental sustainability, and reducing violence against women.

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1.0 INTRODUCTION

Community partners enter into community–campus partnerships anticipating mutually beneficial experiences and outcomes. Examinations of community partners' perspectives in partnering with academic institutions, however, have shown the presence of less-than-satisfactory experiences. For instance, community partners have asserted that "benefits for researchers outweighed benefits for community partners in type and in magnitude" (Alcantara, Harper, Keys, & The Adolescent Medicine Trials Network for HIV/AIDS Interventions, 2015, p. 476). Similarly, in surveying community partners' experiences partnering with academics in learning and research projects, about half reported receiving "somewhat satisfactory" support or less from the academic institution and their own organizations, and a majority of respondents felt limited in participating as an equal partner (Dorow, Stack-Cutler, & Varnhagen, 2011). After addressing daily pressing needs in their organizations and communities, community partners are often left with limited time and resources to devote to research partnerships, thus feelings of putting in more than they are getting back from community–campus partnerships can be common (Lantz, Viruell-Fuentes, Israel, Softley, & Guzman, 2001; Petri, 2015).

Community-First: Impacts of Community Engagement (CFICE) is a seven-year SSHRC-funded action research project aimed at strengthening Canadian communities by asking the question: *How can community campus partnerships be designed and implemented to maximize the value created for non-profit, community-based organizations?* For CFICE, **being community-first means** engaging in *equitable* partnerships to *co-create* knowledge and action plans for addressing pressing community issues (Community-First: Impacts of Community Engagement, 2016).

CFICE is entering into Phase II: Cross-Sector Work (2016–2019). The purpose of this report is to inform the planning of Phase II by conducting environmental scans for the Community-Campus Partnership Brokering, Partnership Tools, and Student Pathways Working Group. The report is presented in three sections: (1) community-campus partnership brokering models, (2) partnership tools, and (3) student pathways for community engagement.

While the Working Group focus areas are presented separately in this report, it is important to note that there is much overlap in the community-based principles and positive practices involved in initiating and maintaining community-campus partnerships, using tools to evaluate partnership processes, and developing student pathways curriculum to ensure that community-based organizations engage as equal partners, which can be found throughout the report. For instance, community partners expressed a need for coordination and community engagement

infrastructure within academic institutions, which would assist in navigating and supporting engagement opportunities between communities and academic institutions (Dorow et al., 2011; Petri, 2015). To address this need, positive practices can be found in brokering community–campus partnerships, establishing multi-year student pathways, and making available partnership tools to assess readiness to engage in partnerships. Another example of connection among the three sections is in addressing the oft-cited challenge expressed by community partners of having limited opportunities for feedback (Dorow et al., 2011; Petri, 2015; Tryon & Stoecker, 2008)—follow-up that is needed to assess the impact of student learning opportunities and community–campus partnerships. Tools found within the Partnership Tools section of this report can help inform community–campus partnership brokers as well institutions implementing student pathways curriculum when mapping opportunities for partner feedback and project evaluation.

1.1 ENVIRONMENTAL SCAN APPROACH

Information was gathered through several sources:

1. Working Group meeting presentations in Ottawa (February 2016)

- Six organizations presented, in-person or virtually, to the Working Group members: the New Brunswick Social Policy Research Network (Bill MacKenzie); Trent Community Research Centre (John Marris); Ottawa Eco Talent Network (Jason Garlough); Pathways2Potential (Adam Vasey); Station 20 West (Rachel Engler-Stringer, Lisa Erickson); SKIP - Volunteer Alberta (Katherine Topolniski, Annand Ollivierre); Living St. John (Cathy Wright)
- Organizational representatives were asked to respond to questions sent to them in advance, including information about themselves and their organization, how their models work in regards to partnership brokering, the platforms and tools used to support community–academic relationships, funding sources, facilitators and challenges of models, and aspects that can be replicated/scaled. Working Group members asked additional questions following the presentations.

2. CFICE Working Group member telephone interviews (February – May 2016)

- Conducted semi-structured interviews (approx. 30 minutes per interview) with the eight Working Group members inquiring about their awareness of partnership brokering models, partnership tools, and student pathways curriculum examples.

3. A review of the academic literature in each of the three areas using PsycInfo database, CFICE documents, and organization websites and resources

4. Telephone interviews (March – August 2016)

- Conducted semi-structured telephone interviews (approx. 1 hour per interview) or email interviews with Jill Flaman, Community Service Learning Program Coordinator, University of Alberta; Joanna Ochocka, Co-Director, the Centre for Community Based Research, Waterloo, Ontario; Bethan Prosser, Helpdesk Manager, Community University Partnership Programme, University of Brighton, UK; and Mary Atkinson, Coordinator, Food Research Collaboration, UK

A special thank you is extended to the interviewees and others who shared resources and information that contributed to this report including: Geri Briggs, Director of the Canadian Alliance for Community Service-Learning; Stephanie Solomon Cargill, Assistant Professor of Health Care Ethics at the Albert Gnaegi Center for Healthcare Ethics at Saint Louis University; Shauna Sleight, Director of Campus Recreation and Wellness at Western Carolina University; Jocelyne Daw, Founder and CEO of JS Daw & Associates; Jill Wyatt, CFICE Steering Committee member; Dr. Karen Szala-Meneok, Senior Ethics Advisor, McMaster Research Ethics Secretariat.

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2.0 COMMUNITY–CAMPUS ENGAGEMENT BROKERING

Across Canada and internationally, academic institutions and funders are increasingly promoting connections between community partners and academics to collaboratively address pressing social issues. These kinds of partnerships can "provide an avenue to address challenges that face society in new and innovative ways by bringing together knowledge, tools, and skills not previously combined" (Schwartz, Weaver, Pei, & Miller, 2016). A community-driven research approach ensures that decision-making is shared, community partners have more equitable power with academics, results will be community-relevant, capacity will be built in communities or organizations, and work can be sustained after funding ends (Baquet, 2012; Lindamer, et al., 2009; Naqshbandi et al., 2011). There are examples in the literature of successful community–campus partnerships (e.g., Holliday, DeFalco, & Sherman, 2015; Lantz, Viruell-Fuentes, Israel, Softley, & Guzman, 2001; see also Asadian, 2015), and in recent years there has been increased focus on understanding the facilitators that contribute to partnership success (i.e., Keyte, 2014; McNall, Reed, Brown, & Allen, 2009; Sandy & Holland, 2006; VanDevanter et al., 2011). Community–campus partnerships can be formed in numerous ways (Schwartz et al., 2016). One route is through a partnership broker. Through this scan of the current community–campus partnership landscape, it is clear that brokering models create a bridge for community organizations and academic institutions to initiate relationships. Lacking, however, is an understanding of why some brokering models are successful and have wide impact, while others struggle to sustain partnerships, funding, and human resources. This section is presented in three parts:

- First, it provides a definition of community–campus engagement brokering and a description of the roles and responsibilities of a broker;
- Second, it provides an understanding of the need for brokers and what has been done to promote this work; and
- Third, it provides a look at pitfalls that can prevent community–campus engagement brokering models from succeeding and facilitators of models' success.

2.1 DEFINITION AND ROLES

A community–campus engagement broker or broker organization is a coordinating organization that acts as "an active go-between or intermediary between different organisations and sectors (public, private and civil society) that aim to collaborate as partners in a sustainable

development initiative" (Tennyson, 2005, p. 8; Ivery, 2010). Tennyson (2005) differentiated brokers based on three dimensions: (a) internal vs. external, (b) individual vs. organizational, and (c) proactive vs. reactive. Internal brokers are people within a partner organization that prepare the organization for multi-sectoral collaboration, represent the organization within a partnership, and manage the partnership, whereas external brokers are often contracted by one of the partners to facilitate partnership agreements, build capacity, and maintain and monitor ongoing partnership effectiveness. A partnership broker can be an individual, whereas a team of brokers can exist within a unit of a partner organization, tasked to build partner relations on behalf of the organization, or can be an independent organization that functions to establish partnerships between partner organizations. A proactive broker typically initiates and builds a partnership, while a reactive broker is assigned the role of coordinating a partnership or implementing decisions on an organization's behalf.

Projects and partnerships are often context-specific, so the role that brokers play will often differ depending on partners' needs. However, there are some core roles and activities among brokering experiences (see Figure 1 and Box 1).
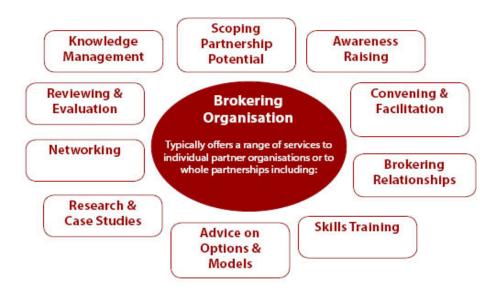

Figure 1. Typical activities of an independent organisation undertaking partnership brokering functions (Tennyson, 2014)

Box 1: Typical partnership brokering activities around the partnering cycle (Tennyson, 2014)

Phase in the partnering cycle	During this phase partnership brokers are likely to be helping partners to:
Scoping & Building	• Initiate / engage with the idea of partnering • Make the case to potential partners / donors / decision-makers • Scope the possibilities • Energise and enthuse key players • Build good working relationships • Manage expectations • Undertake initial / outline planning • Reach agreement (about whether or not to partner)
Managing & Maintaining	• Build governance arrangements • Deepen organisational engagement • Develop a communications plan • Build partnering capacity • Problem solve constructively • Agree benchmarks for later evaluation
Reviewing & Revising	• Agree evaluation procedures • Assess the impact of the partnership • Draw out and apply lessons • Review efficiency of the partnership • Review the 'added value' to partners • Brainstorm new ideas / further developments • Make any necessary changes to the form / function of the partnership
Sustaining Outcomes	• Discuss 'moving on' choices • Recognise and celebrate the partnership's achievements • Reach agreement on information for the public domain • Identify further champions and spheres of influence • Work to ensure that outcomes are sustained • Manage closure / moving on procedures

Community–campus engagement brokers can be tasked with finding suitable partnerships with which to build relationships, ensuring partners develop agreements, coaching partners to promote equity within the relationship, building capacity to collaborate within an organization or community, keeping the partnership focused and moving forward, and problem-solving and mediating partner conflict (Phipps, Johnny, & Wedlock, 2015; Tennyson, 2005). Specific to research project development, brokers may provide partners with support in designing and implementing a research project, training in research skills "to help community members participate as research partners not research subjects" (Phipps et al., 2015, p. 81), and support in developing ways to use results for program improvement. Keating and Sjoquist (2000) provided examples of the diverse activities and roles taken on by the Community Design Center of Atlanta, an external community outreach agency acting as a community–campus engagement broker: "Staff suggested potential projects, provided university faculty with introductions and entrée to community groups, helped negotiate and design specific projects, partnered on projects, advised on other projects, housed and supervised interns and graduate assistants, co-taught practicum courses in urban planning, played a central role in completing student-based projects, and provided follow-on technical assistance to many of the community groups" (p. 147).

2.2 WHY COMMUNITY–CAMPUS ENGAGEMENT BROKERS ARE NEEDED

Forming community–campus partnerships has been associated with benefits and positive outcomes, including addressing social justice issues, growing organizational and community capacity, and increasing the research on a community issue (McNall et al., 2009; Sandy & Holland, 2006; Spoth, 2007). However, challenges including addressing power differentials among partners, developing and sustaining trust, and turn-over of partners can accompany engaging in community–campus relationships (Keyte, 2014; Sandy & Holland, 2006; Schwartz et al., 2016; VanDevanter et al., 2011).

Fortunately, community–campus engagement brokers can be advantageous in acting in an intermediary role between communities and academic institutions. For example, brokers are valuable in addressing power and resource imbalances by working to ensure all partners are heard and that the control of the project is shared among community and campus partners (Keating & Sjoquist, 2000; Ochocka, Janzen, & Nelson, 2002; Reeve, Cornell, D'Costa, Janzen, & Ochocka, 2002). Phipps et al. (2015) noted that "by being responsive to the needs of community, supporting collaborations that originate from community, and maintaining a commitment to working towards a balance between community and academic expertise, a knowledge broker can begin to address power differentials between community and university

collaborators" (p. 71). Because staffing changes often occur in communities and on campuses, brokers can help maintain continuity of involvement and keep the momentum going throughout a project, despite partner changes (Keating & Sjoquist, 2000). Brokers also can help overcome constraints of an academic schedule: "The availability of a professional who will complete a report or finalize negotiations with a community group after the semester ends and the students have left avoids the *hit-and-run* syndrome that has offended so many communities that have been objects of university studies" (Keating & Sjoquist, 2000, p. 146).

2.3 PITFALLS TO MAKING BROKERING MODELS WORK

Several common pitfalls can impact the success of the functioning of a brokering model: (a) failing to find a balance between directing and letting others lead, (b) lack of or limited funding, and (c) issues with engaging others and learning from mistakes.

Directing vs. Knowing When to Step Back

A common challenge expressed in the literature is brokers failing to find a balance between directing the partnership and letting the partners lead. If brokers hold on to their own ideas too firmly, this could be detrimental to the partnership (Partnership Brokers Association, 2012); knowing when to step back can be a challenge (Evans & McClinton-Brown, 2016). While internal brokers are likely well-informed to work through organizational issues, they may be perceived as being biased to their own organization's way of doing things and not open to new partnership ideas, whereas although external brokers can be more impartial to organizational politics, they may be viewed as being too distant and less committed when the partnership experiences difficulties (Tennyson, 2005). Changes within a brokering model can impact brokers' work with partners. Ivery (2010) noted, **"**when a broker organization faces challenges and uncertainty within the organizational environment, the relationship with the partnering organizations will be affected as it shifts its focus to internal pressures. It is often a challenge for broker organizations to balance the tension between organizational and partnership capacity, especially if the internal structures are not prepared to deal with change" (p. 24).

Lack of or Limited Funding

Limited funding and/or a lack of core funding can impact the capacity of a community–campus engagement brokering model to continue to provide useful services to sustain partnerships and projects (Naqshbandi et al., 2011). Without consistent funding sources, much effort needs to be invested in constant grant writing (Baquet, 2012; Keating & Sjoquist, 2000) and reliable service is not guaranteed. Keating and Sjoquist (2000) cautioned that in some instances, a constant search for funding can result in "the choice of projects that are undertaken is largely determined by whatever kinds of projects are popular with funding agencies. The needs of communities can

be overlooked if they do not require the kinds of projects that funding agencies are willing to underwrite" (p. 155).

Engaging Others and Learning from Mistakes

Additional challenges for community–campus engagement brokering models include having a racial imbalance in the partnership, getting faculty members engaged in community–campus partnerships, and being vigilant about keeping the needs of the partners in mind (Keating & Sjoquist, 2000). Keating and Sjoquist (2000) explained an instance in which the attendance and enthusiasm within community advisory committee meetings dropped—because many projects were taking place within the partnership, which required meetings, attending more general meetings on top of specific project meetings overburdened partnership members.

2.4 FACILITATORS FOR MAKING BROKERING MODELS SUCCESSFUL

While it is evident that community–campus engagement brokering is not without its challenges, community and campus partners are beginning to share "what works" for establishing successful partnerships and community–campus engagement brokering models. Although not exhaustive, facilitators include (a) creating infrastructure for the brokering model, (b) understanding the strategies and skills that can promote brokering success, (c) taking a community first approach to partnering, (d) taking time to build and maintain trust within partnerships, and (e) making use of evaluation tools and strategies throughout the brokering process. Each of these facilitators is briefly discussed below.

Infrastructure for the Brokering Model

During the early stages of developing a community–campus engagement brokering model, planners and decision-makers should invest in upfront planning time. From their experience of setting up an interdisciplinary and interconnected science shop model, The Community University Exchange, Tryon and Ross (2012) advised that the "core planning team spent more than an academic semester planning for the pilot project and still found that more time could have been spent in the project development stage. Planning continued throughout the pilot semester" (p. 209). To increase the chances of success when setting up a brokering model, Pauzé (2013) advised to "separate the process of developing a governance structure, from the process of discovering the purpose and priorities of the partnership. Figure out where you are going first, and then decide on the governance structure that will best help you get there." Brokering organizations also need competent and consistent leadership to sustain themselves as well as the partnerships they build (Ivery, 2010). Community–campus engagement brokering models should also have formal administrative infrastructure (Keating & Sjoquist, 2000), a clear definition of the relationship of the broker to the partnership (Tennyson, 2005), guidelines and

tools established to follow up with partners requesting assistance (Phipps et al., 2015), and flexibility in providing year-long community partner and student support. Indeed, students recommended creating "a two-semester commitment of linked coursework or independent study for some of the future project work so that students would have time to get oriented to the community and develop relationships before beginning the main research project" (Tryon & Ross, 2012, p. 206).

Understanding Strategies and Skills

To achieve stability, community–campus engagement brokers need to be able to identify problems, develop strategies for overcoming challenges, plan, implement plans, and evaluate plans (Naqshbandi et al., 2011). Successful brokers can empower and support partners without controlling and overdirecting the partnership (Partnership Brokers Association, 2012), and can invest time, be committed, and flexible in the face of changes of partners and priorities (Lindamer et al., 2009). That being said, as Tennyson (2005) advised, "Good brokering is not a substitute for good partnering. It is always the partners themselves that are central to, and ultimately responsible for, making their partnership work. So a good broker works continuously to build capacity and systems within the partnership – thereby promoting healthy interdependence between the partners rather than partner dependence on the broker" (p. 5).

Taking a Community First Approach

Recognizing strengths and limitations of community partners and community-based organizations before starting a project can help community–campus engagement brokers appreciate partners' capacity (e.g., time, human resources, funds) and keep this in consideration as the partnership progresses (Keating & Sjoquist, 2000). Staff members at the Institute for Sustainable Solutions, Portland State University, act as brokers who contact faculty members individually as well as facilitate faculty support workshops where faculty members can meet community partners to learn about their needs (Holliday et al., 2015). To help decide on a partnership project to broker, the staff members use a strategy screen, which includes potential impacts for partners (high vs. low) on the y-axis and potential resources required by the partner (high vs. low) on the x-axis (see Holliday et al., 2015). An ideal project, rated as a "1," is a project expected to result in higher impact while requiring low resources from community partners. Holliday et al. (2015) provided detailed criteria and questions they ask potential partners during initial meetings to ensure that the potential project is a good fit with community partner's interests and needed resources. As a way to allow for more meaningful engagement with community leader organizations, the Knowledge Mobilization Unit at York University assists with structuring funding applications so funding can be shared with the community and held outside of the university (Phipps et al., 2015). From their experience of developing a pan-

Canadian network of partners in First Nations communities in Canada, Naqshbandi et al. (2011) noted the importance of valuing partners' and communities' ways of communicating and partnering so brokers can honour these practices (see also MacKenzie, 2016; Stiegman & Castleden, 2015).

Taking Time to Build Trust

Working with a partnership broker allows universities to bring their expertise to community partners to engage in an equal partnership without the skepticism often associated with unilateral university efforts (Keating & Sjoquist, 2000). At a recent community–campus conference, Community–Campus Partnerships for Health 2016, two partnership brokers from the Stanford University Office of Community Health shared their experience of establishing trust with community advisory board members. Evans and McClinton-Brown (2016), two brokers working to help establish a community advisory board, had many years of experience working in the community before becoming affiliated with Stanford University and they felt very much a part of the community. However, because the brokers were coming from an academic institution, community members did not feel that they were part of the community. After having an open, honest discussion with the community advisory board members about what they thought about the university, the brokers found that lines of trust started to become established between the two groups and the partnership was able to move forward.

Using Evaluation Tools and Strategies

Part of maintaining and sustaining a partnership includes evaluating the partnership process and developing strategies for continued engagement (Burke, 2013; Evans & McClinton-Brown, 2016). Phipps et al. (2015) highlighted the importance of tracking outputs (e.g., number of opportunities for partnerships, number of partnerships attempted, number of partnerships successfully developed, reasons for partnerships not developing after an initial meeting, impact of partnership/project on partners) to develop an evidence-based process for monitoring community–campus engagement brokering activities. A utilization-focused evaluation approach allows brokers to examine the partnership throughout the stages of the research process (Mundy, 2013). Perceived partnership characteristics important for the success of partnerships as well as partnership benefits can be assessed (McNall et al., 2009, see also Hundal, 2013). It is recommended that brokers use tools for self-assessment and reflection (see Partnership Brokers Association, 2016, for specific tools). A variety of tools to assess partnership characteristics, monitor partners' expectations, and measure progress and outcomes, among other areas, can be found in the Partnership Tools section of this report.

2.5 BROKERING MODEL EXAMPLES, DIMENSIONS, PLATFORMS, & CASE STUDIES

Community–Campus Engagement Brokering Models

A key purpose of this environmental scan was to gather examples of various community–campus engagement brokering models. Models were then grouped into loose categories, with some examples being easier to classify than others. As can be seen in Table 1, categories included:

(a) **Community-based broker models**, such as community-based research centres that may have non-profit or charitable status and exist independently of academic institutions;

(b) **Community–university based broker models**, which include a combination of university and community members and although often housed at a university, the main purpose of the broker is to provide services outside of academic institutions;

(c) **University-based broker models**, such as science shops, service learning, and outreach partnership offices;

(d) **Networks** of community partners, academics, citizens, policy-makers, and other stakeholders with an aim to act as a broker in connecting individuals and organizations for a common cause;

(e) **Funder-based broker models** (SSHRC's CURA, Partnership Grants); and

(f) **Other broker models**

Information about brokering models (i.e., description, community first practices, funding, and platforms to promote connections) presented in Table 1 was taken directly from brokers' websites.

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
Community-based brokers				
The Centre for Community Based Research St. Paul's University College in Waterloo, Ontario http://www.communitybasedresearch.ca/	The Centre for Community Based Research (CCBR) is an independent, non-profit organization located in Waterloo, Ontario. Founded in 1982, CCBR believes in the power of knowledge to impact positive social change.	Passionate about bringing people together to use knowledge to provide real and innovative solutions to community needs. Approach to research is participatory and action-oriented in a way that mobilizes people to participate as full and equal members of society. Community members, marginalized groups, community organizations, government ministries, social and health services, and educational institutions all collaborate with CCBR and benefit from CCBR's work. Involving community researchers demonstrates CCBR's commitment to social justice--providing employment and training to people at the heart of the matter.	Receive no core funding; rely on an entrepreneurial spirit in collaboration with many partners to start new projects. Typically, new projects are initiated in one of three ways: (1) Contract CCBR directly to fulfill service needs; (2) Develop and submit a joint funding proposal in response to a tendered request for proposal; (3) Partner with CCBR to shape and seek resources for partner's own project ideas.	Telephone, email, website
The Community Network for Research Equity & Impact United States https://ccph.memberclicks.net/network-for-research-equity	Seeks to ensure that communities have a significant voice in decisions about research practice and policy, are true partners in research, and fully benefit from knowledge gained. The resulting network, formally established in January 2013 as the Community Network for Research Equity and Impact, aims to ensure that communities have a significant voice in decisions about research practice and policy, are true	Uniquely designed "by and for" community partners, the forums have built an ongoing network for community partner professional development and peer support. Report articulates an Agenda for Action and	Community-Campus Partnerships for Health (CCPH) and the Center for Community Health Education Research and Service (CCHERS) obtained NIH R13 funding for three successful National Community Partner	Can fill out a form to join the network

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
	partners in research, and fully benefit from the knowledge gained through research.	describes how communities want a shared, balanced, and equal ownership stake in the decision making systems for research at federal, tribal and state levels, and within academic institutions. It is free to join.	Forums on Community-Engaged Health Disparities Research held in 2011 in Boston, in 2012 in Washington, DC and in 2014 in Chicago.	
Trent Community Research Centre Peterborough, ON http://www.trentcentre.ca/	An independent, charitable organization that connects students and faculty with local organizations to create community-based research, service learning and experiential education opportunities that enhance the social, environmental, cultural and economic health of our communities.	Projects are community-initiated	Trent University; diverse sources of revenue which provide the resources to attract and retain skilled and knowledgeable staff and sustain its operations.	Website, telephone, face-to-face
University Community Partnership for Social Action Research Network Arizona State University (head office) http://ucpsarnet.iglooprojects.org/ **Global Volunteer Match:** http://ucpsarnet.iglooprojects.org/opportunities/gvmatch	Dedicated to the education of the next generation of community leaders by compiling and housing an interactive online library of resources and facilitating cross-sector collaborations, networking, and multicultural dialogues. Helps develop partnerships between universities, community organizations, local governments and corporate businesses. This is achieved by: 1. Disseminating knowledge about Millennium Development Goals (MDGs) and providing a platform for the multicultural exchange of visions, ideas, and practices aimed at MDGs 2. Co-organizing international conferences related to MDGs 3. Organizing virtual events by bringing together community activists, university faculty and students from different parts of the world to discuss effective ways of addressing community needs 4. Promoting projects addressing MDGs and assisting organizational members in developing new projects;	Created and is governed by students and community activists. Values: (a) Leadership potential in people of all ages, races, and genders; (b) Personal awareness, development, and responsibility; (c) Multiculturalism and diverse world views; (d) Communal action, social responsibility, and local ownership; (e) Networking, partnerships, and alliances; (f) Nonviolence, (g) The natural world Contributes to the education of a new generation of culturally-sensitive community leaders.	At different stages of its history the network was sponsored by the following organizations in form of funding and in-kind contributions: ASU College of Liberal Arts and Sciences, ASU Department of Psychology, Center for Community Based Research, Centre for International Governance Innovations, Warsaw School of Social Psychology	IGLOO platform software Global Volunteering Match Can connect with members via member profile, blogs, and forums

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
	5. Offering community related courses based on the UCP-SARnet portal 6. Providing information about educational opportunities for current and future community leaders 7. Matching volunteers with volunteering needs of organizational members and knowledge partners 8. Promoting the mission and projects of organizational members and knowledge partners. Goal is to bring together students, teachers, community professionals, activists and government officials worldwide by creating opportunities for networking, collaboration, sharing knowledge and inspiring community action research.			
Vibrant Communities Canada Housed at the University of Waterloo http://tamarackcommunity.ca/g2_WhatIsVC.html	Vibrant Communities is a pan-Canadian, action-learning initiative that supports and explores promising local solutions for poverty-reduction. Vibrant Communities links communities across Canada, from British Columbia to Newfoundland and Labrador, in a collective effort to test the most effective ways to reduce poverty at the grassroots level.	A community-driven effort to reduce poverty in Canada by creating partnerships that make use of our most valuable assets – people, organizations, businesses and governments.	The J.W. McConnell Family Foundation, Caledon Institute of Social Policy, Human Resources and Social Development Canada, Tamarack – An Institute for Community Engagement.	Through this site, you can discuss ideas and questions about multi-sector poverty reduction efforts, find other people who share similar topics of interest, and access resources from thought leaders in the field.
Community-University-based brokers				
Community-University Partnership for the Study of Children, Youth, and Families (CUP) (since 2000) University of Alberta,	CUP is a unique collaboration among the University of Alberta, community agencies, and organizations in and around Edmonton and across Alberta. CUP is an organization that facilitates collaborations between the University of Alberta (U of A) and the broader community for the purpose of advancing knowledge, policies, and practices for the benefit of children, youth, and families. CUP brings researchers, practitioners, and community members together to discuss and	Many community-driven projects	CUP receives funding from a variety of sources, including the University, foundations, and municipal and provincial governments, and federal and provincial granting agencies. Typically, core activities are funded through direct donations to CUP,	CUP does not have a formal membership process. Anyone interested in CUP activities can contact the office to discuss projects or opportunities (780-492-6177 or cup@ualberta.ca)

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
Edmonton, AB http://www.cup.ualberta.ca/	share information on important issues and to collaborate on projects. CUP straddles the community and University and is intended to provide a means of bridging the gaps that sometimes emerge between community and university, as well as between those who seek to create and share knowledge about the development of children, youth, and families.		whereas projects are funded with specific grants.	
Community University Partnership Programme (since 2003) University of Brighton https://www.brighton.ac.uk/business-and-community-partnerships/community-partnerships/index.aspx	Aims to create sustainable partnerships that provide an enduring benefit to local communities and to the University of Brighton. Helps develop ideas into projects, provides start-up funding and helps networks and communities of practice to develop. The Helpdesk (point of contact at the university for community based organizations, university faculty and students) is supported by a network of academics, postgraduates, Early Career Researchers and staff volunteers. Endeavour to link Helpdesk research enquiries to academics with expertise and interest in the area or postgraduate student undertaking community based research projects. It often is the beginning of long term mutually beneficial relationship between community organisations and the university.	The principles behind Community Knowledge Exchange include: The equal status of different types of knowledge; Working together to identify and meet community needs in a sustainable way; Addressing inequalities and disadvantage; Building enduring relationships between local communities and the university. The Helpdesk is community-needs led, so enquiries are community-initiated. Research and Development initiative shares the expertise developed in addressing issues of marginalisation and inequality through local partnerships; embedding social engagement into university policy, teaching and research; ensuring the knowledge base of the university is accessible to its local community.	In 2003, the University of Brighton successfully attracted seed money from Atlantic Philanthropies to establish CUPP. Since 2007, CUPP has received core funding from the University of Brighton.	Physical: office at the University of Brighton. Virtual: CUPP Network http://cuppcop.ning.com/ offers social networking space for those interested in community university partnerships; blog posts forum; Groups page, Event listings page. Community 21 Community Mapping Tool: https://community21.org/partners/cupp/

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
Food Research Collaboration It is physically serviced from the Centre for Food Policy at City University London http://foodresearch.org.uk/	FRC is an inter-disciplinary, inter-University, inter-civil society collaboration. Works with academics across disciplines and with civil CSOs across sectors to: Encourage research that meets civil society needs; Share food evidence and thinking to improve coherence and "voice"; Encourage longer-lasting collaborations between and within academic departments and civil society organisations; and to promote better civil society-academic links.	Encourages research that meets civil society needs	Esmée Fairbairn Foundation	Researcher Wanted Board Newsletter Network of academic and CSO members via the FRC website to encourage collaboration and information exchange
Neighbourhood Campus Network (NCN) Hamilton, ON http://macconnector.mcmaster.ca/macconnect/about/about-us-home/neighbourhood-campus-network	NCN is a partnership between the City of Hamilton's Neighbourhood Action Strategy (NAS) neighbourhoods, the City of Hamilton, the Hamilton Community Foundation, Mohawk College, Redeemer College, and McMaster University. Goal is to develop a coordinated and participatory approach to research. This is done through sharing NAS action items with members while also educating each other on how to engage with residents, share knowledge and resources, and improve the overall coordination of our collective efforts.	The group seeks to better connect educational institutions with Hamilton neighourhoods to ensure a reciprocal exchange of knowledge and skills, and to facilitate research, placements, volunteers, information and resource sharing.		
University of Saskatchewan Community Outreach and Engagement Saskatoon, SK http://station20west.org/colocators/uofsoutreach	In collaboration with groups in Saskatoon's core neighbourhoods, the University's Community Engagement Office at Station 20 West focuses on supporting/building equity through community engaged teaching, learning, research and artistic work	Housed at Station 20 West in the core neighbourhoods to Saskatoon Identifies opportunities to support and cultivate mutually beneficial community-university partnerships and collaborations.	Part from the University of Saskatchewan	Website, email, telephone

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
University-based brokers				
Community Engaged Scholarship Institute (CESI, since 2009) University of Guelph, ON http://www.cesinstitute.ca/about	CESI is an intermediary organization that both builds capacity for and does community engagement and social innovation. CESI works among faculty, civil society organizations, students, government, and other agencies that benefit from partnered and innovative research approaches. CESI operates as a strategic hub for engaged scholarship within the University of Guelph and the broader community.	The Research Shop works with local and regional collaborations to engage graduate student interns in activities that serve community needs first. CESI draws on strong traditions of community engagement and socially responsive research		Website, email, telephone
Laurier Centre for Community, Research, Learning and Action (CCRLA) Wilfrid Laurier University, Waterloo, ON https://legacy.wlu.ca/homepage.php?grp_id=2615	CCRLA is an interdisciplinary research centre focused on developing community-university partnerships and producing research, learning and action that advances community well-being and social justice. CCRLA is located within the Faculty of Science at Wilfrid Laurier University but works with faculty, students and community partners from a variety of disciplines/focus areas. CCRLA strives to: Advance community-engaged participatory research knowledge and capacity at Laurier University; Broker community research and evaluation needs and opportunities with student and faculty research interests and skills. Brokers linkages between community partners and Laurier student and faculty researchers; Provide reciprocal benefit and affordable fee for service research and evaluation consultations in community health and social justice.	Work is focused on developing community partnerships and producing research, learning and action that advances community well-being and social justice. Research projects are either community- or university-initiated Primary focus is a commitment to community-university collaborative processes that honour the unique wisdom and skills of both community and university partners.		Website, telephone
Research Partnerships and Knowledge Mobilization Unit University of Victoria, Victoria, BC http://www.uvic.ca/research/partner/	Builds research partnerships to mobilize knowledge for the benefit of the community. Connects faculty and students with a range of external partners including industry, government, not-for-profit organizations, post-secondary institutions, and Indigenous governments and organizations. Helps navigate community-university research partnerships, identify potential partners for projects, and supports research or knowledge mobilization initiatives.	Goal is to facilitate partnerships that provide lasting benefit to local communities and to the University of Victoria.		UVic Expertise Database

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
University-Community Partnerships (UCP) Michigan State University, East Lansing, MI http://ucp.msu.edu/services/	The work of UCP staff could be as straightforward as facilitating the contact between a university member seeking out a community group to partner with during the grant writing process or as complex as coordinating the maintenance of long-term university relationships with community groups at multiple levels. Bringing together community groups and faculty teams in research networks, UCP's approach to university-community partnerships aims to create organizational structures to support sustainable engagements. They facilitate "the contact between community groups and faculty teams trying to establish new research networks"	UCP adopts an approach to university-community partnerships that is sensitive to community and university needs and responsive to changing circumstances. UCP promotes partnerships characterized by mutual benefits for all partners, community capacity building, and long-term relationships within research networks.		
Networks				
The **Canadian Community Economic Development Network (CCEDNet)** Administrative Office, Victoriaville, QC; Winnipeg Office, Winnipeg, MB; Ontario Office, Toronto, ON https://ccednet-rcdec.ca/en/about	A national association of several hundred organizations and individuals throughout Canada committed to strengthening communities by creating economic opportunities that enhance social and environmental conditions. Mission: A member-led organization committed to strengthening communities by creating economic opportunities that improve environmental and social conditions. Brings people and organizations together to share knowledge and build a collective voice for CED action. Members are part of a movement creating community-based solutions to local and global challenges.	Vision: Sustainable and inclusive communities directing their own social, economic and environmental futures. Values: The Canadian CED Network and its members are committed to the values of inclusion, diversity and equity. Methods are participatory, democratic, innovative and entrepreneurial.	Donations Sustaining member fees	Website, blog Member map and directory National and regional events Outreach by regional coordinators, using CCEDNet's newsletter and the CED Portal
Canadian Rural Research Network (CRRN) Canada	CRRN facilitates sharing of research outputs and research-related information among a broad spectrum of rural stakeholders, from academia, the public sector and the private sector, including practitioners, professional consultants, formal and		CRRN has no financial budget and do not provide or seek funding for research. CRRN's resources are provided	CRRN achieves its objective by maintaining a web portal (BlogSpot, free), distributing a bi-monthly update on rural research

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
http://rural-research-network.blogspot.ca/2009/06/about-nrrn.html	informal community groups and organizations, local government and government officials. CRRN is a vehicle for partners on the demand and supply side of rural research to keep up-to-date with rural research news, to make connections with other stakeholders or interested parties, and to develop partnerships for research and dissemination purposes.		by voluntary work or limited in-kind contributions for specific activities. Supported by various organizations across Canada	and making its resources available to all rural stakeholders for the purpose of sharing and dissemination of rural research related information.
Community Campus Partnerships for Health Raleigh, NC https://ccph.memberclicks.net/	Established in 1997, Community-Campus Partnerships for Health (CCPH) is a nonprofit membership organization that promotes health equity and social justice through partnerships between communities and academic institutions.	Mission: promote health equity and social justice through partnerships between communities and academic institutions**.** Ensures that community-driven social change is central to the work of community-academic partnerships.	Receives cash or in-kind support from universities, hospitals, community groups, government grants	Website, listserv groups
Indigenous Child Well-being Research Network (ICWRN) University of Victoria http://icwrn.uvic.ca/	The ultimate goal at the ICWRN is to link individuals with resources, people and Indigenous research projects that have proven effective in communities for the betterment of children and families. Important theme for the network is "coming together" and as such, invites collaboration from all groups of Indigenous Peoples: on/off reserve; status/non-status; Metis, Inuit, First Nations, urban and non-Indigenous.	ICWRN celebrates the strength of Indigenous families, communities and people as it works together to promote Indigenous longevity through research, community projects and practice; responds to urgent need for Indigenous approaches to research topics that are grounded in experiences and voices of Indigenous children, youth, families and communities.	Vancity, Vancouver Foundation, University of Victoria Human & Social Development, University of Victoria	Website, listserv
Pacific Housing Research Network (PHRN) University of Victoria	PHRN is a developing provincial organization designed to encourage the development and dissemination of quality housing research and to promote connection among researchers and practitioners in the community, in government and at the university among both academics and	The Research Repository has 4 main pillars**: (1)** homelessness, (2) technical and green, (3) economic, and (4) Aboriginal housing.	BC Housing and CMHC; The Institute for Studies & Innovation in Community-University Engagement and University of Victoria	Research Repository -open access to journal articles, published conference papers, research studies, symposia workshops, policy papers and other curated

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
Victoria, BC http://phrnbc.com/	students. PHRN will provide that connecting link, facilitating housing research in BC, connecting researchers and practitioners, and disseminating the knowledge gained to apply to real housing solutions.		provide major in-kind support. Steering; and Committee partner organizations provide in-kind contributions	material. List of funding opportunities; annual symposium; website; newsletter, E-news
Research Impact (RIR) Canada http://researchimpact.ca/ Founded in 2006 by York University and the University of Victoria	RIR is a pan-Canadian network of 11 universities committed to maximizing the impact of academic research for the social, economic, environmental and health benefits of Canadians. RIR is committed to developing institutional capacities to support knowledge mobilization by developing and sharing knowledge mobilization best practices, services and tools. Partners: Carleton University, Kwantlen Polytechnic University, McMaster University, Memorial University of Newfoundland, University of Guelph, Université de Montréal, Université du Québec à Montréal, University of Saskatchewan, University of Victoria, Wilfrid Laurier University, and York University.	Value community, industry and government partners as active participants in conducting research		Website, blog
Funder-based brokers				
The CIHR Social Research Centre in HIV Prevention (SRC) Dalla Lana School of Public Health, University of Toronto, Toronto, ON http://www.srchiv.ca/en/index.php/about/team	An interdisciplinary, pan-Canadian network of social researchers, community leaders, public health practitioners and policy makers, the SRC collaborates closely with stakeholders in providing critical analysis, research evidence and platforms for dialogue that respond to evolving HIV epidemic and enhance prevention understanding and effectiveness. SRC work focuses on: (1) fostering links and relationships, mobilizing and building human resource capacity to critically evaluate and undertake prevention work; (2) conducting leading edge research to inform prevention and intervention efforts, and evaluate prevention	Vision: To reduce HIV transmission amongst people who are vulnerable and/or marginalized and improve the quality of life of those living with HIV by addressing the root causes of vulnerability, and acting on the social determinants of health. Employ a social-structural determinants of health lens that extends beyond biological and behavioural	The SRC is funded by The Canadian Institutes of Health Research (CIHR) HIV/AIDS Research Initiative.	Listserv Uses a host of mediums, including web 2.0 social media tools, multimedia technologies, virtual platforms for group collaboration, and in-person meetings, consultations With such a geographically dispersed team, the SRC uses networking tools and mechanisms to promote collaboration. This includes in-person opportunities

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
	efforts; and (3) undertaking knowledge transfer and exchange to ensure more effective research and prevention/intervention programs, and healthier policies are in place in Canada. To enable a group of researchers, front line workers and policy officials from different regions, institutions, and diverse disciplines to collaborate on HIV prevention to increase productivity/impact and to engage in knowledge transfer and exchange with broader prevention and academic communities.	risk factors to offer a broader understanding of the root causes of HIV risk, vulnerability, and resiliency as socially (re-) produced concepts.		such as learning institutes, and regional and national meetings, as well as virtual networking, KTE tools and mechanisms.
National Coordinating Centre for Public Engagement (NCCPE) (since 2008) The University of Bristol and the University of the West of England were selected to host the NCCPE. http://www.publicengagement.ac.uk/	The NCCPE seeks to support a culture change in the HEI sector through vision, mission and aims. Vision...is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity. Mission...is to support universities to increase the quality and impact of their public engagement activity. Strategic aims include: 1. Inspire a shift in culture by supporting universities in bringing about strategic change that embeds public engagement and by identifying, developing and disseminating evidence-informed practice 2. Increase capacity for public engagement by brokering and encouraging the sharing of effective practice and by capturing learning from the beacons and beyond and sharing it widely 3. Build effective partnerships to encourage partners to embed public engagement in their work by informing, influencing and interpreting policy and by raising the status of public engagement.		The Centre is funded by the UK Higher Education Funding Councils, Research Councils UK and the Wellcome Trust.	Public Engagement Network is facilitated through a Jiscmail list where members can post questions, comments, and case studies Blog EDGE Tool: https://www.publicengagement.ac.uk/support-it/self-assessment/edge-tool

Table 1. Brokering Model Examples

Broker Group	Description	Community First Practices	Funding Sources	Platform Used
Other				
The EAT Foundation (2016) Founded by the Stordalen Foundation, the Wellcome Trust, and Stockholm Resilience Centre Sweden http://www.eatforum.org	Ambition to reform the global food system to feed a growing global population with healthy food from a healthy planet. The three organisations will use their unique range of experience in health, science, policy and sustainability, to convene experts and decision makers who together can transform the way we eat. EAT will stimulate interdisciplinary research by fostering collaboration across the multiple scientific disciplines interfacing with food issues, to improve nutrition and food safety, as well as tackling global health and environmental challenges EAT aims to engage with various stakeholder groups, recognizing that cross-sectoral collaboration is crucial in order to achieve its overall vision of transformative change. EAT Initiative was established in 2013 as an international platform for interaction between stakeholders across science, policy, civil society and business. Bringing leadership from formerly siloed sectors and academic fields, EAT is guided by the core working hypothesis that productive food systems, global health, and a sustainable environment are all prerequisites for human development.		Foundations, organisations, and companies from the academic, public, business and civil society sectors. The Stordalen Foundation and the Oak Foundation Corporate partners are carefully selected companies that have a clear sustainability profile and a strong focus on healthy and sustainable food products or production practices.	Hosts an annual high-level forum, EAT Stockholm Food Forum

Brokering Model Dimensions

A community–campus engagement broker can provide a variety of services, with a variety of partners, in a variety of topic areas. In Table 2, brokering model examples were broken down into several dimensions:

(a) **Scale** – local, provincial, national, international

(b) **Level of engagement** – ranging from "light touch" engagement, such as providing matching services (e. g., pairing students or volunteers with community-based organizations, finding a suitable faculty member to work with a community partner on writing a grant) to deep engagement including partnering with organizations to conduct community-driven research projects from start to finish. To illustrate this range of engagement, the Knowledge Mobilization Unit at York University offers a match-making service to broker relationships between university and community partners although if a research match is successful and a project arises, the broker is not one of the collaborating partners (Phipps et al., 2015). Conversely, brokers at the Centre for Community-Based Research in Waterloo, Ontario, are at the table throughout all phases of a research project, starting with laying the foundation for research and ending with acting on research findings (Ochocka, personal communication, June 2, 2016).

(c) **Location of brokering hub** – virtual (online communication, website) vs. physical (local office, face-to-face meetings)

(d) **Domain specific** – issue-based (e.g., food security) vs. general (engaging in projects using a community-based research approach regardless of topic of interest)

Also provided in this table is information about the types of projects implemented within the brokering model, type and number of players within the model, and level of coordination—number of staff and services/responsibilities taken on by the broker.

Information about brokering model dimensions in Table 2 was taken directly from brokers' websites.

Table 2. Community–Campus Engagement Brokering Model Dimensions

Brokering Model Examples	Scale Local, Provincial, National, International	Engagement "Light touch" vs. Deep engagement	Hub Virtual vs. Physical	Domain Specific Issue Based vs. General	Types of Projects	Type and Number of Players	Level of Coordination	
							# of Staff	Tasks required of the broker
Community-based brokers								
The Centre for Community Based Research (CCBR) St. Paul's University College in Waterloo, Ontario http://www.communitybasedresearch.ca/	Local; some Provincial, National, International	Deep engagement: CCBR staff broker partnerships and are involved in the research project that is developed. CCBR staff promotes community-based research providing training/ coaching/ ongoing support.	Physical Virtual	General	Applied research addressing societal issues; program evaluations; needs assessments; community-campus training and facilitation; teaching; research ethics services; developing standards/indicators of community-based research.	Full time staff members, numerous networks with community partners and agencies Community members, marginalized groups, community organizations, government ministries, social and health services, and educational institutions all collaborate with the CCBR and benefit from their work. 5 community board members	5-10 depending on project 2 Co-Directors, 2 Researchers, 1 Financial Administrator (volunteer), 5 Associates, 2-10 students	Developing community-campus research partnerships; collaborative proposal development; mentoring/ coaching and support in CBR; managing community-campus research initiatives; teaching and training services for academic and community audiences; supervision of students on research projects
The Community Network for Research Equity & Impact (CNREI) United States https://ccph.memberclicks.net/network-for-research-equity	National					Grown to 300+ community partners, reflecting diversity in participant location, race/ethnicity, gender, research experience and funding.		

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							# of Staff	Tasks required of the broker
Trent Community Research Centre Peterborough, ON www.trentcentre.ca/	Local	Deep	Physical	General	25 projects in progress	Community organizations, students, faculty members community members, agencies, educational institutions and municipal governments Board of Directors	1 full time member of staff, 1 Graduate Teaching Assistant (10 hours/week for school year), part-time Administrator	Working with community to define research questions; Connecting community with teams of researchers, faculty, and post-graduate and undergrad students; Ensuring that clear expectations and realistic goals are in place; and Facilitating the research process.
University Community Partnership for Social Action Research Network Arizona State University http://ucpsarnet.iglooprojects.org/ **Global Volunteer Match:** http://ucpsarnet.iglooprojects.org/opportunities/gvmatch	International	"Light touch"	Virtual	General	United Nations Millennium Development Goals in 75 countries	Network of 1,817 students, university faculty members, community activists, and governmental officials Network is built of Individual Members (students, community activists/professionals, faculty, governmental officials); Organizational Members (local	1 staff member listed at Head Office The Leadership Team located at Arizona State University	

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							# of Staff	Tasks required of the broker
						community organizations and national research centers); and Knowledge Partners (organizations with international outreach: universities, research institutes, global online networks, international associations and foundations)		
Vibrant Communities Canada Housed at the University of Waterloo http://tamarackcommunity.ca/g2_WhatIsVC.html	National	"Light touch" and Deep	Virtual and Physical	Issue-based			Director, Manager, Community Animator	
Community-University-based brokers								
Community-University Partnership for the Study of Children, Youth, and Families (CUP) University of Alberta, Edmonton, AB http://www.cup.ualberta.ca/	Local; some Provincial, National	Deep engagement: CUP staff broker partnerships and are involved in the research project that is developed	Physical	General	Early Child Development, Evaluation, Policy, Poverty, Methods in CBR		4 academic tenure-track staff members; 8 researchers (postdoctoral fellows, research assistants, coordinators); administrator	CUP provides advice, brokers relations and resources, develops projects and assembles research teams, provides direct leadership and supervision on projects, assists with

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							# of Staff	Tasks required of the broker
								knowledge-sharing initiatives, develops community workshops and other learning programs, promotes the development of CBR on campus and in the community.
Community University Partnership Programme University of Brighton, UK https://www.brighton.ac.uk/business-and-community-partnerships/community-partnerships/index.aspx	Local; some national, international	Light touch	Physical office space + virtual network	General		Community & voluntary sector organisations, social enterprises, public sector organisations in Brighton & Hove, Eastbourne, Hastings and across Sussex; academic and non-academic staff members; students 1165 members of online network	6 staff: Director, Deputy Director, Helpdesk Manager, Community Knowledge Exchange, Community 21 Project Manager, Administration & Development Support Manager	Helpdesk, Community Knowledge Exchange, Student Community Engagement, Research & Development
Food Research Collaboration **London, UK** http://foodresearch.org.uk/	National	"Light touch" and Deep	Physical and Virtual	Issue based	Food Thinkers seminars; Roundtables and workshops	Civil Society Organizations, academics	Chair, Founder/ Special Advisor, Network Coordinator, Research Fellow, Web Content Editor	

Table 2. Community–Campus Engagement Brokering Model Dimensions

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							# of Staff	Tasks required of the broker
Neighbourhood Campus Network Hamilton, ON http://macconnector.mcmaster.ca/macconnect/about/about-us-home/neighbourhood-campus-network	Local		Physical	General		Partnership between Neighbourhood Action Strategy neighbourhoods, the City of Hamilton, Hamilton Community Foundation and McMaster University, Mohawk College, Redeemer College.		
University of Saskatchewan Community Outreach and Engagement Saskatoon, SK http://station20west.org/colocators/uofsoutreach	Local	Deep	Physical (face-to-face interaction at office)	General	Community resilience, food security, health promotion, embodiment, co-operatives, HIV /AIDS	Faculty, students, and community partners work on issues of particular importance for Saskatoon's inner city		Funding proposal consultation, CEL ethics, risk management, and pedagogy
University-based brokers								
Community Engaged Scholarship Institute (since 2009) University of Guelph, Guelph, ON http://www.cesinstitute.ca/about	Local	Deep	Physical	General	The Research Shop; Rewarding CES; Certificate in KM; Toward Common Ground; The Guelph Lab	Student internships and training Faculty engagement Community, students, faculty and intermediaries	Director, CEL Manager, KM Coordinator, Guelph Lab Facilitator Research Shop Coordinator, Research Projects Assistant, Admin. Assistant; Students: 7 Project Managers, 9 Research Shop Interns	Leverage resources, build and maintain relationship, address external and internal obstacles to CeR

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							# of Staff	Tasks required of the broker
Laurier Centre for Community, Research, Learning and Action Wilfrid Laurier University, Waterloo, ON https://legacy.wlu.ca/homepage.php?grp_id=2615	Local	Deep	Physical	General	Community, Environment, and Justice; Equity, Sexual Health and HIV; Indigenous Health and Social Justice; Poverty reduction	Community members, faculty, students Many students at all levels have been trained in CBR within the centre	5 staff: Director, Associate Director, Research Fellow, Communication and Events Intern, Research & Evaluation Intern	
Research Partnerships and Knowledge Mobilization Unit University of Victoria http://www.uvic.ca/research/partner/	Local	"Light touch" and Deep	Physical	General	Community rain garden, history charge books, Indigenous language learning assessment tool, James Bay Community Project, Our Place Society, Youth custody	UVic faculty, community partners, students	11 staff (Director, Assistant to the Director, 3 Industry Liaison Officers, Community Liaison Officer, Community Liaison Assistant, Manager Research Agreements, Research Agreements Facilitator, Research Agreements Reviewer, Research Agreements Assistant)	Connect you with the right people for your idea/project; provide info about funding & grants; clarify & navigate regulatory environs; develop confidentiality, non-disclosure and research agreements; manage intellectual property and tech licensing; communicate results

Table 2. Community–Campus Engagement Brokering Model Dimensions

Brokering Model Examples	Scale Local, Provincial, National, International	Engagement "Light touch" vs. Deep engagement	Hub Virtual vs. Physical	Domain Specific Issue Based vs. General	Types of Projects	Type and Number of Players	Level of Coordination	
							# of Staff	Tasks required of the broker
University-Community Partnerships Michigan State University, East Lansing, MI http://ucp.msu.edu/services/	Local	"Light touch" and Deep	Physical	General		Community partners, students, faculty	Assistant Provost for University-Community Partnerships; Associate Dir., University-Community Partnerships; Associate Dir., University-Community Partnerships; Academic Specialist; Postdoctoral RA; Dir. of Implementation, FirstSchool Michigan; RA; RA, FirstSchool Michigan	
Networks								
The **Canadian Community Economic Development Network** (CCEDNet) Administrative Office, Victoriaville, QC Winnipeg Office, Winnipeg, MB Ontario Office, Toronto, ON https://ccednet-rcdec.ca/en/about	National	"Light touch"	Virtual	Issues-based (social economy)	Poverty reduction, Policy work, Research projects include Youth and CED, Public Policy, Social Economy	Individuals, organizations Research Advisory Committee	ED, Dir. of Finance, Administrative Coordinator, Manitoba Regional Dir., Social Enterprise Policy & Program Manager, Social Enterprise Program Manager, Events & Engagement Coordinator,	Helps organizations become more effective and sustainable by providing sector intelligence, professional development, knowledge of effective practices, peer input,

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							# of Staff	Tasks required of the broker
							Policy and Research Coordinator, Gathering Coordinator, Spark Program Manager, Spark Recruitment Coordinator (2), Ontario Regional Dir., Communications Manager, Communications Assistant	resources, opportunity identification and advocacy on behalf of our members.
Canadian Rural Research Network Canada http://rural-research-network.blogspot.ca/2009/06/about-nrrn.html	National	"Light touch"	Virtual	Issue-based and general	Rural research, but areas vary		Voluntary: Partners' Roundtable (includes the Network Coordinator plus 10 members); Management Committee (Network Coordinator plus 38 members)	Sends emails, coordinates Partners Roundtable (yearly) and Management Committee (bi-monthly), posts content to website
Community Campus Partnerships for Health Raleigh,NC https://ccph.memberclicks.net/	National, International	"Light touch"	Virtual	Issue-based (health) and general	Consultancy Network Community Network Conference	Community partners, university partners, students	Dir., Research Coordinator, Coordinator of Special Initiatives, CCPH Senior Consultant, Conference Manager	-sends out emails, responds to requests for consultants

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							# of Staff	Tasks required of the broker
Indigenous Child Well-being Research Network (ICWRN) University of Victoria http://icwrn.uvic.ca/	Provincial	"Light touch"	Virtual	Issue-based and general		Executive Committee (4 PhDs); Steering Committee (7 PhDs); Advisory Committee (10 community and government members) Network of community members, leaders and academics	5 staff members: Project Manager, Assistant to the Director, Technical Assistant Artist, Project Assistant and Youth Advocate	
Pacific Housing Research Network University of Victoria Victoria, BC http://phrnbc.com/	Provincial	"Light touch" and deep	Virtual & physical	Issue-based		Researchers and practitioners in the community, in government and at the university among academics and students. Steering Committee: co-chair (UBC), co-chair (UVic), member (Canada Mortgage and Housing Corporation), member (MITACS), member (UVic), member (BC Nonprofit Housing Association), member (UBC-Okanagan), member (Government of BC), member (BC Housing)	1 staff member (Co-ordinator)	-sends out emails/updates
Research Impact Canada http://researchimpact.ca/	National		Virtual	General		A pan-Canadian network of 11 universities		Identify collaboration opportunities, and build sustainable partnerships

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							# of Staff	Tasks required of the broker
Funder-based brokers								
The CIHR Social Research Centre in HIV Prevention Dalla Lana School of Public Health, University of Toronto http://www.srchiv.ca/en/index.php/about/team	National	"Light touch" and deep	Virtual centre, based at the Dalla Lana School of Public Health, U of Toronto	Issue-based	Root causes of HIV risk, vulnerability, and resiliency as socially (re-)produced concepts influenced by history, policy, and legislation.	Members from academic institutions, community orgs, public health agencies, policy environments. Core team: 7 PIs, 10 co-Is, & 13 collaborating orgs. http://www.srchiv.ca/en/index.php/about/srcmodel	Advisory Committee (PIs) advises Centre Director. Communicate quarterly via tele/web conference; hold one in-person meeting per year.	
National Coordinating Centre for Public Engagement Bristol, UK http://www.publicengagement.ac.uk/	National	Deep	Physical	General	School-University Partnerships Initiative	Supports 12 universities to work in partnership with local schools to develop more effective engagements between researchers and pupils	Dir., Deputy Dir., Project Officer for School-University Partnerships Initiative, Administrator	Consultancy for institutions; training to support engaged practice; run projects
Other								
The EAT Foundation (2016) Sweden http://www.eatforum.org	International			Issue-based		Advisory Board, consists of 31 leading experts in the fields of food science and policy, nutrition, public health, environmental sustainability, veterinary sciences, and economics	President; Sr Dir. Partnerships; Sr Dir. Comm.; Finance Dir.; Dir. of Policy; Head of Digital Communication; Dir. Partnerships; Head Coordinator Partnerships; Policy Projects Coordinator; Dir. & Head of Int'l Policy; Office Coordinator; CEO; Intern	

Partnership Brokering Model Platforms

From seeking the needs of community partners, Dorow, Stack-Cutler, and Varnhagen (2011) and Tryon and Stoecker (2008) found that those in community-based non-profit organizations expressed interest in having a platform available to share their organization's research and service-learning needs and interests across local academic institutions, connect with academic guest speakers, and learn about professional development opportunities in the area of community–campus engagement. As third-party intermediaries, brokers can help community and academic partners work through any hesitations of partnering together, build trust, and act as an accessible and welcoming point of contact (Keating & Sjoquist, 2000).

Platforms used within the model examples in Table 2 are described. Additional platforms that are used to broker partnerships are briefly described below, separated into physical platforms and virtual platforms. Physical platforms may include storefront offices, face-to-face meetings, and community workspace. Events and informal discussions can also be used to bring people together for face-to-face interaction. For example, The New Brunswick Social Policy Research Network organizes events that bring together communities and academics to discuss issues of common interest as well as hosts thematic events with lighting talks on key topics and networking (MacKenzie, 2016), The Helpdesk at the University of Brighton hosts informal talks at local community establishments (Prosser, personal communication, June 15, 2016), and staff members at the Institute for Sustainable Solutions at Portland State University contact faculty members individually as well as facilitate faculty support workshops where faculty members can meet community partners to learn about their needs (Holliday et al., 2015). Online or virtual platforms may include websites, forums, and match-making initiatives.

- **Physical - The Action Research Commons Hamilton (ARCH)**. The ARCH is a small, multi-use storefront space used to provide a place to gather for researchers, students, area residents, and others to engage with each other while conducting or preparing for community-engaged research. It is not connected with one particular project, school, or agency. ARCH can be used by partners—at no cost—who are interested in coordinating events, meetings, focus groups, interviews, presentations, training, etc. In addition to booking space, there are weekly drop in times that can be used to meet others in the community or to work independently. ARCH is made up of a 600-square foot space, a small meeting room, and a washroom, equipped with movable furniture, white boards, microwave, and internet. An online Google calendar is used to book the space.
- **Physical - Ottawa's Impact Hub** (http://ottawa.impacthub.net/about/). "Impact Hub Ottawa is the national capital region's collaboration, innovation and incubation ecosystem for people and organizations working to better the world. Powered by a 3,200

sq. ft. coworking and learning environment, Impact Hub brings together resources, relationships, inspiration and collaboration opportunities that help close to 400 members and organizations grow their impact every day. Impact HUBs are hosted by a team that help serendipity along by connecting members, encouraging cross-sector collaboration, designing events, programming, and supporting your work."

- **Online - Community 21 Open Mapping Tool (**https://community21.org/toolbox/8728_open_mapping_tool/). A "bespoke mapping tool to tailor a map to your needs for mapping aspects of your project, network or community."

- **Online - Yaffle** (www.yaffle.ca). "Yaffle is a user-driven community that connects the innovators of Newfoundland & Labrador with the knowledge and expertise of Memorial University."

- **Online - MacConnector** (http://macconnector.mcmaster.ca/). "MacConnector is intended to provide information about projects, initiatives, and other resources that might be of interest to members of the community, and to offer an interface that supports the facilitation of respectful, mutually beneficial interaction and collaborations with our community partners."

- **Online - Network for Community-Campus Partnerships at McMaster** (http://macconnector.mcmaster.ca/macconnect/about/about-us-home/network-members). "The Network for Community-Campus Partnerships was established in September 2013 as a flagship recommendation of McMaster's Forward With Integrity (FWI) Community Engagement Task Force. Compiled of colleagues from all areas of the University, the purpose of the Network is to provide a shared framework for McMaster to support its goals related to community engagement."

- **Online - Community Research Partners** (http://communityresearchpartners.net/). "A tool to spur conversations, collaborations and innovative strategies that inform research and education. This growing network of patients, community organizations, health advocates, government agencies and academic researchers are committed to building sustainable, research partnerships to improve health care and health outcomes for all of our community members. This site hosts a searchable database of member-created profiles, a robust resource catalog and a communication board to allow members to communicate to a wide audience. The search feature allows researchers, community organizations and patients who share common interests to connect and explore opportunities to collaborate."

- **Online - BC Institute of Agrologists**: Find an Agrologist: https://www.bcia.com/about-bcia/find-an-agrologist Includes a searchable database**.**

- **Online - The Homeless Hub** (http://www.homelesshub.ca/). "The Homeless Hub is a web-based research library, which hosts 30,000 resources. The Homeless Hub was created to address the need for a single place to find homelessness information from across Canada. This project began with an understanding that different stakeholders (in government, academia and the social services sector) are likely to think about and utilize research in different ways. As such, the website was built with different stakeholders in mind. In 2014, it was re-launched and continues to be a place where services providers, researchers, government representatives, students, and the general public can access and share research, stories, and best practices. The Canadian Observatory on Homelessness, funded by the Social Sciences and Humanities Research Council, is the steward of the Homeless Hub. Offers a 'Find a Researcher' section."

- **Online - Service Learning Pro** (www.cesr.ua.edu/resources/sl-pro/) "A comprehensive web-based database through which all stakeholders in the service process - including community partners, students, faculty and staff - can communicate and organize these important relationships." Service Learning Pro "provides information on, tracks and organizes all service-learning and community service activities at the University of Alabama. Service Learning Pro also enables us to compile a master list of all service-learning courses at the University of Alabama to provide to students and others, and to track the total number of hours students devote to service both through service-learning courses and extracurricular community service projects."

Case Studies of Community–Campus Engagement Brokering Models

To obtain a deeper understanding of community–campus engagement brokering models, we expand on three examples of successful models:

(a) The Community University Partnership Programme's Helpdesk (University of Brighton, UK)

(b) The Centre for Community Based Research (Waterloo, Ontario)

(c) The Food Research Collaboration (City University London, UK)

The Helpdesk at the Community University Partnership Programme

A part of the Community University Partnership Programme (Cupp) at the University of Brighton, The Helpdesk acts as a single gateway into the University of Brighton "for local community, voluntary and statutory organisations enquiring about research, access to University resources and any other possible collaborative opportunities. It also acts as a key point of contact for university staff and students wanting access to, or information on, specific community and voluntary organisations for research and teaching purposes" (Community University Partnership Programme, 2016a, see also Community University Partnership Programme, 2009). The

Helpdesk received approximately 350 research inquiries within the past year through regular inquiry outlets as well as seed grant proposals (Prosser, personal communication, June 15, 2016). While the Helpdesk's focus is on matching community partners with community-engaged researchers from the University of Brighton and community organizations, students are often involved in projects in a variety of ways. Some projects may be best suited for engaging students through volunteering roles (Active Student at the University of Brighton), curriculum-based opportunities, or post-graduate year-long projects. The University of Brighton received seed money in 2003 from Atlantic Philanthropies to establish Cupp. Since 2007, the University of Brighton funds Cupp's office and core staff (director, administrator, research helpdesk manager, and student learning development manager); program staff members are externally funded (Hart, Northmore, Gerhardt, & Rodriguez, 2009).

The Helpdesk's work is community-driven and collaborative, with an emphasis on ensuring that mutual benefit and relationship equality is experienced among community and academic partners (Rodriguez with Millican, 2007). This includes, for example, ensuring that community partners are leading and making significant contributions to projects, making decisions reflective of their experiences with community setting and cultural values, and learning from one another in reciprocal relationships (Rodriguez with Millican, 2007). The Helpdesk strives to ensure that research results are communicated so that people most affected by the social issues being examined can gain access to research outcomes. According to Hart et al. (2009), "the bridge-building role of the helpdesk promotes sustainability by enhancing the research capacity of voluntary and community sector partners; ensures that the knowledge base of the university is accessible to its local community; and addresses issues of marginalization and inequality by providing recognition and resources for local partnerships" (p. 56). Although no longer functioning, the Community Research Forum, established at the request of community members through the Helpdesk, provided opportunities to discuss shared research interests and develop communities with common goals; a key person from an interest group and an academic co-chaired the sessions (Hart et al., 2009).

Since its inception 13 years ago, Cupp has been proactive in producing informative resources that include reflections on the challenges and facilitators of brokering community–campus partnerships and practical advice for developing and maintaining the Helpdesk (e. g., Hart & Wolff, 2006; National Co-ordinating Centre for Public Engagement, 2016). For example, through an intensive 5-day skill-building course and 6-month follow-up, Cupp staff share their community–university engagement and partnership brokering expertise (see Community University Partnership Programme, 2016b). In addition, as seen in Box 2, the Helpdesk outlined a timeline of activities needed to set up a community–campus engagement brokering model.

Box 2. Setting Up a Partnership Brokering Platform: Helpdesk Tips and Example Timings

1. Create a single point of contact for external communities and university staff
2. Spell out a system by which university staff can be enabled to work with those making enquiries on behalf of external communities
3. Establish an enquiry management system so there is clarity around how enquiries are being progressed, and when work has been completed
4. Establish a system to capture outputs, and to periodically evaluate the outcomes of the service
5. Ideally identify resources to support substantial pieces of project work that might emerge from the initial enquiries
6. Consider identification of a small resource to contribute towards incidental costs
7. Publicise the point of contact and precisely what the university can offer

Year 1: Set up

- Develop knowledge base of university and community strengths and requirements
- Develop system for accessing university staff and for pooling academic expertise
- Discuss co-working with other local higher education institution
- Develop project fund
- Market service for launch
- Set up evaluation and monitoring

Year 2: Up and running

- Launch service
- Run service
- Market and launch project fund
- Review service at year end

Taken directly from the National Co-ordinating Centre for Public Engagement (2016) website

Some challenges gathered from Helpdesk resources include:

- The need to address a divide between the university and community and voluntary organizations by finding common language, values, and objectives (Rodriguez with Millican, 2007)
- Being located outside the city centre requires community partners to travel to the University of Brighton campus. Because universities can be intimidating and difficult to navigate, visitors may be hesitant to come to campus (Rodriguez with Millican, 2007)

- Following the completion of seed funding from Atlantic Philanthropies, Cupp received dedicated funding from the University of Brighton. Accompanying institutionalization of funding support comes the need to demonstrate program efficacy and show that the need for the work performed by the Helpdesk is still important for the broader community and university (Frabutt, 2008).

Key components that make the Helpdesk a successful community–campus engagement brokering model include:

- Involve all the key people from those working at the grassroots level to senior management at academic institutions, and engage community and academic partners in a steering group (Prosser, personal communication, June 15, 2016)
- Invest time in developing common language, values, and objectives to bridge divisions among community and academic partners (Rodriguez with Millican, 2007)
- Be solution-focused: get people together and see what people can do in collaboration, and then define the work (Prosser, personal communication, June 15, 2016)
- "Go where things are happening—start there and then go elsewhere" (Prosser, personal communication, June 15, 2016). This suggests that in order to develop a network of community–campus engagement stakeholders, approaching individuals and organizations who are already committed to engaging in community–campus work and are interested in promoting a community first approach would be the first step before attempting to recruit others less familiar with this type of partnership work.
- The Helpdesk now draws on the support and expertise of a large network of engaged academics from a variety of disciplines who engage in research and support events. In earlier years, a Senior Researchers Group made up of university researchers interested in partnership work assessed research requests that the Helpdesk received. In exchange for the senior researchers' involvement, Cupp made a financial contribution to their school or department (Hart et al., 2009).
- Cupp hosts seminars about interesting topics and informal evening talks in a community establishment where audiences can listen to engaging talks about relevant community issues and research and share their own work with others through informal chats. The Helpdesk also engages in opportunities to share information about their services with others by attending community events and conferences.

The National Co-ordinating Centre for Public Engagement (2016) offered additional facilitators:

- "Consider co-working with other Higher education institutions that are also working with the same local communities. A 'single gateway' approach is ideal for communities, and if this is not possible good communication about activities is essential

- Try and mix up the locations of meetings. Get academics out to community organisations and community practitioners and members in to the university as that will help develop a shared understanding

- Be serious about data capture and enquiry management. The university can be a complex and chaotic system so it is important that you are able to systematically process enquires

- Be serious about feedback from your partners as you develop university responses through this method

- Ensure that whoever is the first port of call for external enquiries is friendly, has a 'can do' approach and is able to hold lots of different networks in mind"

The Helpdesk Manager, Bethan Prosser noted that most of the work she does at the Helpdesk involves internal engagement within the institutional organizations (personal communication, June 15, 2016). The Helpdesk connects with other groups on campus, such as Active Student, the University of Brighton's volunteering service, when matching community and academic partners. This innovative work involves communicating and consulting with individuals within and across campuses in the area, accessing extant institutional and community resources, and bringing people together to engage in projects based on shared interests.

Centre for Community Based Research
Founded in 1982, the Centre for Community Based Research (CCBR) is an independent, non-profit organization recently located at St. Paul's University College, which is affiliated with the University of Waterloo. CCBR is a leader in community-based research and engagement in Canada (see Brown, Ochocka, de Grosbois, & Hall, 2015 for a detailed description of CCBR). CCBR has completed over 400 community-based research projects within the past 34 years (J. Ochocka, personal communication, October 5, 2016). Originally funded as a reaction to academic research, over the years has proven to be of service to both community and academia promoting collaborative approaches to co-production of knowledge.

CCBR does not receive any core funding, but rather relies on direct service contracts, joint funding proposals responding to requests for proposals, and grant applications with partners. Important components for CCBR include ensuring that students are paid for their work, sharing funding with community members, training and supporting community member researchers, and

sharing resources. Project areas span evaluation, applied research, training, facilitation and planning, and community mobilization, with research themes focused on cultural diversity, immigration, mental health, disability, women's issues, economic insecurity and poverty, and aboriginal projects. The CCBR is staffed by two co-directors, two researchers, one part-time researcher, a volunteer financial administrator, five CCBR associates, and students. Post-secondary students are involved in CCBR projects through internships and volunteering, and CCBR staff members teach undergraduate and graduate courses at local institutions (Brown et al., 2015).

Facilitators for helping make CCBR successful include (a) gaining buy-in from faculty, advisors, and community partners; (b) establishing the Community Research Ethics Office; (c) long-term community–campus partnerships; (d) entrepreneurial approach; (e) conducting and promoting community-based research; and (f) leadership on national and global networks (e.g., Community-based Research Canada, Community–University Exposition—CU Expo). Advice for those interested in establishing a brokering model include first establishing a mission for the community–campus engagement brokering group and then working from the mission rather than jumping from activities to the mission.

The Food Research Collaboration

An interdisciplinary, inter-University, and inter-civil society collaboration, the Food Research Collaboration "works with academics across disciplines and with civil CSOs across sectors to: (a) encourage research that meets civil society needs, (b) share food evidence and thinking to improve coherence and "voice," and (c) encourage longer-lasting collaborations between and within academic departments and civil society organisations" (Food Research Collaboration, 2016). The Food Research Collaboration takes on a policy-oriented research focus, working towards getting academic disciplines of food to work together and food systems to make connections (Atkinson, personal communication, July 28, 2016). A Steering Group of eleven academics and civil society representatives and eight Advisory Board specialists oversee the Food Research Collaboration. The Food Research Collaboration operates out of the Centre for Food Policy at City University London and is funded by the Esmée Fairbairn Foundation. Activities include producing Briefing Papers, which are accessible reviews of evidence on key issues written by academics or in-house at the Food Research Collaboration, hosting community-driven roundtables and workshops, and developing a network of partners via their website to encourage collaboration. Because academics are encouraged to have more of an impact in the UK, contributing to Briefing Papers helps academics get their work out to a larger audience who can use the papers and elicits media response (Atkinson, personal

communication, July 28, 2016). Another way to facilitate connections, the website offers a newsletter and a Researcher Wanted board.

Facilitators that make the Food Research Collaboration brokering model work well include:

- Having a team of 3 part-time staff and Chair devoted to the Food Research Collaboration's work
- Sit within the Centre for Food Policy at City University London
- Overseen by two panels of academics and representatives from civil societies
- Eliciting feedback and ideas from members via a survey

Challenges that the Food Research Collaboration faces in connecting research with civil society include:

- Funding sources, different priorities and ways of working by academics and community-based organizations
- Navigating best ways to facilitate community and academic collaboration. Mary Atkinson, Food Research Collaboration Coordinator, noted, "we have realised we need to explore and discuss this area more with our membership and aim to provide some guidance. To do this we are currently reviewing the literature on collaboration between academics and civil service organizations and planning a members workshop to discuss this and how the Food Research Collaboration might better facilitate such collaboration" (personal communication, July 28, 2016).
- People are very busy, so it can be a challenge to get people to join in. For example, in previous years the Steering Group met 4 times a year and the Advisory Group met 2 times a year. Because of the resources required to organize and manage these meetings and because of the time required of members, the Steering Group and Advisory Group will be combined and will meet 3 times in the coming year. This is one example of how the Food Research Collaboration is acting on the feedback received from members.

Atkinson shared information about the brokering model's progress: "The Food Research Collaboration is a London-based national organisation but has membership from across the country. In addition to academic support for national policy, local civil society organizations have asked for support for their project and policy work at the local level. In this respect, we are starting to facilitate, support and link with the establishment of regional groupings of academics working on food to support local groups and will soon be publicising this on our website."

For those considering implementing similar community–campus brokering models to the Food Research Collaboration, the Coordinator provided sage advice:

- "Test the water first to see the interest in setting up such a model in terms of having conversations with academics and civil service organizations. Perhaps have a national workshop and invite key academics and civil service organization representatives to do this and discuss how best to provide the support required and the best model.
- Ensure good communication and transparency on what you do with all those involved, we have found the website critical for this.
- Having a membership to direct what you do has worked well—make sure you keep them engaged and encourage their participation.
- Credibility and existing academic and civil service organization networks of the Centre for Food Policy has undoubtedly helped us gain a good reputation and good support of our 521 members" (M. Atkinson, personal email communication, June 2016).

2.6 SUMMARY

As can be seen within the tables of brokering model examples, many practices for promoting equality and social justice in community–campus partnerships are evident.

- **Promote funding to be hosted by community partners**: Funding going directly to community partners was viewed as an accomplishment by community–university partnership board members (Lantz et al., 2001) and is a common practice at the Knowledge Mobilization Unit at York University (Phipps et al., 2015).
- **Waive membership fees when needed**: Some brokering networks charge a membership fee, but also provide options that are inclusive to a diverse range of members, such as offering a student/low income rate or waiving fees (e.g., "as part of CCEDNet's barrier-free membership policy, individuals not able to pay the 'student/low-income' membership rate can request a reduced rate," CCEDNet), while other networks do not charge a fee to join (e.g., The Community Network for Research Equity & Impact).
- **Offer opportunities in accessible locations**: Not everyone interested in engaging in community–campus partnerships have access to reliable transportation or may be familiar with navigating complex campuses. Locating opportunities (e.g., centres, meetings, events) in accessible spaces is important. The Trent Community Research Centre, for example, is housed in the downtown community of Peterborough, and the Community University Partnership Programme hosts talks at local community establishments.

- **Be inclusive in focus**: The Indigenous Child Well-being Research Network, for example, promoted "coming together" by inviting "collaboration from all groups of Indigenous Peoples: on/off reserve; status/non-status; Metis, Inuit, First Nations, urban and non-Indigenous." Not only making partners feel welcome within the partnership, but encouraging participation from diverse stakeholders is important to ensure that multiple voices and perspectives are represented by those most impacted by issues.
- **Provide opportunities for professional development and training**: The Centre for Community Based Research, for example, provides training and employment to populations directly impacted by issues being researched.

Following a scan of the literature on community–campus partnerships and brokering models, it is evident that room exists to document:

- Lessons learned—both what works and challenges to help others interested in doing this work be aware of what to look out for and what to consider
- The process of building and maintaining community–campus engagement brokering relationships and models. This may include such things as steps taken in establishing a brokering model, what partners were brought into the relationship and why, and time lines for securing resources and infrastructure (Middleton, no date; Middleton, Nsenga, & Sladowski, 2014). Only a few examples are available to describe the process for brokering partnerships using a match-making or helpdesk model (e.g., Community Design Center of Atlanta described in Keating & Sjoquist, 2000; Knowledge Mobilization Unit at York University described in Phipps et al., 2015; Community University Partnership Programme described in Hart et al., 2009; Laing & Maddison, 2007).
- Understanding the resources required (e.g., funding, staff, infrastructure, time) that needs to be considered when implementing and sustaining a brokering model.
- Tools available to evaluate a partnership, skills of a partnership broker, etc.

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3.0 PARTNERSHIP TOOLS

3.1 PARTNERSHIP TOOLS ENVIRONMENTAL SCAN – METHOD

The purpose of this scan of community–campus partnership tools was to determine what resources (i.e., toolkits, guides, manuals, and measures) are available for community partners to use who are engaged in or thinking about engaging in a community–campus partnership.

- Search terms included "community-based research tools," "community-based research measures," "partnership tools," "partnership measures," "community-based participatory research tools," "community-based participatory research measures," "community-based research ethics," and "community-based research readiness"
- Searches were performed using Google, Google Scholar, and the PsycInfo database
- Email exchanges were made with (a) Dr. Karen Szala-Meneok, Senior Ethics Advisor, McMaster Research Ethics Secretariat who provided resources from a previous CCPH listserv request for tools and (b) Dr. Stephanie Solomon Cargill, Assistant Professor of Health Care Ethics at the Albert Gnaegi Center for Healthcare Ethics at Saint Louis University who shared a link to online ethics training for community partners

Tools were grouped into typical community-based research "phases:" (see Table 3):

- **Spans all phases of the research process:** tools that include information about multiple or all phases of the research process
- **Readiness**: tools that help partners assess partnership fit, determine whether they have resources available to engage in a partnership, assess research needs of organizations
- **Partnership development:** tools to assess research partnership, to help partners learn about the strengths and challenges and steps to improve partnership, ideas for conversations to have with partners throughout the research process
- **Planning and development:** tools and guidelines to inform positive ethical research practices, designing research project, research methodologies
- **Conducting research:** data collection methods, dissemination planning, close-out guide
- **Capacity building:** tools and guides to increase partners' research knowledge and skills
- **Impacts and evaluation:** tools to increase evaluation skills, assess effectiveness of knowledge sharing approaches, measure level of community participation in research and sustainability of partnership

Community-based research is iterative and cyclical, so phases may occur at the same time, in a different order to what is presented, or repeated. The order of phases is a rough guideline to organize the resources gathered. Table 3 content was taken directly from organization websites.

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
all: **SPANS ALL PHASES OF THE RESEARCH PROCESS**				
Community-based Research Toolkit Access Alliance Multicultural Health and Community Services. (2011). *Community-based research toolkit: Resources and tools for doing research with community for social change.* Toronto, ON: Access Alliance Multicultural Health and Community Services. Retrieved from http://accessalliance.ca/wp-content/uploads/2015/03/CBR_Toolkit_Jan2012.pdf	Tried to make the tools accessible not just in terms of language but transformatively accessible in ways that deconstructs research as something done by a privileged few to something that can be done by everyone to document and create critical knowledge for catalyzing progressive change. Tools seek to bring research to the grassroots and give a sense to stakeholders (particularly marginalized members) that they can become empowered researchers and knowledge producers. Tools are geared to foster collaboration within and through knowledge production. Goal was to create tools that can enable more marginalized stakeholders to participate equitably and actively at all steps of the research. Tools and resources in toolkit are particularly geared at enabling grassroots community agencies to develop research infrastructure, design and implement effective CBR projects, secure resources and partnerships (including with academics), and involve marginalized communities as co-researchers in knowledge production and knowledge exchange for the purpose of promoting equity and social justice.	Toolkit offers over 70 hands-on ready to use tools, templates, and resources (i.e., information handouts, templates, activities and worksheets, and checklists) to put CBR principles into action. Resources span life-cycle of a Community-Based Research project Content Covered: Ch 1: intro to CBR Ch 2: Planning for your CBR project Ch 3: Developing partnerships for CBR Ch 4: Working with communities Ch 5: Designing your CBR Ch 6: Ethics and CBR Ch 7: Implementing your CBR project: Data collection Ch 8: Data analysis in CBR Ch 9: Disseminating your CBR project Ch 10: Creating policy change Ch 11: Evaluating your CBR project	262 pages	Content within the toolkit is based on half a decade of implementing CBR projects.

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
A Primer on Action Research Acosta, S., Goltz, H. H. (2014). Transforming practices: A primer on action research. *Health Promotion Practice, 15*, 465-470. doi:10.1177/1524839914527591 http://hpp.sagepub.com/content/15/4/465.long		Purpose of Tool: (1) to describe the characteristics of Action Research (AR); (2) to present the benefits of applying AR methods/techniques for investigating problems and issues related to professional practice and for evaluating programs and interventions; and (3) to offer a 4-phase methodological framework for conducting AR. AR "is a methodology that links theory, research, and practice; advances new knowledge and understandings via iterative action cycles; employs frontline health practitioners as researchers; and promotes collaborative practitioner-community partnerships." Point form notes are included on each stage of the 4 cycles in AR framework: (a) preplanning/needs assessment (b) planning/study organization (c) action and observation/study implementation (d) reflection and planning/data analysis and interpretation	6 pages	
Keeping research on track: A guide for Aboriginal and Torres Strait Islander peoples about health research ethics Australian Government & National Health and Medical Research Council. *Keeping research on track: A guide for Aboriginal and Torres Strait Islander peoples about health research ethics.* https://www.nhmrc.gov.au/guidelines-publications/e65	Aboriginal and Torres Strait Islander peoples have a right, and indeed a responsibility, to be involved in all aspects of research undertaken in our communities and organisations. Referring to this booklet when making decisions about health research can help make sure that the research journey respects shared values as well as diversity, priorities, needs and aspirations; and benefits Aboriginal and Torres Strait Islander peoples as well as researchers and other Australians.	This booklet is about helping people to become familiar with the stages in the research journey. It helps readers understand the steps to follow to make the research work for Aboriginal and Torres Strait Islander peoples. Sections include: 1. Joining in the research journey: A success story 2. What are human research ethics? Understanding the research ethics jargon. HRECs: What are they? 3. Getting on track … Why this booklet was developed, Keeping research on track, Our most important values, Our rights to participate in research, Intellectual property: what is it? 4. The 8 steps of the research journey (with table) a Building relationships b Conceptualisation—thinking	52 pages	

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
		c Development and approval d Data collection and management e Analysis—looking at the meaning f Report writing g Dissemination—sharing the results h Learning from our experience overview: keeping research on track 5. About research and researchers, Common types of research, Ways of starting research, Finding out about researchers, Issues with 'new' researchers		
From collaborative research to community-based research: A methodological toolkit Demange, E., Henry, E., & Preau, M. (2012). *From collaborative research to community-based research: A methodological toolkit.* Paris. ANRS/Coalition PLUS. Coll. Sciences sociales et sida. https://halshs.archives-ouvertes.fr/halshs-00880158/file/guidegb.pdf	Focus on community members and community front-line workers, researchers, CBOs, research institutions, funders and technical partners	Toolkit examines key steps required when implementing a collaborative research study, including the issues to be dealt with, obstacles and potential difficulties as well as facilitating factors and "good practices." Part 1: Reflections on CBR and its value. a. overview of the common beliefs about CBR b. community-based research: challenges and assets Part 2: Developing & organizing the research study partnership. a. interpersonal skills in partnership research: trust, openness and appreciation of the other b. partnership know-how: structuring the collaboration and defining procedures Part 3: The stages of a CBR project - how to work together. a. guaranteeing the human and material conditions required for the research study b. constructing the scientific content of the research study c. anticipating the implementation of the research project d. encouraging an interconnection between the research study results and action	214 pages	Toolkit developed from project experiences. The toolkit was pre-tested by researchers and stakeholders from CBOs who form part of the target audience of the toolkit. The idea for this toolkit came from a real project in collaborative research performed in five countries on the sensitive question of disclosure of HIV serostatus.

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
Community Research: A Community Research Lab Toolkit Farris, T., Forouzan, L., Paul, D. P. (2011). Community research: A community research lab toolkit. Advancement Project, Health City. http://www.healthycity.org/toolbox	Toolbox's CBPAR framework explicitly focuses on community-based organizations that bring together community members to visualize and actualize research and its outcomes. Includes non-profit organizations that operate in specific, local communities and are staffed by, work with, represent, assist, and/or advocate on behalf of residents of those communities on issues that affect their qual. of life.	Sections: (1) Research Basics, (2) Introduction to Data, (3) Primary Data Collection, (4) Data Analysis, (5) Data Presentation Appendix tools include: Guide for writing with statistics; Community profile template; Excerpt from the power of maps; Ethics in CBPR	53 pages	The toolbox is based on best practices from work with CBOs
Research Tool Kit First Nations Centre. Research tool kit. Ottawa, ON: National Aboriginal Health Organization. http://www.naho.ca/documents/fnc/english/FNC-ResearchToolkit-Eng.pdf	It is intended for health staff and others working in First Nation communities. Kit provides a basic introduction to the research process so communities will be familiar with the issues and can make informed decisions about research projects.	Sections include: 1. Introduction 2. What is research? 3. Why do research? 4. Funding research 5. Preparing a proposal 6. Negotiating with partners 7. Protecting confidentiality and privacy 8. Following the necessary steps 9. Selecting a research method 10. Conducting interviews and focus groups 11. Conducting surveys and polls 12. Sharing and using research results	16 pages	Kit was prepared by drawing on experts' knowledge and experiences.
A Manual For Community-Based Participatory Research: Using Research to Improve Practice and Inform Policy in Assisted Living Zimmerman, S., Tilly, J., Cohen, L., & Love, K. *A manual for community-based participatory research: Using research to*	CBPR method was selected because CBPR uniquely engages researchers and community members as equal partners in every aspect of a project	Manual serves as a "how-to" resource for stakeholders interested in the use of CBPR to inform practice and policy. The manual explains the principles and methods of CBPR gleaned from experts across the country, and illustrates and expands these points with examples from the CEAL-UNC medication administration collaborative research project. Ch 1: Community-based participatory research. Ch 2: Developing a CBPR collaborative. Ch 3: Putting CBPR into action.	118 pages of text	It conveys the experiences and lessons learned from a CBPR project conducted in the field of assisted living, with the partners being the Center for Excellence in Assisted Living (CEAL) and the

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
improve practice and inform policy in assisted living http://www.theceal.org/images/reports/002Manual-for-Community-Based-Participatory-Research.pdf		Ch 4: Collecting and analyzing data in a CBPR project. Ch 5: Evaluating CBPR. Ch 6: Translating CBPR results into policy, advocacy, and practice. Ch 7: Sustainability and dissemination		University of North Carolina (UNC).
READINESS				
Partners in Research: Curricula to Prepare Community and Faculty for CBPR Partnerships Allen ML, Culhane-Pera K, Call KT, Pergament S. (2010). *Partners in Research: Curricula to Prepare Community and Faculty for CBPR Partnerships.* CES4Health.info, 2011. http://www.ces4health.info/find-products/view-product.aspx?code=T63W5WBC	Community partners as one of two target audiences. Does your product focus on a specific population(s)? Immigrant, Latino/Hispanic, Refugee, Urban	Community and academic collaborators developed two separate but parallel comprehensive curricula designed to prepare community members and academic faculty to collaborate on community-based participatory research (CBPR) projects. Topics include: 1. Introduction to CBPR 2. Overview of research 3. Quantitative/qualitative design and analysis 4. Research ethics from community perspective 5. Key challenges to CBPR partnerships 6. Partnering skills to address key challenges (empowerment approach) including communication strategies and shared decision making.	3 hours/session Training manuals and exercises are included.	Authors interviewed 13 faculty members regarding their perceived priorities for building faculty and community member proficiency in collaborative research. Similarly, they interviewed 6 community leaders regarding academic and community skills they would prioritize for inclusion in the curricula. Finally, they drew from existing programs to design two curricula.
Are We Ready? A Toolkit for Academic-Community Partnerships in preparation for	Designed as a qualitative assessment promoting equal voice and transparent, bi-directional discussions among all the partners	CBPR Partnership Readiness: the degree to which academic/community partners "fit" and have the "capacity" and "operations" necessary to plan, implement, evaluate, and disseminate CBPR projects	82 pages Time: Suggest	Authors have experiences with over 200 academic-

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
Community-Based Participatory Research Andrews, J. O., Newman, S. D., Cox, M. J., & Meadows, O. Are we ready? A toolkit for academic-community partnerships in preparation for community-based participatory research. Charleston, SC: Medical University of South Carolina. Retrieved from http://academicdepartments.musc.edu/sctr/programs/community_engagement/Documents/SCTR%20CCHP%20Are%20We%20Ready%20Toolkit.pdf Andrews, J. O., Cox, M. J., Newman, S. D., & Meadows, O. (2011). Development and evaluation of a toolkit to assess partnership readiness for community-based participatory research. *Progress in Community Health Partnerships, 5*(2), 183-188. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3267580/		that will facilitate mutual growth of the partnership and positively influence targeted social and health needs in the community. The toolkit is formatted to direct individual partner assessments, followed by team assessments, discussions, and action plans to optimize their goodness of fit, capacity, and operations to conduct CBPR. Chapter 1: Toolkit Overview Chapter 2: Basic Tenets of the Partnerships Chapter 3: Goodness of Fit Chapter 4: Capacity of Partnership/Project Chapter 5: Partnership Operations Chapter 6: Summary and Implications Includes a "readiness" model.	scheduling a retreat (1–2 days), or five or six 2-hour sessions, or three or four 3-hour sessions in which all partners can attend. Staff: Authors recommend that the toolkit be used with a trained facilitator to guide the process of systematically assessing the readiness of a partnership. Funds: Toolkit is free	community partnerships that are leading the way to transform healthcare among diverse and vulnerable populations. Authors received funding by the National Institutes of Health to explore key dimensions and indicators of readiness with both academic and community investigators who had experiences with partnerships and community-based participatory research. The results of this study have informed this toolkit.
Building effective community-university partnerships: Are universities truly ready? Curwood, S. E., Munger, F., Mitchell, T., Mackeigan, M., & Farrar, A. (2011). Building		Table of "Collaboration Readiness Questions for Universities and Academics" on page23.	12-page journal article includes a 1-page table of questions	

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
effective community-university partnerships: Are universities truly ready? *Michigan Journal of Community Service Learning, spring,* 15-26.				
Paths to Research Collaboration: A Guide to Working with McMaster Researchers McMaster University & Social Planning and Research Council of Hamilton. (2016). Paths to Research Collaboration: A Guide to Working with McMaster Researchers. https://reo.mcmaster.ca/download/paths-to-collaboration	Tool is intended for communities, non-profit organizations, or public organizations looking for assistance with research, or have been approached by McMaster researchers interested in conducting research with them.	Describes four main areas of research needs: 1. Advice (consultation); 2. Best evidence (research shop); 3. Community-driven research (student project); 4. Co-driven research (partnership) Described as a road map designed to guide community organizations along the journey to collaborative research. 1. The Road Ahead: Is A Research Collaboration Right For You? 2. Choosing The Right Path: Models Of Community-Engaged Research 3. Consultation: Looking For Advice Or Direction 4. Research Shop: Surveying The Landscape 5. Student Projects: Travelling Together, Learning Together 6. Partnerships: Sharing The Driver's Seat 7. Tools For The Road Ahead Provides a 7-item needs survey for organization and then walks through each way to satisfy need; questions for community partners to answer; and lists of contacts at the university.	16 pages	
Policy Readiness Tool Nykiforuk, C.I.J., Atkey, K.M., Nieuwendyk, L.M., Raine, K.D., Reed, S., & Kyle, K. (2014). Policy Readiness Tool: Understanding Readiness for Policy Change and	Tool can be used by policy developers, advocates, community organizations, community members, municipalities or anyone interested in encouraging healthy public policy development. A separate, but related, document contains a list of general strategies for working with communities or	The Policy Readiness Tool is a self-administered questionnaire that can be used to assess a community or organization's readiness for policy change. Included with the questionnaire is a series of strategies for working with groups at different stages of readiness for policy change and links to resources for additional information. The purpose of the Tool is to help advocates and policy developers encourage	26 pages 11-item questionnaire that can be completed on paper or on-line. Responses from different team members can be	Tool was tested with municipal representatives throughout Alberta. Tool will continue to be evaluated by the team to assess its use in different

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
Strategies for Taking Action. Edmonton, AB: School of Public Health, University of Alberta. http://policyreadinesstool.com/ Online questionnaire: http://policyreadinesstool.com/the-tool/overview/ General Strategies for Encouraging Policy Change (3-pager) http://policyreadinesstool.com/wp-content/uploads/2015/01/General-strategies-guide-updated.pdf	organizations (at any level of policy readiness) to encourage healthy policy change.	the adoption of healthy public policy within communities or organizations. Sections include: 1. Overview of the Policy Readiness Tool 2. Getting Started with the Policy Readiness Tool 3. Introduction to Rogers' Diffusion of Innovations Theory 4. A Note on Policy Change 5. Assessing Readiness for Policy Change 6. Key Strategies to Gain Support for Healthy Public Policy (a) Innovators (b) Majority (c) Late Adopters	combined.	policy environments.
Community-engaged research with UCSF researchers: A resource manual for community-based organizations. Pasick, R., Oliva, G., Goldstein, E., Nguyen, T., Vargas, R., & Kiefer, C. Community-engaged research with UCSF researchers: A resource manual for community-based organizations. From the Series: UCSF Clinical and Translational Science Institute (CTSI) Resource Manuals and Guides to Community-Engaged Research, P. Fleisher, ed. Published by Clinical Translational Science	Manual is designed to inform, facilitate, and support partnerships so research can meet the needs of agencies, collaborative partners, and participants.	The goal of this document is to orient CBOs seeking to do research build on research partnerships with UCSF investigators. Topics include: 1. Why community research, and what does it offer my organization? 2. What is community-engaged research? 3. Why would my organization be interested in working with UCSF? 4. Why is UCSF interested in working with community agencies in community settings? 5. What might I need to know about how research is conducted at academic institutions? 6. What might a researcher need to know about my organization? 7. What questions should I ask when considering partnering with a UCSF researcher? How do I know which researchers will be good collaborators? 8. What are the steps of collaborative research? 9. What kinds of rules and regulations do researchers have to follow? 10. What structures and resources need to be in	26 pages	

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
Institute Community Engagement Program, University of California San Francisco. http://ctsi.ucsf.edu/files/CE/manual_for_agencies.pdf		place to support collaborative research? How might they impact my organization? 11. What are some obstacles or drawbacks to participating in research that I should keep in mind?		
Collaboration Multiplier (plus Collaboration Multiplier Analysis worksheet) Prevention Institute. (2011). Collaboration multiplier. Enhancing the effectiveness of multi-field collaboration. http://www.preventioninstitute.org/component/jlibrary/article/id-44/127.html		An interactive framework and tool for analyzing collaborative efforts across fields. It is designed to guide an organization to a better understanding of which partners it needs and how to engage them, or to facilitate organizations that already work together in identifying activities to achieve a common goal, identify missing sectors that can contribute to a solution, delineate partner perspectives and contributions, and leverage expertise and resources. Using the Collaboration Multiplier can help lay the foundation for shared understanding and common ground across all partners. Occurs in 2 stages: 1) Information Gathering and 2) Collaboration Multiplier Analysis (resources, key strategies, results/outcomes)	Can be used in different stages of collaboration	
Community-University Toolkit + Community-University Collaboration Roadmap The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO. Doing more in partnership: A tool kit for community-university collaboration. http://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_A_Community-University_Toolkit.pdf	Mutual goals, shared power	Supports the development of authentic partnerships between community-based and university- or academic health science centre-based researchers. Toolkit supports the development of collaborative projects by providing a roadmap, information on emerging concepts and models, a glossary of terms and suggested readings for further ideas and info. Roadmap Activity: 1. Would it work? (Applicability) 2. Do we have what it takes? (Feasibility) 3. How is it going? (Sustainability) 4. How do we share this? (Transferability) 5. Making it happen (Use and feedback)	20 pages	Learned through research and experience

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PARTNERSHIP DEVELOPMENT				
Partnership Assessment Toolkit Afsana, K., Habte, D., Hatfield, J., Murphy, J., & Neufeld, V. (2009). Partnership assessment toolkit. Retrieved from http://www.ccghr.ca/wp-content/uploads/2013/05/PAT_web_e.pdf	Questions intended to guide conversations by participants in partnerships and to ensure equitable negotiation and evaluation throughout the lifespan of the partnership. Intended for use by members of the donor community, administrators of academic institutions and research institutes, junior and senior researchers, students and all other parties involved in research partnerships. The PAT is focused on equity and seeks to ensure that all partners and members of the partnership benefit from the experience.	The PAT is composed of a series of questions and exercises that, through subsequent discussions, will equip parties entering into health research partnerships with the means of assessing their partnership Focus on health research partnerships It helps users to identify and evaluate several partnership phases: (1) Inception, (2) Implementation, (3) Dissemination, and (4) Wrapping-Up (will help partners to conclude their partnership in a positive way, and to help them to plan toward future collaborations) The questions and activities are intended to guide conversations by participants in partnerships and to ensure equitable negotiation and evaluation throughout the lifespan of the partnership.	25 pages - It is adaptable and can be used for small projects or planning large trans-disciplinary programs of research. Staff: Recommend that one member of the partnership be selected to take responsibility for administering and circulating the tool and for documenting the responses of the team. If teams are unable to conduct the dialogue together in a round table discussion, e-mail can be used to circulate questions based on the PAT to each key participant.	This project, through 3 regional consultations (South Asia, Latin America and Africa) has sought to elicit the Southern voice on health research partnerships and to generate substantive tools for significantly improving the way in which they are conducted.
Proposal for evaluating the research partnership process Bussieres, D., & Fontan, J-M. (2011). Proposal for evaluating the research partnership process (chapter 4). In P. V. Hall & I. MacPherson (Eds.), community-university research partnerships: Reflections on the Canadian		Provides a yes/no checklist for evaluating research partnerships. The authors then map these results onto a diagram and compare results of three projects. Evaluation of four areas: 1. determining involvement of partners in the co-definition phase of research project (6 items) 2. the research co-implementation phase (6 items) 3. the KM phase (6 items) 4. satisfaction with research overall (6 items)		

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
social economy experience. Victoria, BC: University of Victoria. https://dspace.library.uvic.ca/bitstream/handle/1828/3878/SE%20Book_print.pdf?sequence=1&isAllowed=y				
Partnership Self-Assessment Tool Center for the Advancement of Collaborative Strategies in Health. (2002). Partnership self-assessment tool. Retrieved from http://www.lmgforhealth.org/sites/default/files/Center_for_the_Advancement_of_Collaborative_Strategies_in_Health_%28CACSH%29_Parternship_Self-Assessments.pdf		Areas assessed include: synergy (9 items); leadership effectiveness (11 items); efficiency (3 items); administration and management effectiveness (9 items); sufficiency of non-financial resources (6 items); sufficiency of financial & other capital resources (3 items); decision making (3 items); benefits of participation (11 items); drawbacks of participation (6 items); satisfaction with participation (5 items) Helps partnership learn about its strengths and weaknesses and about steps that partnership can take in order to improve the collaboration process.	Time: takes 15 minutes to complete	
Partnership Evaluation Tool (PET) Institute of Public Health in Ireland. Partnership Evaluation Tool (PET). http://www.partnershiptool.ie/index.asp		Developed to help multisectoral partnerships to monitor their development, to assess emerging benefits, and to identify areas for further development. Part 1 assesses the importance that partners place on the various indicators for their participation in this partnership. Part 2 then asks for their experiences of the same indicators PET facilitates this to be done online. In the piloting of PET it was found that response rates and the quality of the data increased dramatically when the questionnaires were filled in during a partnership meeting. More comments were also included when the questionnaires were completed in this way, and this was where some of the most useful data emerged.	Can be done on-line or in paper format. PET is designed to be of value both to young partnerships and to those that are more mature.	PET is based on research carried out by the Institute of Public Health from 2003 to 2006 as part of a research programme on measuring impacts of multisectoral partnerships on inequalities in health

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Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
Community of Practice Orientation Guide Lusk, E & Harris, M. (2010). SHRTN Collaborative Community of Practice Orientation Guide. SHRTN Collaborative (a partnership between the Senior's Health Research Transfer Network, the Alzheimer Knowledge Exchange and the Ontario Research Coalition). Canada. http://www.srpc.ca/ess2016/summit/CoP_guide_FINAL.pdf		A community of practice can be described as a group of people who have made a commitment to be available to each other to: offer support to share learning, consciously develop new knowledge, and share discoveries with anyone engaged in similar work, in order to advance individual and organizational practice. Sections: 1.0 Introduction and Acknowledgements 2.0 Community of Practice Overview 3.0 Life Cycle of a Community of Practice 4.0 Community of Practice Quick Tips 5.0 Recommended Resources Appendix A: Evaluation Tools Part 1: Individual Practice Reflection (7 items) Part 2: CoP Attribute Checklist (14 items) Appendix B: Community of Practice Work Plan Template Offers suggested activities as related to the stages of the CoP life cycle; CoP quick tips	13 pages	Several knowledgeable provincial / territorial and national stakeholders participated in the development of this CoP guide.
Making Research Work for Your Community: A Guidebook for Successful Research Partnerships Ray, N. (2014). Making research work for your community: A guidebook for successful research partnerships. The Community Foundation for Greater New Haven. http://www.cfgnh.org/Portals/0/Uploads/Documents/About/Publications/Brochures-Special-Publications/TCF_MakingResearchWorkForYou_R6web.pdf	It is intended to help communities and community organizations in their decisions to: 1. Conduct their own research; 2. Work effectively with university researchers; 3. Maximize the value of community-university research relationships	Sections include: A. What is research and why does it matter? What is community-based participatory research? B. The benefits to partnering with university researchers in research C. How do you best represent the interests of your community when partnering with university researchers? D. What are the necessary conversations to have with university researchers when considering my community's involvement in a project? E. What does a research partnership involve? F. How does my community create action from the research results? G. Potential barriers to research partnerships Checklist in appendix.	16 pages	This guidebook was created as a result of work of two long-standing partnerships and the findings of their interviews with 20+ community leaders and university researchers.

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
The Partnership Toolbox Sterne, R., Heaney, D., & Britton, B. World Wildlife Federation. *The partnership toolbox.* http://www.fairfaxcountypartnerships.org/images/pdf/2a_PartnershipToolbox_WWF.pdf		Includes Organisational Context Tool, Partnership Agreement Tool, Partnership Baseline Tool, Partnership Monitoring Tool, Characteristics of Partnerships Tool, Relationships Typologies Tool The purpose of the Organisational Context Tool is to help organisations individually identify issues from across their organisation that could impact on the development and content of a partnership. The purpose of the Partnership Agreement Tool is to help organisations prepare for and develop together the key elements of a negotiated partnership. The purpose of the Partnership Baseline Tool is to provide a framework for developing a more systematic understanding of the nature of the partnership between organisations. It comprises a series of characteristics that can be used to describe, analyse and differentiate between different types of partnerships. The purpose of the Partnership Monitoring Tool is to monitor progress in the development of the partnership between organisations. The Characteristics of Partnerships Tool provides criteria that can be used to help describe the nature of a partnership, and as with the other Tools in this Toolbox, could be used as an agenda for a joint discussion between organisations Alternatively it could be used by an organisation as advance preparation for negotiations with another organisation with which they are considering entering into a partnership.	32 pages The tools can be used at the start of a new partnership or retrospectively at any phase of a partnership.	In 2001, a series of workshops were run to explore the concept of working relationships with other organisations. Since then, the tools in this toolbox have been extensively used by WWF and its partners and the results show that this approach achieves impact through assisting the development and maintenance of robust, equitable relationships.
Partnership Analysis Tool VicHealth. (2011). *The partnerships analysis tool.* Melbourne: Victorian Health Promotion Foundation.		The tool is for organisations entering into or working in a partnership to assess, monitor and maximise its ongoing effectiveness. The tool is divided into three sections: 1. Changing organisations: How to embed		

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Available at www.vichealth.vic.gov.au/partnerships		partnerships as an ongoing way of working. 2. Exploring the nature of partnerships (Activities 1 & 2): Why is the partnership necessary in this particular project? What value does the partnership add to the project? This involves designing a map that visually represents the nature of the relationships between agencies. 3. Analysing existing or potential partnerships (Activity 3): This involves completing a checklist that defines the key features of a successful inter-departmental, inter-agency or inter-sectoral partnership. Checklist is designed to provide feedback on the current status of the partnership and to suggest areas that need further support and work.		
PLANNING & DEVELOPMENT				
Community Ethics Toolkit Community Ethics Network. (2008). *Community ethics toolkit.* Toronto, ON: Toronto Central Community Care Access Centre. http://www.communityethicsnetwork.ca/docs/toolkit2008.pdf	The goal of the common approach was to enhance practice around ethical decision-making in the community health sector.	Toolkit was created to facilitate the broader implementation of the common approach for ethical decision-making across the Community Health and Support Sector Sections: Introduction; Background Network Goals; Objectives and Priorities; Tools Developed; Overview: Code of Ethics for the Community Health and Support Sector; Overview: Ethical Decision-Making Worksheet; Guidelines for Using the Ethical Decision-Making Worksheet; Guidelines for Conducting Case Reviews; Ethical Decision-Making Worksheet; Code of Ethics for the Community Health and Support Sector	20 pages	A common approach for ethical decision-making was developed and trialed across 12 community organizations.
Considerations and Templates for Ethical Research Practices (companion document to the Ethics Toolkit) First Nations Centre. (2007). *Considerations and templates for ethical*	First Nations Communities; non-First Nations community that endeavours to engage in research with First Nations.	This publication is a practical guide for communities interested in developing their own research policies and protocols. The most useful features are the three templates to help First Nations develop research policies and agreements. Further, it is hoped that this guide will create an increased awareness among the non-First Nations research community that endeavours to engage in research with First Nations.	42 pages	

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research practices. Ottawa, ON: National Aboriginal Health Organization. http://www.naho.ca/documents/fnc/english/FNC_ConsiderationsandTemplatesInformationResource.pdf		Sections include: What is Participatory Research? What is a Code of Research Ethics? What is a Collaborative Research Agreement? What is a Data-Sharing Protocol? Endnotes, Bibliography Appendix A: Template for a Code of Research Ethics: provides a model Code of Research Ethics. This model contains useful policies and procedures that need to be considered in governing, managing, or guiding research activity in First Nations. Appendix B: Template for a Collaborative Research Agreement: a model for a Collaborative Research Agreement. This includes the basics needed to ensure a full and equal partnership between the community and the research partners in all aspects of the research process. Appendix C: Template for a Data-Sharing Protocol: a model for a Data-Sharing Protocol between the First Nation and research partners. It establishes ownership of the data, including how and under what conditions the data may be shared. The protocol also sets out the principles and obligations that partners must adhere to when they collect, use, store, and disclose individual or aggregate information.		
Ethics Tool Kit First Nations Centre. (2003). *Ethics Toolkit.* Ottawa, ON: National Aboriginal Health Organization. http://www.naho.ca/documents/fnc/english/FNC_EthicsToolkit.pdf	This Ethics Tool Kit is one of several information packages being prepared by the First Nations Centre (FNC) of the National Aboriginal Health Organization (NAHO) to inform and share knowledge on key issues and to assist in community capacity building in First Nations communities.	Toolkit provides an overview of research ethics for First Nations communities. It is meant to do two things: First, to help communities that are planning to do their own research by describing ethical issues they may need to think about. Second, to help communities that are engaged in research with outside organizations to understand what aspects of research ethics they may need to negotiate with outside organization. Sections include: Key Issues, Cornerstones, Informed Consent and Voluntary Participation, Confidentiality	16 pages	Authors prepared this kit by drawing on presentations and materials that experts in the fields of ethics, privacy, law, and First Nations health information have shared at various workshops and information forums

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Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
		and Protection of Personal Information, Minimizing Risk to Participants, Research Ethics Boards, Research on Communities, Ethics in Interpreting and Sharing Research, Respect for the Users of Research Results		coordinated by NAHO.
A Toolkit for Participatory Action Research Kasdan, A., Cattell, L., & Woo, R. (no date). *Research for organizing: A toolkit for Participatory Action Research*. The Community Development Project. http://www.researchfororganizing.org/	This toolkit is designed for organizations and individuals that want to use participatory action research (PAR) to support their work towards social justice. This toolkit can be used by community organizers, community members or students studying participatory research or community organizing.	This toolkit includes case studies, workshops, worksheets and templates that can be downloaded and tailored to meet the user's needs. Hands-on and comprehensive. Activities(A); Tools(T) Section 1: An Overview of Participatory Action Research A1.1 Breaking Down Stereotypes of Researchers (45 min.) A1.2 Components of Participatory Action Research (30 min.) T1.1 PAR Terms and Definitions T1.2 Sample for activity of PAR Terms and Definition T1.3 PAR Timeline T1.4 Principles of PAR T1.5 Is PAR Right for Your Organization or Community? Section 2: Designing Your Research Project A2.1: Developing Research Goals and Questions (1 hr.) A2.2: Choosing Your Research Method (1.5 hr.) A2.3: Developing Your Research Timeline (1 hr.) T2.1: Guiding Questions for Developing Research Goals and Questions T2.2: Guiding Questions for Choosing a Research Method T2.3: PAR Menu of Methods T2.4: Research Work Plan Template T2.5: Research Timeline Template Section 3: Getting Your Data A3.1: Survey Administration Training (2.5 hr.) T3.1: Survey Template T3.2: Sample Rap for Surveying	161 pages Facilitator needed to guide participants through activities. In total, activities require 26.5 hours to complete. Tools are also available in Spanish.	The Community Development Project supports grassroots organizations through the process of conceptualizing, designing, implementing, producing and disseminating Participatory Action Research projects. Through this work partnering with grassroots organizations, the authors have developed a range of trainings, tools and tips to enable community members to become more actively involved in the research process. The authors developed this toolkit as a way to synthesize and share all of the resources they

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Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
		T3.3: Tips for Conducting Surveys Case Study :Domestic Workers United and CDP's Report: Domestic Workers and Collective Bargaining A3.2: Creating Effective Interview Questions (1hr. 15 min.) A3.3: Interview Role Play (1hr. 15 min.) T3.4: Tips For Creating Effective Interview Questions T3.5: Interview Guide Template T3.6: Informed Consent Form Template Case Study: VOCAL-NY and CDP Report: Stuck in the System A3.4: Preparing for a Focus Group (1 hr.) A3.5: Facilitating a Focus Group (2 hr.) T3.7: Benefits and Challenges of Focus Groups T3.8: Tips for Focus Group Facilitation T3.9: Sample Focus Group Guide Case Study: Right to the City National: "We Call These Projects Home" A3.6: Planning for Community Mapping (1 hr.) A3.7: Community Mapping Training (2 hr.) T3.10: Description of Community Mapping Materials and Steps T3.11: Sample Canvassing Sheet T3.12 Sample Canvassing Training Case Study: Right to the City-NYC's Report: "People without Homes and Homes without People" A3.8: Community Timeline (45 min.) A3.9: Our Vision, Our Neighborhood (2 hr.) T3.13: Our Neighborhood Activity Chart—Services & Programs T3.14: Our Neighborhood Activity Chart—Businesses Section 4: Entering Your Data into a Database A4.1: Introduction to Data Entry (30 min.) T4.1: Survey Monkey Basics T4.2: Survey Monkey How to and Tips T4.3: ACCESS How to and Tips Section 5: Using Your Data		have designed and gathered over the years.

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Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
		A5.1: Using Data to Create Research Findings (1 hr.) A5.2: Understanding Policy Recommendations & Targets (1h 40m) A5.3: Creating Effective Policy Recommendations (1 hr.) T5.1: Sample Research Finding and Data for Matching Activity T5.2: Policy Recommendation Matching Activity T5.3: Levels of Government Chart		
		Section 6: Presenting and Packaging the Report T6.1: Model Outline of Report T6.2: Design & Printing Resources		
		Section 7: Releasing the Report A7.1: Choosing a Strategy for Releasing the Report (45 min.) A7.2: Planning for the Report Release (1 hr. 15 min.) A7.3: Bringing in Allies (1 hr.) A7.4: Using the Media (50 min.) T7.1: Media Release Strategies T7.2: Report Release To-Do List T7.3: Sample Report Release Invite Letter T7.4: Contents of a Press Packet T7.5: Tips on Crafting Testimony for a Report Release		
Guidelines for Ethical Research in Manitoba First Nations Manitoba First Nations Education Resource Centre. (2014). *Guidelines for ethical research in Manitoba First Nations: Principles, practices, and templates.* http://www.mfnerc.org/wp-content/uploads/2014/03/Ethical-Research-in-Manitoba-First-	This document provides a framework for First Nations and/or researchers contemplating research in First Nations communities in Manitoba. There is a need for First Nations to develop research protocols to protect and preserve their indigenous intellectual property, cultural, and traditional knowledge. By using this document as a guide, First Nations can create their own ethical research regulations.	This document explores some key issues in the research process to help First Nations and researchers contend with aspects of research that can create discontent. Sections include: Framework Research Principles Research Practices Code of Research Ethics Collaborative Research Agreement Data-Sharing Protocol Activities in Appendices:	52 pages	

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Nations.pdf		Template for a Code of Research Ethics A Code of Research Ethics Template for a Collaborative Research Agreement A Collaborative Research Agreement Template for a Data-Sharing Protocol Data-Sharing Protocol		
Community-based participatory research: A training manual for community-based researchers Shallwani, S., & Mohammed, S. (2007). *Community-based participatory research: A training manual for community-based researchers.* http://individual.utoronto.ca/sadaf/resources/cbpr2007.pdf	To launch and enhance community-based workers' role as community-based researchers in a community-based participatory action research project so that they could meaningfully participate in research in their community.	Sections include: 1. Research Concepts a. Introduction to Research (3-4 hours) b. Intro to Research Ethics (2-3 hours) c. Introduction to Participation (2-3 hours) d. Introduction to Participatory Action Research (1-2 hours) 2. Research Methodologies a. Survey Methodology (2-3 hours) b. Interview Methodology (3-5 hours) c. Focus Group Discussion Methodology (3-4 hours) d. PhotoVoice Methodology (4-6 hours) e. Community Timeline Methodology (1-2 hours) f. Community Mapping Methodology (1-2 hours)	61 pages Modules take 23 to 34 hours to complete. Discussion of research methodology around appropriateness of use within the community Urdu translations of handouts summarizing key points were provided to participants at the end of each module and these can be made available by the authors.	Training modules and handouts were developed for a 3-week training workshop on CBPR held in June 2006 for community-based workers in Tando Jam, Sindh, Pakistan. Authors acknowledged shortcomings of work, due to external constraints and limited experience.
Ethical Protections in Community-Engaged Research training program Solomon, S., & Piechowski, P. J. (2011). Developing community partner training: Regulations and relationships. *Journal of Empirical Research on Human Research Ethics: An International Journal, 6*, 23-30. http://www.ncbi.nlm.nih.gov/pmc	While funders increasingly support research that partners with communities, community partners still must submit to a regulatory oversight structure that does not reflect their unique research ethics challenges and needs. The authors engaged in a process of reconnaissance and negotiations with local community partners and research ethics boards.	Development of an ethics training program specifically for community partners interested in engaging in community-based research. Module 1 focuses on the history of current regulations and why they should be considered relevant and significant, at least in their core motivations, to community partners. Module 2 brings informed consent requirements out of the legalistic language of the Institutional Review Board (IRB) and makes them more applicable for community settings. Activities in this module challenge trainees to apply aspects of informed	Suggested time of approx. 1 hour for each module. A trained facilitator (one with expertise in ethics and another with expertise in community-based research would be valuable). While online material is available, a face-to-	Interviewed and consulted with community partners and REB members during the development of the training program. Pilot tested program with several community organizations.

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/articles/PMC3319414/ To access training: http://inventions.umich.edu/technologies/4768_research-ethics-training-for-community-research-partners http://gtp.autm.net/technology/view/12360 Solomon, S., Bullock, S., Calhoun, K., Crosby, L., Eakin, B., Franco, Z.,...Spellecy, R. (2014). Piloting a nationally disseminated, interactive human subjects protection program for community partners: Unexpected lessons learned from the field. *Clini Trans Sci, 7*, 172-176. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4782626/		consent to situations they may face, and brainstorm potential solutions to them. Module 3 allows participants to practice the skills they learned regarding informed consent. Module 4 focuses on best practices in research. The authors discuss conflict of interest and other aspects of research with ethical importance to IRBs, how to communicate ethical issues to appropriate parties, and provide materials that may be useful to community and academic partners in providing quality, ethical research practices. The Ethical Protections in Community-Engaged Research program has been proven to be a successful, easy to implement, and enjoyable program. The activities, lecture scripts, and materials provided have been tested with multiple groups involved in community-engaged research.	face approach worked best and had several unexpected benefits (e.g., develop a sense of community with other community partners) Advantages: Easy to implement and easily tailored to specific research and/or populations	
CONDUCTING RESEARCH				
Participatory Asset Mapping: A Community Research Lab Toolkit Burns, J. C.,Paul, D. P., & Paz, S. R. (2012). *Participatory asset mapping: A community research lab toolkit.* Health City. http://www.healthycity.org/toolbox	Toolbox's CBPAR framework explicitly focuses on community-based organizations that bring together community members to visualize and actualize research and its outcomes. This includes non-profit organizations that operate in specific, local communities and are staffed by, work with, represent, assist, and/or advocate on behalf of residents of those communities on issues that affect their quality of life. Though it may have utility for other	In Participatory Asset Mapping, community members specifically identify community assets (e.g., citizen associations and local institutions). This step-by-step toolkit can be used as (a) an instructional toolkit for using and applying Participatory Asset Mapping; (b) a workbook for workshops on using Participatory Asset Mapping as a tool for identifying community strengths and supporting change initiatives; (c) a resource and information guide for conducting research within the CBPAR framework. Sections include:		It is based on best practices from the authors' work with CBOs and a unique approach to the Community Based Participatory Action Research framework.

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		groups, it supports these organizations whose work directly engages community members in creating change.	1. What is participatory asset mapping? 2. Why should you do it? 3. When should you do it? 4. How do you do it? 5. What do you do with your results? 6. Conclusion: Community knowledge on the map		
A Research Dissemination Toolkit Community Research Unit, Faculty of Arts, University of Regina (2011). *Exchanging Knowledge: A Research Dissemination Toolkit.* http://www.uregina.ca/arts/assets/docs/pdf/Dissemination-Toolkit.pdf		Community Research Unit partners can use this document to develop a dissemination plan that ensures that their research is distributed to and understood by those who need it most. Sections include (1) Dissemination Plan worksheet (2) Developing the Plan (3) Strategy Overview		
Toolkit for Community-engaged Wellness Mapping Hardy, L. J., Figueroa, A., Hughes, A., Hulen, E., Corrales, C., Scranton, R., Begay, C. (2014). *Toolkit for community-engaged wellness mapping.* CES4Health.info. Center for American Indian Resilience. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4304396/	Participants who used this tool were from diverse ethnic and cultural origins, ages, and genders. Tool allows new researchers to conduct research with less training than might be involved for other research methods	One option for the use of this toolkit is to present the tools to a group of collaborators and have them complete the mapping activity. Once the collaborators complete the activity, the group may want to discuss the usefulness of the tool for particular research questions, any modifications the group would like to make, and strategies for obtaining approval from an Institutional Review Board and recruiting and working with participants in the area of study. Sections include: Introduction Approach and Methods Relevance of Toolkit Research Ethics Training Description of Analysis Presentation of Toolkit Components	18 pages Time: A wellness mapping activity takes less time 1-on-1 than a full semi-structured interview, and may be used in groups. This shorter timeframe allows researchers to potentially conduct a greater number of wellness mapping activities than they might with full 1-2 hour interviews. The mapping activity is also easy to integrate with other research methods.	The authors used the Wellness Mapping toolkit in a variety of community settings, and with groups of people of different ages, educational backgrounds, and languages.

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MOVING ON OR NEXT STEPS				
Partnership Assessment Toolkit (also located in Partnership Development section of Table) Afsana, K., Habte, D., Hatfield, J., Murphy, J., & Neufeld, V. (2009). *Partnership assessment toolkit.* Retrieved from http://www.ccghr.ca/wp-content/uploads/2013/05/PAT_web_e.pdf	Questions are intended to guide conversations by participants in partnerships and to ensure equitable negotiation and evaluation throughout the lifespan of the partnership. Intended for use by members of the donor community, administrators of academic institutions and research institutes, junior and senior researchers, students and all other parties involved in research partnerships. The PAT is focused on equity and seeks to ensure that all partners and members of the partnership benefit from the experience.	• Wrapping-Up (will help partners to conclude their partnership in a positive way, and to help them to plan toward future collaborations)	25 pages - Adaptable and can be used for small projects or planning large trans-disciplinary programs of research. Staff: Recommend one member of the partnership be selected to take responsibility for administering and circulating the tool and for documenting the responses of the team. If teams are unable to conduct the dialogue together in a round table discussion, e-mail can be used to circulate questions based on the PAT to each key participant.	This project, through three regional consultations (South Asia, Latin America and Africa) has sought to elicit the Southern voice on health research partnerships and to generate substantive tools for significantly improving the way in which they are conducted.
Moving On Halper, E. (2009). Moving on: Effective management for partnership transitions, transformations and exits. *International Business Leaders Forum.* http://thepartneringinitiative.org/publications/toolbook-series/moving-on/		1. Sustaining outcomes – Tool 1 Prompts for a 'moving on' conversation 2. Moving on and The Partnering Cycle – Tool 2 Checklist for 'sustaining outcomes' questions during The Partnership Cycle 3. Transitions and transformations – Tool 3 Assessing the situation 4. Managing the moving on process – Tool 4 Tips for handing over successfully and Tool 5 Moving on – external communication guidelines.	30 pages	

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Multi-site Closeout Guide The HMO Research Network. (2006). *Multi-site closeout guide.* http://researchtoolkit.org.isomedia.net/media/content/HMORN_Closeout%20Guide.pdf		Project closeout is the administrative and scientific completion of a research project with attention to final participant contact (if applicable), finalizing of datasets, data archiving and destruction plans, and administrative considerations. This guide was developed by members of the HMO Research Network to assist with multi-site study closeout. The authors provide a detailed discussion of those topics most relevant to multi-site studies and address the needs of different types of data collection. This guide provides checklists and spreadsheets that staff can use as templates for their closeout process.	Users can adapt the materials to their individual needs. Careful thought needs to occur before the end of study as to how to best set up systems and documentation for study closeout.	
Program Sustainability Assessment Tool Center for Public Health Systems Science. George Warren Brown School of Social Work. (2012). *Program sustainability assessment tool.* https://sustaintool.org/ Schell, S. F., Luke, D. A., Schooley, M. W., Elliott, M. B., Herbers, S. H., Mueller, N. B., & Bunger, A. C. (2013). Public health program capacity for sustainability: a new framework. *Implementation Science, 8(*15). doi:10.1186/1748-5908-8-15 **http://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-8-15** Luke, D. A., Calhoun, A., Robichaux, C. B., Elliott, M.		1. Understand: Understand the factors that influence a program's capacity for sustainability. 2. Assess: Use the Program Sustainability Assessment Tool to assess your program's capacity for sustainability. 3. Review: View results from your assessment as a Sustainability Report. 4. Plan: Develop an Action Plan to increase the likelihood of sustainability. Measure assesses 8 domains: environmental support, funding stability, communications, partnerships, organization capacity, program evaluation, program adaptation, and strategic planning. Aimed at program staff and stakeholders.	Free, online resource (10-15 minutes to complete). 40 questions (5 questions in each of the 8 domains) Calhoun et al. (2014) article provides a step-by-step guiding for using the tool to plan for program sustainability. When you take the assessment online you will receive an automated summary report of your overall sustainability. You can use these results to engage in sustainability planning.	The final version of the PSAT contains 40 items, spread across 8 sustainability domains, with 5 items per domain. Confirmatory factor analysis shows good fit of the data with the 8 sustainability domains. The subscales have excellent internal consistency; the average Cronbach's α is 0.88, ranging from 0.79 to 0.92. Preliminary validation analyses suggest that PSAT scores are related to important

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B., & Moreland-Russell, S. (2014). The Program Sustainability Assessment Tool: A new instrument for public health programs. *Preventing Chronic Disease, 11*. http://www.cdc.gov/pcd/issues/2014/pdf/13_0184.pdf Calhoun, A., Mainor, A., Moreland-Russel,l S., Maier, R. C., Brossart, L., & Luke, D. A. (2014). Using the Program Sustainability Assessment Tool to assess and plan for sustainability. *Preventing Chronic Disease, 11*. http://www.cdc.gov/pcd/issues/2014/pdf/13_0185.pdf				program and organizational characteristics.
ONGOING – CAPACITY BUILDING				
Community Research for Change eWorkbook First Nations Centre. (2011). *Community Research for Change eWorkbook.* Ottawa, ON: National Aboriginal Health Organization. http://www.naho.ca/documents/fnc/english/2011_community_research.pdf	The workbook is intended for all First Nation communities, including urban and rural communities, on and off reserve communities, Friendship Centres, Aboriginal Health Centres and schools. 'Community change' in this workbook is about change that improves health and the broad determinants of health such as poverty, maternal and early childhood care, self-determination, education and training, socio-economic status, language and culture, identity, personal and community wellness, residential schools, mental health,	Community Research for Change talks about ways that research can help create positive changes in your community's health and wellbeing. The aim of this workbook is to help guide you in learning more about research for change, with questions and workspace for you to reflect on the information and relate it to your own community health and research needs. Sections include: Community Change Communities Taking Control Types of Research Community Based Participatory Research (PR) Participatory Action Research (PAR) Indigenous Frameworks and Methods How Does Research Create Change		

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	Traditional Knowledge, housing, food security, chronic disease, infectious disease, addictions, and others.	Independent Versus Participatory Research with External Researchers The Research Process Tools include: Checklist for Community Capacity Building Processes; People to include in research partnerships table; What kinds of training does the community need? Table; Establishing Communication Processes discussion guide.		
Ownership, control, access and procession First Nations Centre. (2007). *OCAP: Ownership, control, access and procession.* Ottawa, ON: National Aboriginal Health Organization. http://cahr.uvic.ca/nearbc/documents/2009/FNC-OCAP.pdf	This document offers a way for First Nations to make decisions regarding what research will be done, for what purpose information or data will be used, where the information will be physically stored and who will have access. The principles of Ownership, Control, Access and Possession (OCAP) enable self-determination over all research concerning First Nations.	Guide explains principles of OCAP and all that they encompass – from regulating the collection of data, to analyzing, managing and storing the data. It also provides some useful models in the form of policies, protocols, or strategies that reflect OCAP and have been adopted by First Nations to regulate all research activities that affect their people and communities. It outlines key issues and concepts of OCAP, as well as existing barriers and challenges towards its implementation. Sections include: The Origin of OCAP, Research Legacy, What is OCAP?, How OCAP Can Benefit Your Community, How First Nations Can Assert OCAP, Initiatives that Reflect OCAP, OCAP is a Way Forward , What Lies Ahead for OCAP? Appendix A: Questions to Ask When Reviewing Research Proposals; Appendix B: Strategies for Asserting OCAP in your Community	23 pages	
Negotiating Research Relationships with Inuit Communities: A Guide for Researchers Inuit Tapiriit Kanatami and Nunavut Research Institute. (2007). *Negotiating Research Relationships with Inuit Communities: A Guide for Researchers.* S. Nickels,	Provides practical advice to assist researchers who plan to work with, or in the vicinity of, Canadian Inuit communities in the regions of Nunatsiavut (Labrador), Nunavik (northern Québec), Nunavut, and the Inuvialuit Settlement Region of the Northwest Territories (NWT) Many of the recommendations provided in this guide attempt to address Inuit	Sections: (1) Community Perceptions of Research (2) Advantages of Community Involvement in Research (3) Key Issues to Address (a) Elements of a negotiated research relationship (b) Determining the level of community involvement (c) Initiating community contact (d) Research licensing (e) Communication strategy	43 pages	

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J. Shirley, & G. Laidler (Eds.). Inuit Tapiriit Kanatami and Nunavut Research Institute: Ottawa and Iqaluit. https://www.itk.ca/sites/default/files/Negotitiating-Research-Relationships-Researchers-Guide.pdf	perceptions, aspirations, and concerns relating to scientific research.	(4) Negotiating a Research Relationship		
Negotiating Research Relationships: A Guide for Communities Nunavut Research Institute and the Inuit Tapiriit Kanatami. (1998). *Negotiating research relationships: A guide for communities.* https://www.itk.ca/publication/negotiating-research-relationships-guide-communities	A resource for all Aboriginal and indigenous communities who are, have been, or will be involved in research. The authors wrote this guide because Inuit have the right to set priorities for research and to influence how research gets done; and because research has the potential to be very valuable both to researchers and the communities involved.	This guide is about research relationships. It looks at ways you and your community can decide how research is done in your area, and how you can be involved. This guide will explain your legal rights when it comes to research, and suggest ways you can work with researchers to make sure your individual rights are protected and that you and your community's concerns are respected by researchers. The guide answers the questions: What is research? Who does research? What are your rights when it comes to research? What are researchers supposed to do before, during, and after the research? What is a negotiated research relationship?	9 pages	
Principles and Guidelines for community-University Research Partnerships Yale Center for Clinical Investigation. CARE: Community Alliance for Research and Engagement. *Principles and guidelines for community-university research partnerships.* http://www.yale.edu/hrpp/resources/docs/PrinciplesandGuidelinesforCommunityResearchPartnerships10-27-11.pdf	Community partners and researchers	The principles and practices described here are intended to facilitate forming an enduring, collaborative, and beneficial research relationship between the Community and University. The authors believe that implementation will allow for partnerships that reflect mutual respect and cooperation. Implementation Strategies: 1. Create an Ethical Framework 2. Promote diversity 3. Share decision making 4. Share benefits 5. Train research partners	9 pages	

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Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
ONGOING – IMPACTS & EVALUATION				
Partnership Assessment In community-based Research (PAIR) Arora, P. G., Krumholz, L. S., Guerra, T., & Leff, S. S. (2015). Measuring community-based participatory research partnerships: The initial development of an assessment instrument. *Progress in Community Health Partnerships: Research, Education, and Action, 9*(4), 549-560. https://www.researchgate.net/publication/269706724_Measuring_community-based_participatory_research_partnerships_The_development_of_an_assessment_instrument	The innovative process of using CBPR in the development of measures, the benefits of this approach, and the lessons learned are highlighted.	Partnership Assessment In community-based Research (PAIR), consists of 32 items, and comprises 5 dimensions: communication, collaboration, partnership values, benefits, and evaluation. Constructs measured: Communication, Collaboration, Partnership, Benefits, Evaluation, Sustainability		
Community-based participatory and developmental evaluation approaches: An introductory toolkit Cobb, M., & Donnelly, G. (2015). *Community-based participatory and developmental evaluation approaches: An introductory toolkit.* Ecology Action Centre. https://www.ecologyaction.ca/files/images-	The values that underpin the project are the same ones that inform the evaluation: Collaboration, grassroots and led by the community, inclusive and accessible, local and site specific, action and person based with long-term vision and a sustainable pace, and ethical and supportive with a holistic application of our values	This document represents philosophies, methods and tools used and adapted by the *Our Food Project* of the Ecology Action Centre. The toolkit is designed to provide an introduction to evaluation approaches—with examples of many tools--that the authors have found useful in their work with Our Food. Sections include: Section 1: Introduction; Why evaluate?; A community-based approach to evaluation; Flow of the toolkit Section 2: Evaluation Basics; Developmental Evaluation 101; Skill Building 101: Basic Qual and Quant Skills for Eval; Qualitative Techniques Quantitative Techniques; Ethics in Evaluation Section 3: Tools	All tools throughout and in the appendices are offered as templates to be adapted, re-created and re-worked for your specific contexts. 46 pages	

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
documents/file/Food/Our%20Food%20Eval%20Toolkit.pdf		External Evaluation Method (M) #1 Asset Mapping M #2 Surveys Surveys I. One-time workshop surveys Surveys II. Pre and post workshop surveys Surveys III. Surveys measuring change Surveys IV. Annual program survey M #3 Storytelling Circle M #4 Photovoice M #5 Progress Markers Internal Evaluation M. #6 Strategy Journals M. #7 Performance Journals M. #8 Team Retreats Section 4: Conclusion Creating a culture of evaluation Appendices: I: Workshop Feedback Form, example template II: Pre and Post Surveys, example survey III: Surveys Measuring Change, example survey IV: Annual Program Surveys, example survey V: Storytelling Circle, listening lenses harvest sheets VI: Progress Markers, example monitoring sheets VII: Performance Journal, example template VIII: Strategy Journal, example template		
Community Engagement in Research Index (CERI) Khodyakov, D., Stockdale, S., Jones, A., Mango, J., Jones, F., & Lizaola, E. (2012). On measuring community participation in research. *Health Education & Behavior, 40*, 346-354. doi:10.1177%2F109019811		Outlines two complementary approaches to measuring the level of community participation in research: a "three-model" approach that differentiates between the levels of community participation (model A, model B, model C) and a Community Engagement in Research Index (CERI) that offers a multidimensional view of community engagement in the research process. Whereas the three-model approach is a simple measure of the perception of community participation in research activities, CERI allows for a more	Face validity. The three-model measure was based on an extensive literature describing models of community partnerships and thus, the authors argue, has good face validity. CERI has good face validity, because the	

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
2459050 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3665736/		nuanced understanding by capturing multiple aspects of such participation. CERI measures individual perception of community partners' engagement in research, with scores ranging from 4 = low engagement to 12 = high engagement. Question: Please think about the extent to which the community partners participated in the research component of this partnered project and check all the research activities that they have been involved with either as "consultants" or "active participants." 12 items: Grant proposal writing , Background research , Choosing research methods , Developing sampling procedures , Recruiting study participants , Implementing the intervention, Designing interview and/or survey questions , Collecting primary data, Analyzing collected data, Interpreting study findings, Writing reports and journal articles, Giving presentations at meetings and conferences	individual items used in the survey were originally identified by the authors' interview participants as research activities that community and academic partners conducted; CERI is more likely to have better content validity, because survey items were based on the qualitative data previously collected on a sample of projects; these survey items include all the research activities mentioned in the interviews.	
The Research Contact Checklist King, G., Law, M., Forchuk, C., Willoughby, T., Rosenbaum, P., Kertoy, M., Chalmers, H., Specht, J., Currie, M., & Servais, M. (2003). *The research contact checklist.* Published at www.impactmeasure.org		The Research Contact Checklist can be used as a quick and easy way of tracking all requests related to the Partnership: specifically, who is contacting you, how are they contacting you, and what is the nature of their request. Sections of the checklist include: (a) identity of the person completing the checklist; (b) date; (c) who is contacting you (internal, external); (d) origin of request; (e) type of contact, (f) medium-how did the person contact you; (g) number of instances; (h) followed through; (i) notes.		The Impact Project team consisted of community and university members from 5 research partnerships from Ontario who collaborated to develop a measure of the community impacts of research oriented partnerships.

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
The Community Impacts of Research Oriented Partnerships (CIROP) King, G., Servais, M., Kertoy, M., Specht, Currie, M., Rosenbaum, P.,...Willoughby, T. (2009). A measure of community members' perceptions of the impacts of research partnerships in health and social sciences. *Evaluation and Program Planning, 32,* 289-299. http://impactmeasure.org/measure.htm	The CIROP provides a better understanding of community members' perspectives and expectations of research partnerships, with important implications for knowledge transfer and uptake. Measure focuses on partnerships in the fields of health and social services allowing them to demonstrate accountability to funding bodies.	CIROP can be used as a research tool to assess the effectiveness of knowledge sharing approaches, determine the most influential activities of research partnerships, and determine structural characteristics of partnerships associated with various types of impact. It is a measure of outcome rather than process. The CIROP tool is a measure of the mid-term impact of research. The Community Impacts of Research Oriented Partnerships (CIROP) informs research partnerships about the extent of their impact in the areas of 1. Personal Knowledge Development, 2. Personal Research Skill Development, 3. Organizational/Group Access To and Use of Information, 4. Community and Organizational Development	11 page article, 33-item questionnaire	Data from 174 community members used to determine: Internal consistency (Cronbach's alpha): 1. Personal Knowledge Development (.92) 2. Personal Research Skill Development (.95) 3. Organizational/ Group Access To and Use of Information (.97) 4. Community and Organizational Dev. (.97) Test-retest reliability: 1. Personal Knowledge Development (.67) 2. Personal Research Skill Development (.57) 3. Organizational/ Group Access To and Use of Information (.72) 4. Community & Organizational Development (.21) Construct validity:

Table 3. Community–Campus Partnership Tools

Reference/Source	Community First Qualities	Description and Usability/Information Gained	Feasibility/ Resources Required	Credibility/ Tool Development
				CIROP was able to discriminate among respondents with respect to their roles in the research project (active role vs. knowledge recipient role)
Instrument for evaluating dimensions of group dynamics within community-based participatory research partnerships Schulz, A. J., Israel, B. A., Lantz, P. (2003). Instrument for evaluating dimensions of group dynamics within community-based participatory research partnerships. *Evaluation and Program Planning, 26*, 249-262. http://www.academia.edu/14672499/Instrument_for_evaluating_dimensions_of_group_dynamics_within_community-based_participatory_research_partnerships		Conceptual framework presented and development of tool for assessing group dynamics as an aspect of effectiveness of community-based participatory research partnerships. Appendix A contains "sample items from survey instrument" A. 1. Group dynamics characteristics: (a) leadership and participation: task and maintenance behaviors; (b) comfort level for expressing opinions: communication; (c) How well the group recognized and addressed conflicts and problems; (d) decision-making procedures; (e) How well the group works together: problem solving processes; (f) Level of influence and power of self and others in the group; (g) Perceived level of trust; (h) meeting organization, agenda setting, facilitation, and staffing. A. 2. Intermediate measures of partnership effectiveness: (a) accomplishments/impact of group; (b) general satisfaction; (c) personal, organizational, and community benefits of participation; (d) member background and meeting attendance; (e) sense of ownership/belonging to the group: cohesion; (f) group empowerment; community empowerment.		

3.2 PARTNERSHIP TOOL OBSERVATIONS

Selecting a tool will depend on multiple factors

The need for the tool would have to be determined and available resources would need to be considered (e.g., cost of materials, time demands). Some tools are more resource-heavy than others, such as those requiring a facilitator or training structured to span several days. Other tools, such as online surveys, may require 15 minutes to complete. The information gained from using the tool would need to be considered: Does the tool provide too much or not enough information? Does the tool provide the right information that partners need? The credibility of the tool could also be considered. For example, was the tool developed from a single researcher's experience or was it based on learnings from several projects and/or years working in the field?

Few quantitative measures

There are few established quantitative measures available; those available have little reliability and validity information. It is possible that (a) partnerships and projects are starting to realize the importance of evaluation and use of materials to evaluate partnership satisfaction, skills learned, etc.; (b) partnerships using these tools are not publishing results; and (c) calculating the reliability of measures using a small partnership is challenging.

There is little evaluation information available about user experiences with the tools

Some materials encourage users to share their experiences in using the tool with the tools' authors, although little information is available about whether authors pre-tested tools with audiences or suggestions for ways the tool has been improved or adapted to other users.

Tool accessibility information is limited

While tools listed in the table can be accessed online using the links provided, limited information is offered as to whether the tools have been translated into multiple languages and whether the tools are available in multiple formats (in-person, on paper, online).

Much of the tools available come from the grey literature

Many community organizations have developed tools for community partners to use when engaging in collaborative research. Little information about tools, toolkits, and measures is available in peer-reviewed journal articles. There were only a few instances in this scan where a tool was mentioned in more than one publication. Andrews and colleagues, for example, published a journal article about the process of developing a readiness toolkit (i.e., Andrews et al., 2011) in addition to the toolkit itself (i.e., Andrews et al., no date). Solomon and colleagues published an article about developing community partner ethics training (Solomon &

Piechowski, 2011) and authored an article about lessons learned from nationally piloting the training, which informed improvements of the materials (i.e., Solomon et al., 2014).

3.3 SUMMARY

From this environmental scan, it is evident that there are opportunities in this area to

(a) Evaluate measures with various users,

(b) Improve measures based on community partner feedback and experiences with the tool,

(c) Test measures and training materials with med-large partnerships,

(d) Address potential gaps based on research phases and needs of community partners

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4.0 STUDENT PATHWAYS

Each Canadian province has its own system for ensuring the quality of academic programs in higher education. In Alberta, British Columbia, Manitoba, Newfoundland and Labrador, and Quebec, quality is ensured through each institution's internal program review processes. Within the last decade, Ontario has adopted Degree Level Expectations to assess program quality. Expectations include (1) depth and breadth of knowledge, (2) knowledge of methodologies, (3) application of knowledge, (4) communication skills, (5) awareness of limits of knowledge, and (6) autonomy and professional capacity (Ontario Universities Council on Quality Assurance, 2016). Some universities (e.g., the University of Waterloo) have included additional expectations (e.g., experiential learning and diversity). Similarly, the Maritime Degree Level Qualifications Framework (Maritime Provinces Higher Education Commission, 2016), which includes eight qualifications, is used to ensure common structures and outcomes for undergraduate and graduate degree programs in New Brunswick, Nova Scotia, and Prince Edward Island. Saskatchewan ensures quality of Bachelors' degrees using six dimensions of specialized knowledge (Saskatchewan Higher Education Quality Assurance, 2014).

Institutions using a form of degree level expectations are expected to apply them across academic undergraduate and graduate level programs. Curriculum mapping helps scaffold students' community engagement experiences to ensure students increasingly expand their skill sets and engage in progressively sophisticated applied projects. Tools, such as the CurricKit (University of Guelph, 2016), are designed to assist with curriculum mapping. The purpose of the student pathways environmental scan is to understand the extent to which community-engaged programs and curriculum promote a developmental, sequential, and multi-year approach that will provide students with ongoing community-engaged learning opportunities during their postsecondary education.

4.1 STUDENT PATHWAYS ENVIRONMENTAL SCAN – METHOD

Several sources of information were used to inform this section of the report:

- Search terms included "learning outcomes," "community-based research," "community-based engagement," "community-engaged learning curriculum mapping," "multi-year university student community engagement curriculum," and "university community engagement courses curriculum mapping."
- Searched academic journals using the PsycInfo database and university websites

- Looked at Canadian universities listed on the Canadian Alliance for Community Service Learning website to understand programs/curriculum being offered.
- Read journal articles and reports, following relevant leads.
- Connected with Shauna Sleight, Director of Campus Recreation and Wellness at Western Carolina University and Jill Flaman, Program Coordinator, Community Service Learning at the University of Alberta to learn about pathways programs
- Developed tables outlining relevant programs/curriculum offered through North American universities. Coded entries by relevance of student pathways potential.

4.2 STUDENT PATHWAY EXAMPLES

Table 4 provides examples of opportunities for student community engagement on university and college campuses in North America. Table 5 provides examples of opportunities for training specific to community-based research. Entries in Table 4 are coded into sections from most to least relevant for providing pathway opportunities:

(1) Multi-year, sequential engagement curriculum, accessible to any discipline;

(2) Specific degrees or diplomas related to community engagement, with a combination of coursework and community engagement opportunities;

(3) A certificate or stream where students receive acknowledgement for their community-engaged learning courses, although these courses are usually not structured in terms of a specific pathway (i.e., "take 5 of the following courses");

(4) A co-curricular community engagement transcript acknowledgement or other co-curricular program not integrated with academic curriculum.

In addition to understanding the types of engagement opportunities and programs available at institutions, opportunities and programs were examined to determine where on the continuum of engagement they fell–"light touch" to deep engagement. Programs that offer multi-year, sequential curriculum typically engage fewer students and need more resources to operate, but provide deeper engagement experiences for students. Descriptions listed in tables 4 and 5 were taken directly from program websites.

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
(1) Multi-year, sequential community engagement curriculum, accessible to any discipline			
Bonner Scholars Program **(Co-curricular)** http://www.bonner.org/background/ **Bonner National Network includes students, staff, community partners, faculty, Bonner partners** Bonner Training Calendar: A Developmental Sequence http://bonner.pbworks.com/w/page/105850659/Student%20Development%20-%20%20Goals%20and%20Framework	Launched the Bonner Scholars Program in 1990 at Berea College in Kentucky Collectively, the Bonner Programs at more than 60 campuses nationwide now engage roughly 3,000 students annually. The Bonner Program is designed to transform not only the students who are directly supported by the program, but also the campus and community in which they serve and learn. The goals of the program are identified in four areas: student development, community involvement, campus engagement, and higher education. Students identify, develop, and integrate service and civic engagement passions, academic studies, and career interests. To serve as a successful model for catalyzing and sustaining community engagement and public scholarship, including by students and faculty, in ways that build the capacity of communities. To form a consortium of diverse higher education institutions which share a common commitment to service. 4-year student development model (5 Es) Reaching beyond a co-curricular model, many of the colleges and universities involved also engage students in an academic pathway, such as a civic engagement minor, certificate, or even related major.	In return for the financial aid support, the Bonner Scholars are expected to engage in 10 hours a week of community service during the school year (140 hours per semester) and 280 hours in the summer. **The Five E's:** **Expectation** Bonner Programs intentionally recruit and accept students who show an interest in and commitment to community service and engagement. **Explore:** **First-year students** (and new Bonners) are intentionally involved in a variety of service sites and activities, which helps them to then identity their passions and make a long-term commitment to a particular place (community), site, and issue areas. **Developmental intentions** include (a) community knowledge, (b) personal exploration and reflection, (c) professionalism and work ethic, (d) setting goals, and (e) time management. **Experience** **Second-year students** focus on developing more skill and knowledge within their given place (community), site, and issue areas. They begin to understand more deeply the mission, operations, and programs of a particular agency and to develop greater understanding of community issues. **Developmental intentions** include (a) critical thinking, (b) diversity awareness, (c) group dynamics and communication skills, (d) project planning, and (e) service to campus community. **Example** **Third-year students** take on expanded leadership roles and	The founding mission for the Bonner Program is to provide diverse low-income, under-represented, and first generation students with the opportunity to attend college, while engaging their talents and educations in building and supporting communities. Common commitments: social justice, civic engagement, community building, international perspective, diversity, spiritual exploration CCE partnerships principles: http://www.bonner.org/community-partners Sustained: Because of the multi-year involvement of Bonner students and the establishment of campus infrastructure (e.g., staffing and centers) to manage partnerships and

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		responsibilities on campus and in communities (often local, national and global). They many lead and mobilize students at their site and engage in complex projects like related undergraduate research. **Developmental intentions include: (a)** academic connection, (b) leading reflection and inquiry, (c) personal and civic values (knowledge of civic engagement), (d) project coordination, and (e) resource development **Expertise** **Students work on capstone-level positions**, often in the site or issue in which they have engaged multiple years. They even initiative program development or assume management. Students often integrate academic studies, through capstones, and career interests. Students create a culminating public presentation, an opportunity to reflect on and share their entire developmental journey, learning, and accomplishments with peers, faculty, partners, and family. Developmental intensions include: career planning and vocation, evaluation, networking, public speaking, and skills for lifelong service/civic involvement	projects, partners can look for longer-term engagement by their partnering college or university. This supports long-range visioning, planning, and impact assessment.
Bonner Civic Engagement Certificate/Minor http://bonnernetwork.pbworks.com/w/page/13112532/FIPSE%20Civic%20Engagement%20Courses	**Fundamental Components:** Integrated Intense Multi-year Developmental/sequential Politics/public policy Poverty Global	**Course work progression:** Lead-in courses; Poverty courses; Policy courses; International & global courses; Service learning/CBR or methods; Full time internship; Capstone For blueprint of model, see: http://bonnernetwork.pbworks.com/w/file/87091477/FIPSEBlueprintforCivicEngagementMinor.doc	

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Portland State University **Minor in Civic Leadership (associated with Bonner program above)** http://bonnernetwork.pbworks.com/w/page/13112932/Portland%20State%20University%20Civic%20Engagement%20Profile	**Foundational Pillars:** The minor in civic leadership is **integrated** with co-curricular courses; however, specific programmatic courses offered by the program are not offered to students who have not declared the minor. The program is **intense** where students work 10 hours per week in community based service optional arrangements. The program is **multi-year**, as the 9 total courses are covered within a four-year time frame. Seven (7) required credit hours are drawn from more than 20 courses throughout the campus. The minor combines newly developed courses with other relevant courses offered by nine different departments located in three Colleges. These courses are often multi-disciplinary and offer electives from various departments (examples include Public Speaking, School/Community Relations, State and Local Politics, etc.). The program is **developmental and sequential**, starting with an introductory course and culminating with a capstone course. The program focuses on community engagement, which develops into a **politics/public policy** arena of interest. Though there are no specific poverty courses, the program works with the greater Metropolis of Portland's community to address issues related to **poverty** and economics in a hand on scenario. There are **global** aspects in the course material but the program does not offer international experience.	**Program/Course Architecture:** **A Lead In Course** Introductory Course entitled, "Introduction to Civic Leadership" **Poverty Courses** See Electives below; No specific course on poverty **International Exposure** 3/4 courses have an international component in materials covered **Full Time Internship** Optional - 10 hours each week/Community based **Capstone Seminar** Reflective & professional presentation or culminating portfolio that exhibits community-based experience related to salient themes in civic leadership (6 credits). Can be a capstone course or internship **Required Courses** A. PA 310 "Introduction to Civic Leadership" (3 credits) 　B. PA 411U "Foundations of Citizenship and Community Leadership" (4 credits) 　C. USP 407 "Integrative Seminar" (3 credits) 　D. One pre-approved community-based experience related to salient themes in civic leadership (6 credit). This requirement may be fulfilled by a Capstone course (students may select from a limited, pre-approved menu of Capstones) or by an independent civic leadership project, developed in conjunction with a faculty sponsor, and approved by the minor advisor. *Electives and student learning outcomes are also listed on the webpage.	

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Bonner High Impact Initiative http://www.bonner.org/high-impact/	The High-Impact Initiative builds on proven practices for high-impact community engagement, such as a cohort model, a focus on place-based learning, and developmental models. Drawing on the leadership of students, faculty, staff, and partners, each institution creates a vision and strategy to broaden and deepen engagement. Engages faculty to work collaboratively to map a plan for integrating high-impact practices and high-impact community engagement.	By systematically linking practices such as first-year experiences, internships, undergraduate research, and capstones with civic and community engagement, the project seeks to help campuses spread effective community engagement initiatives that reach more students and maximize the meaningful impact for communities.	
Clemson University **Community Scholars Program** http://www.clemson.edu/public/servicealliance/comm_scholars.html **Handbook:** http://www.clemson.edu/public/servicealliance/students/comm_scholars_handbook2015-16.pdf	The Community Scholars program emphasizes civic engagement and community leadership and offers recipients the opportunity to learn about civic and community life and combine public service activities with their Clemson experience. As part of this program, the Community Scholars students live together in the Civics and Service House with like-minded community engaged students: http://clemson.orgsync.com/org/cash	Community Scholars Program: (required to participate in 56 hours of service per semester in addition to completing the following courses): **Freshman Year Course**: The Clemson Community. This class is intended to help students learn how Clemson University serves the local community, about the needs of the Clemson community, and how students can help meet those needs. Students start 56 hours of service in spring semester. **Sophomore Year Course**: American Civic Life. The goal of this course is to introduce students to the concepts and practices for being an effective change agent in their communities. As a part of the course requirements, during the Fall semester of sophomore year, students are required to complete a minimum of 10 hours at the same agency. These 10 service hours can be a part of the hours that are already required for the Community Services Scholars Program. **Junior Year Course**: International Family and Community Studies: The Global Community. The purpose of this course is to provide an international overview of civic engagement. During the spring semester of their junior year, Community Scholars will be given the opportunity to attend a study	

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		abroad trip over spring break. **Senior Year Course**: Pathways to Community Service. The goal of this class is to examine pathways to ongoing civic engagement. Students will reflect upon current trends in civic engagement in the U.S., individual and group differences in civic engagement, the importance of civic engagement, and challenges in becoming and remaining meaningfully engaged in one's community.	
Tuft's University – Jonathan M. Tisch College of Citizenship and Public Service http://activecitizen.tufts.edu/about/ **Tisch Scholars Program** http://activecitizen.tufts.edu/students/scholars/	The Tisch College Model Tisch College is a catalyst for active citizenship at Tufts and is the only university-wide program of its kind. By continuously developing and introducing new active citizenship programming in collaboration with Tufts schools, departments, and student groups, Tisch College builds a culture of active citizenship throughout the university. This entrepreneurial approach grows the university's capacity for engagement, and allows the college to reach every student at all of Tufts' schools. Tisch College Programming Tisch College offers and supports extensive programming for every member of the Tufts community. Curricular and co-curricular opportunities develop the knowledge and skills of active citizenship among students from every school at Tufts. Additionally, Tisch College supports faculty research in the area of civic engagement, builds capacity to meet community-identified needs among local non-profits, and supports other institutions of higher education around the world in strengthening their active citizenship offerings.	**Program Elements:** **Fieldwork Seminar -** In their 1st year of participation in the program—regardless of at what point in their academic career they joined—Tisch Scholars engage in a full-year experience that combines a practicum in a community site and rigorous academic coursework. In the Fall, Scholars will perform 8 hours per week of fieldwork and take a full-length, for-credit course. The course will provide students with a framework to critically analyze the root causes of social issues, and will allow Scholars to develop skills to take action for positive social change in community settings. In the Spring, Scholars will receive perform 8 hours per week of fieldwork and take a for-credit an academic seminar. The seminar will allow students to critically reflect on the service-learning work they are engaged in at their partner sites, and share ideas on how to address social issues in the community. **Community Placements** - In their second and/or third year of participation in the program, Scholars may continue at the same community partner site, taking on a greater degree of responsibility, or elect to work with a new partner. Scholars who choose to study abroad will have the option to work with Tisch College staff to develop a community project that allows them to remain engaged with the Scholars program during their time away from campus. **Reflection Exchanges and Retreats** - Before their first year in the program, newly selected scholars will participate in a Spring retreat (during Senior Week) to give them a clear	

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	*While students can apply to be a Tisch Scholar n their first year, sophomore year, or junior year, the Scholars program is designed to have the strongest impact on students who participate for the full three years.	vision of what the program entails and how they can support each other as they engage in service-learning work. After the first year, returning Scholars will meet four times each semester to engage in dialogue about their work in community sites. Students will meet in small groups comprised of second- and third-year Scholars to reflect on their work. **Skill-Building Workshops and Social Events** - All Scholars will be required to attend two skill-building workshops and two social events each semester. Focused on areas such as community organizing, public speaking, resume-building, networking, and political engagement, the workshops will give Scholars tools to succeed at Tufts, in their community work, and in their future careers. Social events will help build a strong, cohesive, and supportive Scholar community. Returning scholars will play an integral role in designing and implementing these workshops and events. **Capstone Project -** Students in their third and final year of the program will develop a Capstone project that will be showcased at a public event in the Spring. The Capstone can be developed in collaboration with a community partner or developed as thesis research with a faculty advisor, and students will receive course credit for their work on this project.	
Western Carolina University http://www.wcu.edu/discover/about/Accreditation/qep/	Shauna Sleight, director of Campus Recreation and Wellness, and Ty Marion, a graduate student in the Master of Business Administration Program authored The new Quality Enhancement Plan, Courses to Careers: Building Psychosocial Competency	Relies on coordinated and collaborative, university-wide effort Model (a) allows students to build a total college experience by connecting curricular and co-curricular experiences; and (b) focuses on purposefully growing the whole person by building life skills to utilize both personally and professionally. Four life skills: social responsibility, financial literacy, building positive interpersonal relationships, and improving self-awareness. By focusing on these four life skills, WCU students will be able to meet the following three learning goals: (1) Contribute to local, national, and global	

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		communities through service and social action; (2) Identify personal characteristics that impact their ability to succeed during and after college; and (3) Modify behaviors and values to adapt to an ever-changing society Implementation efforts could include: (1) Coordination of service learning and social action activities into major courses that promote social responsibility and (2) Requirement for major courses of study to build an experiential learning component into the curriculum that is either a co-op, internship, practicum, student teaching, or other field experience Development of a Co-Curricular Transcript to document student co-curricular involvement and leadership experiences outside the classroom to encourage student engagement	
Beloit College - Liberal Arts in Practice Developmental Model https://www.beloit.edu/lapc/whatislapc/	The Liberal Arts in Practice Center serves as a clearinghouse of opportunities to practice the liberal arts by providing information about available options and who to talk to in order to pursue those options. The Center is also designed to be a catalyst for advancing a liberal arts in practice approach to learning.	**The Liberal Arts in Practice Developmental Model**: By participating in one or multiple entry points during your first year, you develop the agency to take charge of your college experience. With thoughtful planning, you can in engage in educational experiences inside and outside the classroom that **connect** and build on each other. Reflection allows you to deepen your learning in various contexts. This ultimately allows you to transfer your learning across subjects and situations. At the heart of all of this is a focus on the strong advising relationship between students and faculty.	
University of Denver http://quod.lib.umich.edu/cgi/p/pod/dod-idx/managing-the-challenges-of-teaching-community-based-research.pdf?c=mjcsl;idno=3239521.0013.105	Stocking, V.J. & Cutforth, N. (2006). Managing the challenges of community based research courses: Insights from two instructors. *Michigan Journal of Community Service Learning, 13*(1), 56–65.	**Introductory Knowledge**: QRM4920 Structural Foundations of Research in the Social Sciences (fall) and CNP 4730 Program Development and Evaluation (winter) **Coursework**: CUI 4036 Community-based Research in Urban Settings (student research teams) CUI 4037 Community-based Research Practicum **Independent Research Opportunities**: Community-based Research Internship (9 months, 10-15 hours/week, stipend offered); Paid Opportunities (consulting, contracts, grants); Degree-Related Projects (theses, dissertations)	

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University of Vermont – Office of Community-University Partnerships & Service Learning https://www.uvm.edu/partnerships/?Page=faculty/planning.html&SM=facultymenu.html	CUPS staff can help departments assess their curriculum, finding ways to include community engagement at all levels of the major. Service-learning experiences in capstone courses are strengthened by smaller-scale service-learning earlier in the major.	Departmental Curriculum Planning Phase 1: Exposure (1st year course) Phase 2: Capacity Building (choice of courses that involved activity work with community partners) Phase 3: Responsibility (senior capstone)	
University of Victoria **Co-operative Education Program and Career Services** http://www.uvic.ca/coopandcareer/other-experiential/community/index.php	Partnered with UVic faculties to offer Community Service Learning (CSL) courses for students. These full-credit courses allow students to complete 4 weeks of classroom theory followed by 7 weeks of volunteer community work in an area they're passionate about.	Dispute Resolution 517 – Issues in the Field of Dispute Resolution: Working in the Community Social Sciences 300: Working in Community. Pacific and Asian Studies 209: Intercultural Service Learning.	
University of Saskatchewan – The Gwenna Moss Centre for Teaching Effectiveness: Community Engaged Learning http://www.usask.ca/gmcte/resources/teaching/strategies_experiential/community-engaged-learning -preparing students for CEL videos -link to Examples of Teaching Resources	Community Engaged Learning (CEL) connects scholarship (research and pedagogy) with identified community interests and needs through a common research project or other scholarly endeavor. The ideal community-university partnership generates primary knowledge, where the community partner agency or group plays a meaningful collaborative role in defining research priorities, questions, and outcomes.	Each CEL activity should consider: **Meaningfulness of the activity to the community:** Community is involved in planning, implementing, and evaluating the activities; the activity helps address a need that the community has identified, in a way in which the community appreciates **Meaningfulness of the activity to faculty teaching and pedagogy:** There is evidence that the partnership will enhance student learning, and, that the activity links to the faculty member's teaching program **Meaningfulness of the partnership to faculty scholarship:** There is evidence that the activity links directly to a faculty member's program of research or program of artistic work. **Appropriateness of the pedagogy to the desired learning outcomes:** The community-based activity does not compromise student needs with respect to the stated learning outcomes of the academic course. **Connecting Community Engaged Learning to the**	Meaningfulness of the activity to the community: Community is involved in planning, implementing, and evaluating the activities; the activity helps address a need that the community has identified, in a way in which the community appreciates.

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		Learning Outcomes A wide range of pedagogical models falls under the CEL umbrella. These range from simple one-off undergraduate service components to complex multi-year arrangements with students at different year levels working on proportionally deep aspects of a long-term community-based research project. A sustainable CEL program strives to include students in a laddered way at every stage of the community-based activity; junior undergraduate research, senior undergraduate research and mentorship, graduate research, mentorship, and teaching.	
Memorial University – MD undergraduate education http://www.med.mun.ca/Medicine/FacultyAffairs/Faculty-Handbook/UGME/Phase-1-Health-and-its-Promotion.aspx	Curriculum map with community engagement courses and practicum and student learning outcomes	Years 1 and 2: Phase 1 – coursework plus Community Engagement 1 (places students in community sites for two weeks) and Phase 2 – coursework plus Community Engagement 2 (places students in a physician's office for experience). Years 3 and 4: coursework plus practice continuum.	
2) Specific degrees or diplomas related to community engagement, with a combination of coursework and community engagement opportunities			
Los Angeles Trade Tech – Community Planning & Economic Development Program http://college.lattc.edu/laborcenter/files/2014/10/CommunityPlanningDevNonSubDraft4.pdf	Unique program provides students the knowledge and training needed for successful employment in the field of community and economic development. The community and economic development industry focuses on revitalizing low and moderate income communities. Rebuilding the economic, physical and social infrastructure of urban communities represents a new, growing and exciting career opportunity. Students can learn basic planning knowledge, development strategies, technical skills and networks needed to enter the industry, earning a Certificate of Achievement.	The Community Planning curriculum and courses are regularly reviewed to ensure that they are relevant, industry appropriate and cutting edge. Industry experts (academic and practitioners) develop, design and teach our courses. Our industry partnerships provide critical resources for our students, providing them with invaluable employment, volunteer, internship and networking opportunities. Our courses are structured to be laboratories (classroom and field work) that combine lecture, project driven learning and hands on application of knowledge to contemporary issues affecting communities. Community planning courses are taught during the evening/weekends on campus and in the community to provide students with the greatest range of educational opportunities.	The program is designed specifically to attract people of color from low-income neighborhoods, many of whom are already working with grassroots groups or other employers (Mott)

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UMass Boston College for Public and Community Service https://www.umb.edu/academics/cpcs	The College of Public and Community Service (CPCS) provides opportunities for academic studies and professional development in the community development, human services and evaluation research fields. Opportunities include careers as community developers, advocates for the elderly, and human services providers. As a recognized leader in education for social change and civic engagement, CPCS prepares students to actively engage with individuals and communities in order to achieve social and economic justice. It forges partnerships with public agencies and community organizations to build healthy, safe, sustainable communities; remove obstacles to achieve a fair and democratic society; and challenge the status quo. What Students Gain: (a) a program with a collaborative learning approach and project-based research; (b) small class sizes and ample opportunity to engage with the community; (c) application of technical skills in geographic information systems (GIS); (d) a professional pathway for graduates looking to motivate investment and affect change in local and global communities The **Community Development, BA** prepares students for entry and mid-level positions in community development, such as project development managers, property managers, and economic development specialists, and for graduate education in community development and planning. Grounded in the democratic values of local empowerment for social change, the program places emphasis of the role of	**Core Courses**: CDVCTR201 History and Theory of Community Development; EEOS281 Introduction to Geographic Information Systems; CDVCTR301 Research Methods and Community Analysis; CDVCTR303 Quantitative Methods for Community Development; CDVCTR401 Comparative Methods for Community Development **Community Health Concentration:** covers wellness and health as an important component of developing sustainable communities. The community health concentration requires a total of three courses and one six-credit practicum or capstone taken over two semesters, including: CDVCTR210: Community Health and Environment**;** CDVCTR310: Social Determinants of Health**;** CDVCTR410: Socioeconomic Inequalities in Health**;** CDVCTR419: Community Health Practicum (two semesters) **Economic Development Concentration:** covers theories, strategies, and practices in economic development, with an emphasis on education equity and workforce development, and entrepreneurial initiatives and business development. The courses in this concentration are: ECON212G: Economics of the Metropolitan Area**;** CDVCTR353: Community Economic Development in the United States**;** CDVCTR355: Global Community Economic Development**;** CDVCTR457: Internship Seminar: Managing Community Economic Development**;** CDVCTR459: Capstone in Community Economic Development **Electives:** In addition to courses that meet specific general education, CPCS foundation, and major requirements, students are free to take elective courses that complement their work in the major or satisfy any other interests they may have. **Internships:** Outside the classroom, students will engage in organized partnerships to apply knowledge and skills learned in the classroom to community development practice.	

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	community development practitioners to facilitate and promote community empowerment through collaborative practices.	**Learning Outcomes** Explain the history, theories, methods and approaches to community development in the United States and globally, and apply lessons learned to different cultural, economic and geographic communities. Differentiate various techniques, methods, and approaches to analytic inquiry and their usefulness to explain complex community issues. Organize, interpret, and present empirical evidence to support advocacy, inform development strategies, and measure their efficacy. Examine diverse positions on contested community issues, including those of different cultural, economic, political, and geographic interests, to find resolutions mindful of diversity. Work in partnership with community organizations and groups in identifying, evaluating, and addressing community development issues. Work collaboratively with government, for-profit and non-profit agencies, and community residents to achieve resident-driven development goals.	
(3) A certificate or stream where students receive acknowledgement for their community-engaged learning courses, although these courses are usually not structured in terms of a specific pathway (i.e., take 5 of the following courses)			
Pitzer in Ontario Program http://pitweb.pitzer.edu/pio/	**Pitzer in Ontario** is a justice-oriented, interdisciplinary program in urban studies and community-based research. With theoretical foundations in the social sciences and a strong emphasis on experiential education, the program allows students to understand regional impacts of globalization and to engage in local social change efforts.	PIO students enroll in all three core courses (4 credits), which take place at the Ontario House (transportation provided): **Core Courses:** ONT101 Critical Community Studies; ONT104 Social Change Practicum (includes 150-hour internship); ONT106 Applied Methods in Qualitative Research	Efforts informed by long-standing relationships with community organizations, city agencies, and non-profits, and Ontario's community organizing wing, which works with youth organizers to identify & address community issues.

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Clemson University **Student Affairs Curriculum** https://www.clemson.edu/studentaffairs/documents/StudentLifeCurriculum3.pdf	Learning goals and outcomes: self-discovery, interpersonal engagement, global awareness and leadership, critical thinking. Student Affairs Curriculum report includes a "rubric for evaluation of strong connection to learning goals"	Report maps out student affairs experiences and curriculum across years of study and within the four learning goals. The Office of Student Leadership and Community Engagement offers the Connect with Community Partners Database: http://www.clemson.edu/campus-life/activities-events/student-activities/slce/index.html	
Bates College – Harward Center of Community Partnerships https://www.bates.edu/harward/ Civic Engagement Concentration: Knowledge, Action, and the Public Good http://www.bates.edu/harward/curricular/gec/	Community engagement is a hallmark of the academic program at Bates, with more than a third of students taking a community-engaged learning course each year and many students undertaking community-engaged research projects and theses. This concentration is designed to recognize and cultivate two elements of the college's mission: informed civic action and responsible stewardship of the wider world. The concentration focuses on coursework and other learning experiences related to civic and community engagement at the local, state, regional, national and global levels, as well as exploration of the reciprocal co-creation of knowledge and its role in promoting the public good.	**Civic Engagement Concentration** requirements: 4 courses offered in at least three departments or programs and participation in occasional reflection activities organized by the Harward Center for Community Partnerships, including a senior reflection as a culminating experience. Only one of the courses applied to the GEC may be a non-CEL tagged course. One course may be replaced by an approved co-curricular experience, thesis, or independent study. Students can become involved in a community-engaged thesis or dissertation. **Bonner Leader Program** (co-curricular): http://www.bates.edu/harward/co-curricular/bonner/ **Community Outreach Fellows Program**: http://www.bates.edu/harward/co-curricular/cof/ Students serve as coordinators in helping students find co-curriculum engagement opportunities, act as a campus liaison to non-profit organizations, and trains students for engagement within these organizations. **Community Liaison Program**: http://www.bates.edu/harward/bates-community-liaison-program/ "Liaisons lead student clubs and athletic teams in community-engaged work. Using an assets-based approach to the off-campus community, Liaisons develop activities, programs, and partnerships designed to encourage civic learning and action among their peers."	Students involved in a community-engaged thesis or dissertation have the opportunity to partners with a community organization for a year or more. Bonner Leader Program provides opportunities for students to be engaged with community partners and organizations long-term.
University of Calgary https://leadership.ucalgary.ca/about/pageOne.htm	**The Co-Curricular Record (CCR)** is the University of Calgary's official document that recognizes a student's out-of-classroom experiences. Out-of-classroom is defined as any activity that occurs outside of the	On the CCR, the activities you are involved in will be matched to specific learning outcomes that will help showcase your co-curricular skills and capabilities. These learning outcomes include: Effective Communication, Leadership Development, Clarified Personal Values,	

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	classroom, lab, practica, or internship, but which is still connected to the university. The U of C is the first university to establish a Co-Curricular Record in Western Canada. The CCR is being funded through a Quality Money Grant from the University of Calgary Students' Union.	Collaboration, Appreciating Diversity, Civic Engagement, Spiritual Awareness, Intellectual Growth, Enhanced Self Awareness, Healthy Behavior, Meaningful Interpersonal Relationships, Personal/Educational Goals	
Mount Royal University – CSL Citation https://www.mtroyal.ca/About MountRoyal/TeachingLearnin g/AcademicDevelopmentCent re/CSLearning/Students/inde x.htm	CSL Citation recorded as a co-curricular record in student transcripts Course outlines and assignments: https://www.mtroyal.ca/AboutMountRoyal/Teachin gLearning/AcademicDevelopmentCentre/CSLearn ing/Faculty/adc_csl_outlines	Complete three courses for a minimum of nine credits that employ community engagement CSL courses are offered across the disciplines, and are available in every faculty.	
University of Alabama Service learning courses: http://slpro.ua.edu/index.cfm? fuseaction=content.view&sect ion=1&page=9 Community Partner Directory: http://slpro.ua.edu/index.cfm? fuseaction=content.view&sect ion=2&page=2	The University of Alabama hosts a variety of opportunities for students to become engaged in their communities: Center for Community-Based Partnerships; Council on Community-Based Partnerships; Center for Service and Leadership; Center for Ethics and Social Responsibility	Service Learning Pro is a database that allows stakeholders (e.g., community partners, students, faculty) to communicate throughout the service learning process.	
University of Alberta: **Community-Service Learning, Faculty of Arts** https://uofa.ualberta.ca/comm unity-service-learning/about-us Course info: https://uofa.ualberta.ca/comm unity-service-learning/csl-student-info/courses	The CSL office provides: (a) background information and material on CSL to help students get started; (b) modest grants to enable the development of innovative CSL courses; (c) resources and training for planning a CSL course or a CSL project; (d) 'matching' community projects and academic courses to best meet mutual objectives; (e)ongoing support throughout the semester in the form of resources, workshops, self-evaluation tools, course evaluation reports, and responding to	The Certificate in Community Engagement and Service-Learning allows students to demonstrate that they have significantly integrated community service-learning (CSL) into their postsecondary education. 1) Complete a minimum of 15 credits as follows: At least 3 credits in a CSL-designated course (CSL 100, 300, 350, 360, or 480) 12 credits from the list of academic courses approved by the CSL Program. Students must satisfactorily meet the CSL requirements of each course	Community organizations gain new insights to the energies and capabilities of students, develop existing or new projects, create a connection with the UofA community, opportunity to be co-educators; Gain

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
CSL designated courses: https://uofa.ualberta.ca/community-service-learning/csl-student-info/courses/csl-designated-courses Community-Service Learning Certificate: https://uofa.ualberta.ca/community-service-learning/csl-student-info/certificate-program	general questions or concerns Certifi-kit information: https://uofa.ualberta.ca/community-service-learning/-/media/arts/departments-institutes-and-centres/community-service-learning/documents/forms/cslcertifikit.pdf	- OR - 2) Complete a minimum of 12 credits and one non-credit opportunity as follows: At least 3 credits in a CSL-designated course (CSL 100, 300, 350, 360, or 480) 9 credits from the list of academic courses approved by the CSL Program. Students must satisfactorily meet the CSL requirements of each course Successful completion of one non-credit opportunity **Partners in Education (PIE) program**: aims to acknowledge the valuable contributions and learning opportunities community partners offer to CSL. It supports & enhances the capacity of individuals and organizations that contribute to CSL's curricular program. PIE provides space for individuals from non-profit partner organizations to be guest students.	additional human resources needed to achieve organizational goals; Increase public awareness of key issues; and, Identify and access other university resources. Funds available for community partners: CSL Small Grant Fund; CSL Partnership Grant Partners in Education (PIE) program.
(4) A co-curricular community engagement transcript acknowledgement or other co-curricular program not integrated with academic curriculum.			
Clemson University Office of Student Leadership & Community Engagement – Impact Week Program http://www.clemson.edu/campus-life/activities-events/student-activities/slce/programs/impact.html		IMPACT is a four-day experience where incoming freshmen and transfer students are met with the opportunity to explore leadership and community engagement. Participants will spend time learning through community service, workshops, small group dialogue, a challenge course, reflection and interaction with campus leaders. The vision of IMPACT is that incoming students engage with each other and the community to create a positive, sustainable change… making an *impact* on others.	
UBC: Centre for Community Engaged Learning http://students.ubc.ca/about/centre-community-engaged-learning	The Centre for Community Engaged Learning collaborates with students, staff, faculty and community partners to work through complex community-based issues, both locally and internationally.	**The Trek Program:** http://students.ubc.ca/career/community-experiences/trek A year-long non-credit local community service learning program that combines weekly community service with on-campus learning opportunities. Through Trek, you can contribute to your community, gain real-world experience, and build lasting connections.	Contribute to your community

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
University of Calgary Centre for Community-Engaged Learning http://www.ucalgary.ca/ccel/	Offer unique service-learning opportunities as well as community-based engagement opportunities for both undergrad and graduate students in any program of study.	**Ucalgarycares Program** http://www.ucalgary.ca/ccel/ucalgarycares A series of service-learning opportunities where students from any faculty/department and year of study can learn about important social issues through working with community organizations in a meaningful way. Students learn, work, travel, and in some cases live together, locally, nationally, and internationally.	All ucalgarycares opportunities take a systems-approach and are rooted in principles of social justice.
St. Thomas Moore College (USask) Community Service Learning **Courses:** http://stmcollege.ca/study-here/csl/csl-courses.php	The **Les and Irene Dubé Community Service-Learning Program** (CSL) at STM is a type of experiential learning which involves students: (1) being partnered with community-based agencies to contribute meaningful volunteer service and (2) participating in reflection activities to help make the connections between their community experience and their university learning.	The Service and Justice Project involves : (a) A service project with a local community agency throughout the school year, (b) group discussions with your peers, and (c) presentations from community agencies.	
University of Regina – Faculty of Arts **Arts CARES**	These workshops are an opportunity for them to learn from other students, reflect upon their experiences, and explore how what they learned they could be applied to other areas of their lives. Any Faculty of Arts undergraduate students and *any* University of Regina students registered in a participating Arts class are eligible to participate.	Arts CARES is a program during the February Break in which Arts students volunteer for 15 hours at a number of Regina community-based organizations as a part of their university classes. After the morning work, all students gather for lunch (provided **free of charge**) and participate in interactive workshops in the afternoons.	

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
TOOLS			
Designing community-based courses. A guide for instructors to develop community partnerships and create engaged public scholarship courses Faculty Toolkit for designing community-based courses	Avila-Linn, C., Rice, K., & Akin, S. (2012). *Designing community-based courses. A guide for instructors to develop community partnerships and create engaged public scholarship courses.* Cal Corps Public Service Center. Available at http://publicservice.berkeley.edu/sites/default/files/Faculty%20Toolkit_brief%20update%20Nov%202015.pdf#overlay-context=faculty/handbook	Section I: Engaged Public Scholarship Section II: Building Campus-Community Partnerships Section III: Developing Engaged Scholarship Courses Section IV: Supporting Student Engagement with the Community Section V: Deepening the Learning with Reflection Section VI: Developing Evaluation & Assessment for Engaged Scholarship References Appendix A: Collaborative Planning Guide for Engaged Scholarship Appendix B: Resources to Support Engaged Scholarship Appendix C: Checklist for Developing Engaged Scholarship Opportunities	
Faculty Toolkit for Service-Learning in Higher Education	Seifer, S. D. & Connors, K. (Eds.). (2007). Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse. http://www.servicelearning.org/filemanager/download/HE_Toolkit_with_worksheets.pdf	**Units:** 1: Understanding Service-Learning 2: Establishing Community-Campus Partnerships for Service-Learning 3: Establishing and Assessing Course Objectives, Learner Outcomes, and Competencies 4: Planning Course Instruction and Activities 5: Selecting Texts and Other Learning Resources 6: Designing Course Evaluation and Improvement Plans 7: Building Course Infrastructure 8: Sustaining a Service-Learning Course 9: Practicing Culturally Competent Service-Learning 10: Pursuing Opportunities for Service-Learning Scholarship	
CBR Student Learning Outcomes Survey	Lichtenstein, L., Thorme, T., Cutforth, N., & Tombari, M.L. (2011). Development of a national survey to assess student learning outcomes of community based research. *Journal of Higher Education Outreach and Engagement, 15*(2), 7–33. http://openjournals.libs.uga.edu/index.php/jheoe/article/view/534	19-item CBR Student Learning Outcomes Survey: Professional skills (5 items); Civic Engagement (4 items); Educational experience (4 items); Academic skills (3 items); Personal growth (3 items) The survey can be administered using a paper format (see article Appendix for questions) or online: https://princetonsurvey.qualtrics.com/SE?SID=SV_1YUKLLiSQIsxLQE	

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
An Honors Interdisciplinary Community-based Research Course	Dunbar, D., Terlecki, M., Watterson, N., & Ratmansky, L. (2013). An honors interdisciplinary community-based research course. *Honors in Practice, 9*, 129-140. http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1217&context=nchchip	Article describes a community-based research course delivered to honors students. The authors provide information about course justification, course background and design, course activities, course assessment, course findings, and lessons learned.	
Program for Readability in Science and Medicine (PRISM) Readability/Plain Language Training	The goal of this FREE, 1 hour-long course is to help research teams improve the readability of consent forms and other participant materials. The Toolkit is a compendium of strategies, real-world examples, and related resources to aid researchers and others in the health care setting create print materials that a potential study participant or patient can easily understand.	https://prism.grouphealthresearch.org/course_introduction/splash_page_before_registration.html https://prism.grouphealthresearch.org/documents/PRISMReadabilityToolkit_ThirdEdv6_062210.pdf	
Service Learning Curriculum Development Resource Guide for Faculty	Center for Community Engagement. (2010). *Service learning curriculum development resource guide for faculty.* California State University. http://web.csulb.edu/divisions/aa/personnel/cce/faculty/documents/ResourceGuideforFaculty0706_000.pdf	**Guide includes:** Center for Community Engagement Service Learning Principles, Criteria & Models Course Goals, Objectives, Strategies and Assessment in Service Learning Reflection in Service Learning Community Placement Syllabus Revision Exercises & Samples Service Learning Capstone Courses Community Based Research & RTP Service Learning Forms & Appendices	
The University of British Columbia – Okanagan Campus **Community Service Learning Program** http://students.ok.ubc.ca/cslprogram/welcome.html	An initiative that aims to develop responsible, engaged citizens and to impact critical social issues through collaborative efforts between UBC and the surrounding community. Tool to help students get involved: http://students.ok.ubc.ca/cslprogram/get-involved.html	**Curricular CSL**: 3 courses listed for Fall 2015: Health and Healing VII: Promoting Health of Communities and Society, Content Studies Module III, Engineering Communication **Co-Curricular CSL**: Community Technology Program, Youth Mentoring Programs	

Table 4. Student Pathways Examples

Institution	Description/Program	Courses/Guidelines	Community First Perspective
University of Michigan at Flint. Civic engagement curriculum mapping consultations: https://www.umflint.edu/outreach/ce-curriculum-mapping	Curriculum mapping consultation involves discussing & planning: (1) Where in a given program's curriculum it makes sense for students to have real-world, applied experiences; (2) How and what civic engagement activities would meaningfully tie with program-level goals and course-level learning outcomes; (3) Resources to carry out activities.	The purpose of curriculum mapping is to intentionally scaffold students' civic engagement experiences so that students are able to build up to sophisticated applied projects and skillsets prior to graduation. This is accomplished through a process of *Introduce > Practice/Reinforce > Mastery* over the span of an academic program.	
University of Southern Maine - Using Curriculum as a Resource for Engagement https://usm.maine.edu/sites/default/files/maines-metropolitan-university/Curriculum%20as%20a%20Resource%20Handout.pdf	Document provides examples of forms of community engagement, where community engagement can be found in the student curriculum, as well as considerations for stakeholders (i.e., students, faculty, and community partners)	Goals: (1) Help departments include community-based experiences in their curriculum as a standard expectation and (2) Develop a level of unit coherence (through the curriculum) related to engagement.	
University of Winnipeg Community Learning http://www.uwinnipeg.ca/community/index.html **Experiential Learning Network:** http://www.uwinnipeg.ca/eln/	The Experiential Learning Network is comprised of dedicated, engaged, and knowledgeable students, staff, and faculty who are interested in the continued growth of these initiatives on campus.	All University activities are guided by an Indigenous Advisory Circle.	The Wii Chiiwaakanak Learning Centre's Board of Directors is comprised equally of university & community members, to ensure the learning environment they create stays vibrant, reflective and relevant.

Table 5. Community-Based Research Training Opportunities

University	Course/Training	Source	Content/Description
CANADA			
Athabasca University	ANTH 390 Community-Based Research Methods	http://www.athabascau.ca/syllabi/anth/anth390.htm	**Course Objectives** To demystify the research process; to build your confidence when choosing and executing appropriate methods for carrying out community-based research; to prepare you to successfully adhere to ethical guidelines; to expose you to varying perspectives on appropriate social science research methods; to enable you to acquire the skills to complete a community-based research project.
Centennial College	CDEV-212 Foundations of Community-based Research	http://www.centennialcollege.ca/programs-courses/full-time/course/foundations-of-community-based-research/ http://www.centennialcollege.ca/program-courses/documents/outline/2016-2017/CDEV-212.pdf	**Course Learning Outcomes** Identify major subject areas, trends and approaches used in past and present research studies that are relevant to the field of CD Define the role and assess the impact that CD related research has had, and continues to have, on the practice of CD work Examine the skills and methodologies required to practice CD related research and identify what influences the type of research that is conducted Assess how CD related social science research can be strengthened through research partnerships, community consultation and community participation Describe the realities, challenges and ethical issues associated with performing research in the community and provide possible solutions to these challenges Evaluate examples of CD related research, and identify the resulting implications for reflective practice
Douglas College	THRT 3710 Community-Based Research	http://www.douglascollege.ca/programs-courses/catalogue/courses/THRT/THRT3710	**Learning Outcomes** Define research and community-based research (CBR) understand the epistemological and methodological underpinnings of CBR explain when and how quantitative and qualitative research methods would be applied in the field of therapeutic and general community recreation describe the ethical considerations of any CBR project Determine the research methodology and methods required to answer a particular research question; construct an effective research plan apply strategies for collecting, managing and analyzing data recommend a range of actions that may result from a particular study.

Table 5. Community-Based Research Training Opportunities

University	Course/Training	Source	Content/Description
Fleming College	Applied and Community-Based Research program (two-semester post-graduate program)	https://flemingcollege.ca/programs/applied-and-community-based-research	**Learning Outcomes** Plan, design and complete applied, community-based, environmentally- focused research projects that exhibit a holistic, cooperative approach to gathering and sharing information. Select and apply appropriate statistical tools and methodologies to effectively interpret and process information in meaningful ways to help resolve research problems. Be strategic in the selection and use of appropriate research methodologies based on the nature of research inquiries. Produce reports and presentations which communicate research findings effectively to a variety of stakeholders and meet their respective informational needs. Select and use a variety of technology platforms and channels to collect, process, analyze and distribute research information. Identify workable solutions to research inquiries which foster collaboration and promote connections among private, public, and non-profit sectors. Conduct research in a respectful and ethical manner that ensures protection of privacy and maintains dignity to all involved. Engage a variety of stakeholders in constructive problem-solving discussions to address environmentally related community issues. Promote ways to implement research solutions that are sustainable and transferable to communities. Produce funding and other budget-related documents to substantiate and solicit support for research projects
McMaster University	HLTH AGE 3G03 Community-Based Research	http://healthagingandsociety.mcmaster.ca/documents/2014-15/2014_15_course_outlines/3g03_jackson_fall_2014	This introductory-level course is designed to provide knowledge to complete a community-based research project: (a) define and discuss community-based research; (b) highlight the stages of a community-based research project; (c) explore appropriate research methods for carrying out community-based research; (d) foster critical thinking about the benefits and challenges of doing community-based research; and (e) introduce successful adherence to ethical guidelines
McMaster University	SOCSCI 701 Critical Approaches to Community Based Research	http://academiccalendars.romcmaster.ca/preview_course_nopop.php?catoid=16&coid=109849	Course introduces students to critical approaches in community based research in the social sciences. It is intended for graduate students at the MA and PhD level in the social sciences or related field who are interested or engaged in scholarship from a community-based perspective. This course will of particular relevance to students interested in working in partnership with community-based organizations and/or affected communities of the issues they are interested in exploring and addressing in their graduate research work.

Table 5. Community-Based Research Training Opportunities

University	Course/Training	Source	Content/Description
Renison College & Centre for Community-based Research	Community Engagement & Social Development course	http://www.communitybasedresearch.ca/resources/577%20Renison%20Courses/Poster%20for%20class.pdf	Highlights the importance of community participation in matters related to their well-being, and describes methods to encourage community involvement. Students will learn about the role that effective leadership plays in creating and sustaining social innovation, and how researchers can work with communities to create and inspire change.
University of Alberta – Faculty of Extension	Community-based Research and Evaluation certificate	https://drive.google.com/file/d/0B3DDM2prvAkmbGlRbUUtVTVnRzA/edit?pref=2&pli=1	-embedded graduate certificate (must be enrolled in a graduate program) Requirements: INT D 500 (*3) one graduate-level course in program planning and evaluation; one graduate-level course in quantitative research methods; one graduate-level course in qualitative research methods EXT 541 *3 Supervised CBRE Experience
University of Alberta – Faculty of Extension	MA in Community Engagement	https://www.extension.ualberta.ca/study/community-engagement-studies/mace/	Requirements: 1. 3 core courses: **MACE 501 – The Practice of Community-Engaged Scholarship** An introduction to the conceptual foundations of the practice of community-engaged research and evaluation, with application across diverse disciplines and forms of engagement. **MACE 502 – Theoretical Foundations of the Scholarship of Engagement** An examination of the theoretical foundations that have shaped the study of community engagement. Students will explore this through a broad spectrum of disciplines and themes. **MACE 503 – Methods of Community-Based Research** An introduction to research methodology, which broadly includes quantitative, qualitative, and mixed methods. Research design, formulation of research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar; while some classes will be structured, the intent is for participants to learn from each other's experiences and research examples. 2. **Graduate-level Community Service Learning Experience/Course** Students will gain practical, hands-on experience by contributing to a community-based project that draws on multiple facets of community engagement scholarship. The community experience will be supported by a seminar that explores critical, ethical, and reflective approaches to the everyday practice of community engagement. 3. 3 electives 4. thesis

Table 5. Community-Based Research Training Opportunities

University	Course/Training	Source	Content/Description
The University of British Columbia – Faculty of Education: Professional Development and Community Engagement	EDST 508B | EDUC 490U Community-based Participatory Research	http://pdce.educ.ubc.ca/community-based-participatory-research/#tab_Description-0	The purpose of the course is to guide students to develop their understanding of community-based research that can address real-world problems. The need for rapport building and developing sustained relationship of trust is essential; for academics, it can take considerable time to develop partnership with communities. Mutual acceptance is key and this develops throughout the process from collectively determining the issues to be explored, to collecting, analyzing and interpreting the data, and how it will be used to inform policy, change practice and improve conditions in the community. In the course, students will learn about the role of effective leadership in creating and sustaining social innovations, as well as various aspects of social research, core principles of community based research, data collection methods and tools, analysis and interpretation of data, communication of research findings, and ethics of community based research.
University of Victoria	CD 505B Community-Based Research: Methods and Tools	http://web.uvic.ca/calendar2015-09/CDs/CD/505B.html	Explores the values, goals and assumptions of community-based research and its methodologies. Participatory action research methods and lessons learned from best practices will be introduced. Students will experience a variety of approaches and develop the capacity to evaluate appropriate methods and their application for practice settings. This course will help shape the student's major projects
York University **&** **University of Ontario Institute of Technology**	Tools for Community-Based Research Certificate (1 course)	http://edu.yorku.ca/profdev/professional-programs/tools-for-community-based-research https://education.uoit.ca/static/communityresearch/index.php	**Learning Objectives:** To become aware of basic terms used in community-based research (CBR). To begin to apply CBR concepts to research contexts familiar to the learner. To increase the learner's readiness level to participate in a community based research (CBR) study. Apply new knowledge and concepts by sketching a CBR research proposal. **Topics** Week 1: What is Community-Based Research? And Developing and Sustaining Partnerships & Writing CBR Proposals Week 2: Mapping CBR Week 3: Choosing Methods and Qualitative Analysis and Interpretation, understand the basics of coding in qualitative research Week 4: Ethics, Informed Consent & Issues of Power Differential in CBR and Working with Communities & Working with Peer Researchers Week 5: Telling the world about CBR and Bringing it all together

Table 5. Community-Based Research Training Opportunities

University	Course/Training	Source	Content/Description
THE UNITED STATES			
Johns Hopkins Bloomberg School of Public Health	410.861.01 Graduate Seminar in Community-based Research	http://www.jhsph.edu/courses/course/21153/2015/410.861.01/graduate-seminar-in-community-based-research/	**Learning Objectives:** (a) Engage with students, faculty, scholars, and community members from different disciplines and backgrounds in scholarly exchange on issues of CBR; (b) Apply CBPR principles across the continuum of the research process, including planning, implementation, evaluation, dissemination and policy implications; (c) Explain the need for and added value of using CBPR; (d) Discuss strengths and challenges associated with community-university partnerships, as well as successful co-development and impact of interventions to address community issues.
Stanford – Haas Center for Public Service	URBANST 123 & 123B: Approaching Research and the Community	https://haas.stanford.edu/cardinal-service/cardinal-quarter/community-based-research-students https://explorecourses.stanford.edu/search?view=catalog&filter-coursestatus-Active=on&page=0&catalog=&academicYear=&q=Urban+Studies+123&collapse=	Provides an overview of principles and strategies for doing social change-oriented research as a collaborative enterprise between academic researchers and community representatives/organizations. Guest speakers include community members, faculty, and students who have partnered in community-based research projects. In URBANST 123 course (winter), students explore theoretical works and actual case studies to consider how research can be made useful to communities and how students' service interests and experiences might be put to use in developing high-quality, ethical research projects in collaboration with communities. Students are encouraged to develop a draft proposal for their own CBR project, including the creation of initial research questions and the identification of potential faculty mentors or community partners.
Stanford - Haas Center for Public Service	Community-based Research Fellows Program (CBRFP)	https://haas.stanford.edu/students/community-based-research-students/community-based-research-fellows-program	CBRFP supports teams of faculty, students and community partners in conducting research that addresses community-identified needs. The Haas Center for Public Service and the Office of the Vice Provost for Undergraduate Education (VPUE) jointly fund the program. Student fellows are eligible for up to $6,000 for 10 weeks of full-time research during the summer quarter. Faculty Fellows and Community Partners who participate in the program receive $1,000 each.
University of Minnesota	Community-based Participatory Research (CBPR)	http://www.healthdisparities.umn.edu/minnesota-center-cancer-collaborations/training-opportunities	An introductory course about Community-based Participatory Research (CBPR) intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities. We will explore the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; conflict resolution; ethical issues; and CBPR's relationship to cultural knowledge systems. This is not a methodology course. CBPR is an approach to conducting research that is amenable to various research designs and methodologies.

4.3 STUDENT PATHWAYS OBSERVATIONS

Most universities offer students a variety of ways to become engaged in the community, although these experiences are often disjointed in relation to a pathway of engagement

Community engagement opportunities can be found as an option or required within a community-service learning course, as the focus of a capstone project, multiple course projects, and non-curricular options such as "alternative spring breaks" and one-time events. Hours spent in community engagement opportunities typically range from 20–40 hours of service in a course per term (2 hours a week) or a week during spring break. Some universities offer summer programs. Although community partners often desire a flexible range of time commitment from students, from one-semester placements to year-long or multiple year opportunities (Dorow, Stack-Cutler, & Varnhgen, 2011; MacDonald, 2010; Tryon & Stoecker, 2008), many engagement opportunities do not allow for such flexibility. Tryon and Stoecker (2008) reported on challenges that short-term service-learning can have on community-based organizations: The limited time students spend in an organization often does not bring benefits to the students or the organizations, students leave soon after trust has been established, and the difficulties of planning and implementing meaningful projects to fit within a short period of engagement. Developing strategies to accommodate shorter- and longer-term projects is important for meeting the needs of community organizations. For example, providing students with an option of continuing a CBR project after the semester ends by enrolling in an internship class, receiving a mini-grant, or handing the project off to another student experienced in CBR (Stocking & Cutforth, 2006), or delivering a 2-semester course (Schwartz, 2010) are a few options that can allow for varying timeframes to ensure that completed projects meet communities' needs.

Opportunities for community engagement are often spread across disciplines and faculties, without a coordinated unit or website to consolidate the options

If institutions do have units dedicated to community engagement, similar opportunities are often dispersed across different units within a university (e.g., a website for CBR, a website for CSL, an Outreach website, an Experiential Learning website).

Terms are not consistent across universities

Terms used to describe community engagement opportunities include community service learning, community-engaged learning, community-based education, community engagement, community learning, community-based research, experiential learning, and civic engagement. Dimensions of these types of opportunities can often been found in terms of generic/institutional vs. discipline specific opportunities and curricular vs. non-curricular community service learning opportunities.

Some institutions offer degrees or diplomas focused on community engagement in which community engagement-related courses are combined with placements in community organizations

Examples of these programs include the Community Planning program at Los Angeles Trade tech and the Community Development BA and MSc in Human Services at UMass Boston College.

In some institutions, students can enrol in specific courses to earn a certificate or have their co-curricular experiences listed on a co-curricular transcript

Course electives are typically supplied in a list (i.e., "students must complete 12 credits, selecting from the following courses"). These courses involve a community-service learning component, are pre-approved by an engagement office or committee, and usually are not discipline-specific. Courses within these certificates usually do not need to be taken in order.

Few institutions mention "student pathways" when discussing the community-based education opportunities that are provided for students

Key terms to describe a student pathways approach found which can inform future searches include "multi-year," "developmental," "sequential," laddered curriculum," and "general education."

Pathway exemplars

The Bonner Civic Engagement Minor or Certificate is one of few examples that offers a pathways approach to student community engagement opportunities. Eleven universities/colleges have developed a minor or certificate in civic engagement based on the Bonner features. As can been seen in Table 4, the fundamental features of this type of certificate include community engagement and courses being intense, multi-year, developmental/sequential, politics/public policy, poverty, global. While the minor/certificate looks different at each institution, depending on the unique context of the institution, each program includes the core features. For example, while one university might require students to complete a course focused on poverty issues, another university's program might work with a community organization addressing issues related to poverty. Coursework progression usually involves lead-in courses; poverty courses, policy courses, and international and global courses; service learning/CBR or methods; full time internship; and a capstone.

The only Canadian program that represents a student pathways approach is a pilot program that started in September 2016 at the University of Alberta. Currently, students enrolled in the Community Service Learning certificate are required to complete CSL-designated courses and courses with a CSL component. The pilot program will offer students a paid summer internship working in a non-profit organization (J. Flaman, personal communication, June 2016).

Using a pathways approach to promote positive practices for community partnerships

Best practices for community partnerships include "strategic multiyear relationships with community partners, developmental, multiyear student placements, community-based learning and research that involves multiyear faculty commitments, public policy research with community partners, and capacity building with partners involving evidence-based program assessment and strategic planning" (Kane, Nigro, Alcorn, & Lasagna, 2013). Kane et al. (2013) highlighted examples from Bates College where best practices have been used within social sciences coursework and community work: students can take a community-based research methods course and do a senior year project using a community-based research approach. Students may engage with an organization during a first-year seminar, complete service learning with this organization, and then conduct senior year project with the same organization.

4.4 Summary

Most universities offer students numerous ways to become engaged in the community, although these opportunities are often disjointed, being spread across disciplines and faculties, without a coordinated unit handling the options. A lack of internal institutional collaboration and multi-institutional collaboration limits students' ability to access opportunities to engage with the community and limits community partners' ability to navigate partnering opportunities with the university (Dorow et al., 2011). One promising practice is the internal institutional engagement witnessed at the University of Brighton. The Helpdesk Manager at the Community University Partnership Programme engages with university units to find the best fit for research requests coming from community partners, communicating with faculty members to assess research interests and curriculum opportunities and connecting with student volunteer services and post-graduate placement organizers (B. Prosser, personal communication, June 15, 2016).

While students can piece together courses and co-curricular activities to give themselves a foundation in community engagement, they must be motivated to map their own learning opportunities. Only a few institutions mention "multi-year," "general education," or "laddered developmental" curriculum when discussing students' educational pathways. There is a growing interest from universities to promote institutional community engagement, a growing desire from students to develop skills and competencies to address social issues (Lichtenstein, Thorme, Cutforth, & Tombari, 2011; Mott, no date), and a growing need for community organizations and employers to work with citizens equipped with transferable skills (Dorow et al., 2011; Tryon & Stoecker, 2008). Thus, opportunity exists for piloting and evaluating multi-year community-engaged learning opportunities to create beneficial community-engaged pathways for students (Bringle, Hatcher, & Muthiah, 2010; Kuh, 2008) and long-term reciprocal relationships with partners in community-based organizations (Holliday, DeFalco, & Sherman, 2015; Petri, 2015).

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5.0 REPORT SUMMARY

Important for community–campus engagement brokering models, community–campus partnership tools, and student engagement pathways is the support from academic institutions to assist in making community–campus partnerships equitable and successful. One step toward achieving this goal is for academic institutions to ensure that there are suitable means within research ethics boards to promote community-based research and community-based participatory research approaches. Research ethics boards often take on a researcher-driven approach (Stiegman & Castleden, 2015). Of promise is a community-driven process: a process that involves equitable relationships, shared decision-making among diverse partners, and access to mutually-beneficial outcomes. A community-driven ethics process assesses ethical risks and benefits that respect community and cultural protocols, examines the strengths of a community-university partnership and the cross-cultural competency of a research team, and ensures that research results are shared in user-friendly ways within communities (Flicker, Travers, Guta, McDonald, & Meagher, 2007; see also Stiegman & Castleden, 2015).

Communities have not always been put first in research partnerships and student community engagement projects (Petri, 2015). Thus, skepticism may exist while building and maintaining trusting, reciprocal relationships (Lantz, Viruell-Fuentes, Israel, Softley, & Guzman, 2001; Petri, 2015), especially in the early stages as the infrastructure for community–campus engagement brokering models and student pathways are being established. However, before engaging in research and engagement work, it is important to invest time in defining brokering values, goals, principles, and procedures and developing a solid infrastructure from which to work (Lantz et al., 2001; J. Ochocka, personal communication, June 2, 2016; Rodriguez with Millican, 2007). Lantz et al. (2001) explained, "despite impatience with the time it took, board members viewed the adoption and implementation of operating procedures and community-based participatory research principles as major accomplishments. Building this foundation enabled the URC (Urban Research Center) to create an effective team of 'partners with equal voices'" (p. 500).

Considering and learning from the perspectives and experiences of community partners (e.g., Alcantara, Harper, Keys, & The Adolescent Medicine Trials Network for HIV/AIDS Interventions, 2015; Dorow, Stack-Cutler, & Varnhagen, 2011; Petri, 2015; Tryon & Stoecker, 2008; VanDevanter et al., 2011) involved in community-based research and community-engaged student learning opportunities can help inform the work of the CFICE Working Group members when piloting community–campus engagement brokering models, using community–campus partnership tools, and developing curriculum for student pathways to community engagement.

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