

# Violence Against Women Hub Community Co-Lead Kim Pate gets appointed to the Senate

by Anna Przednowek, CFICE Violence Against Women Hub RA

On October 30th, 2016, CFICE's Violence Against Women (VAW) hub Community Co-lead was appointed to the Canadian Senate by Prime Minister Justin Trudeau.

Kim Pate is the Executive Director for Canadian Association of Elizabeth Fry Societies and has held this position since 1992. Her legal careers spans over 30 years working with youth, men and women in the legal system.

Kim is a human rights expert and a prisoner advocate, who works tirelessly to improve the lives of women



Kim Pate, Executive Director Canadian Association of Elizabeth Fry Societies

in prison. On June 30, 2014, Kim was appointed a member of the Order of Canada for advocating on behalf of women who are marginalized, vic-

timized or incarcerated, and for her research on women in the criminal justice system.

Kim has been involved in CFICE since 2012. Dr. Diana Majury, the Academic Co-Lead for the VAW hub writes, "I'm very proud of her and think it is wonderful for our country."

Kim is firmly rooted in the community as a social justice advocate but she also has extensive experience in academia and a huge respect for the importance of community based research. She will be a strong promoter of the goals and values that underpin the work of CFICE in her new position as a Canadian Senator.



# CFICE Connections



## Action Planning for Canada's National CCE Movement

by Maeve Lydon, Community Co-Lead, Aligning Institutions for Community Impact Working Group (AICI)

The year 2017 promises to be an exciting one for connecting efforts and consolidating a long-term vision and action plan for the national community-campus engagement (CCE) movement in Canada.

To that end, CFICE is aligning its efforts with other key networks to systematize and embed its project learnings into community, academic, and institutional practices of CCE.



CFICE Team Members L to R: Katalin Koller, Patricia Ballamingie, Maeve Lydon, Peter Andree, Kathy Sandford, and Lisa Mort-Puntland (front)

### Connect with CFICE

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## Taking Knowledge Mobilization tips from Science

by Carly Foubert, CFICE Communications RA

Maybe you've noticed the many videos and GIFs on social media explaining science concepts. Maybe you've even shared them yourself. Publications like I F\*\*\*ing Love Science (IFLS) and asapSCIENCE have done a phenomenal job of making science accessible and fun for their audiences. Knowledge mobilization workers in other fields should take note.

How are these communicators so successful? According to Chantal Barriault, Co-Director of Laurentian University's Science Communication graduate program, they make science relevant to everyday life and use plain language to explain complex concepts.

Many science communication sources have been doing this for a while. For example, the popular TV show *The Magic School Bus* frequently took viewers on a journey that explained science concepts in a way that was understandable and fun for kids.

"Another thing that's important," Barriault says, "is that they're not dumbing it down. Science websites are still doing science justice. They're still being accurate. They're not oversimplifying; they're not glamorizing with headlines. They're saying it how it is."

Barriault recommends knowing your audience so you know where to start in your knowledge mobilization efforts.

"We have to give the public...credit for being genuinely interested in what's going on..." says Barriault. "Don't take for granted that the person in front of you has absolutely no knowledge of what you're talking about. Find out where their starting point is, what they know, what they've experienced, what they understand and build on that."

For years science publications have found ways to popularize science and engage their audiences. Now it's time for researchers in other fields to get on board! Start by finding ways to make your research relevant to your audiences and make your findings matter by answering the "so what" question that's on everyone's mind.

### CFICE Is...

Community First: Impacts of Community Engagement (CFICE), is an 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.

When it comes to community-campus relationships, we believe that together, everyone achieves more.

CFICE is pushing this work forward through 5 working groups, one of which is Aligning Institutions for Community Impacts (AICI).

This working group will focus on 3 main activities: First, they will create a made-in-Canada classification system to assess and plan for 'Community First' CCE at post-secondary institutions. Second, they will identify funding and develop policies to support all actors involved in CCE. And third, they will create an inventory map of campus engagement entities, offices and initiatives across the country.

As part of the larger national policy and action movement, AICI, on behalf of CFICE, is leading the charge to develop a declaration for the CCE movement in Canada. Building off a policy Action Plan created at C2UEXPO

2015 in Ottawa (hosted by CFICE and Carleton University), the declaration outlines a set of statements on how to adopt, promote, and embed a 'Community First' ethos for all CCE efforts in Canada.

Universities and colleges serve a unique role in society – and ideally, support the co-creation and facilitation of interdisciplinary solutions to the most pressing issues of our times. Through this declaration, CFICE and a wide range of national funders, networks, and bodies can work together (more than ever before), to creatively seed a national collaborative that systematically supports and incentivizes institutions of higher education to be democratic, accountable, relevant and responsive – to serve the common good.



# CFICE's Recommendations for Future Engagement

by Magda Goemans, CFICE Evaluation and Analysis RA

On January 18-19, 2017, CFICE hosted *Community Impact: A community/academic symposium for clarifying, sharing and celebrating CFICE's key messages*. The symposium brought together CFICE partners to collaboratively discuss the findings of Phase I (2012-2015), and develop recommendations for Phase II (2016-2019).

In planning the symposium, the Evaluation and Analysis working group (EA WG) strove to remain community-first. To do this, they established a Community Advisory Committee composed of Phase I community partners. The Committee helped with agenda planning, resulting in an event that prioritized opportunities to network, discuss learnings, and share stories.

Overall, the event was a success. Participants left energized and equipped with a set of recommendations

grounded in research and experience that CFICE hopes will lead to more community-first community-campus engagement (CCE) in the future. A sample of these recommendations include:



CCE Brokering Community Co-lead, Jason Garlough, contemplates CFICE's Phase I lessons.

Governments (provincial, federal, local) should provide greater institutional and funding support for strong CCE partnerships between post-secondary

institutions and the non-profit sector.

Funders of CCE partnerships should support more direct funding of Community-Based Organization (CBO) participation, and recognize the true costs in time and resources that CBOs incur for administration and reporting.

Post-secondary institutions should develop tenure and promotion standards that meaningfully reward community-engaged scholarship.

Faculty should meet partners in the community, and recognize and value community knowledge and expertise.

Students should seek out opportunities to acquire and co-create CCE skills and capacity, and mentor other students based on those experiences.

Community-based organizations should clearly communicate organizational needs to partners and only engage in CCE projects that add value to their work.

## Community-Campus Engagement Brokering

by Omar Elsharkawy, CFICE Admin RA

In 2016, CFICE recruited Holly Stack-Cutler to develop a report titled *Community-Campus Engagement Brokering, Partnership Tools, and Student Pathways to Engagement: An Environmental Scan*. This report provides a breakdown of existing brokering mechanisms, processes, and tools that are used by communities, academics, and students involved in community-campus engagement (CCE).

For CFICE, a brokerage mechanism or model is an organization, person, tool, or platform that helps connect and support relationship development between community groups and academics. Brokers are important in CCE because they can establish new relationships, mediate conflict, and promote equity between partners.

Stack-Cutler identified 4 main brokering models:

1. Community-based brokers: research centres that may have non-profit or charitable status and exist independent of academic institutions.
2. Community-university based brokers: a combination of university and community members, often housed at a university, that provide services outside of academic institutions.
3. University-based brokers: science shops, service learning, and outreach partnership offices.
4. Funder-based brokers: like the Social Sciences and Humanities Research Council. They differ from the others in that they are large in scale and mainly provide funding to facilitate brokerage.

Regardless of the model, brokers often face 3 main challenges. First, brokers can find it difficult to balance directing the partnership process and letting others lead. Second, brokers often have limited funding. And third, brokers can experience additional issues engaging with faculty members while keeping the needs of the community partners in mind.

Brokers who build adequate infrastructure, like developing a core planning team, can mitigate these issues by increasing their capacity to engage in brokerage efforts. Taking a community-first approach to brokering can also help brokers focus on learning about a community partner's strengths and limitations before matching them with an academic partner. For more information, check out the report on the CFICE website!

## 5 Elements of a Successful CCE Partnership

**1 Setting Clear Expectations**  
Community-campus engagement (CCE) is complex. It is therefore important that both parties begin the partnership by collaboratively setting the rules of engagement.

**2 Being Flexible and Equitable About Collaboration**  
Not all partners will have the capacity to contribute equally to the project over time. Partners should therefore take a flexible, "experimental" approach to navigating the partnership work while balancing expectations.

**3 Engaging in Clear and Open Communication**  
Positive CCE partnerships are built on deep, communicative, and respectful relationships that develop based on honest, clear communication.

**4 Developing Student Skills**  
Ensuring students have some of the skills they need before participating in a CCE project can help strengthen CCE partnership. Providing community partners with more control over RA selection is one way to ensure student skills meet partner needs.

**5 Building in Time to Develop Long-term Relationships**  
Long-term relationships increase the depth of research, the ability to tackle complex projects, and the lasting impacts that can be achieved. CFICE's success has ultimately depended on our ability to foster these relationships.

## Service Learning for Students and the Community

by Stephen Hill, Academic Co-lead, Student Pathways Working Group

For the past 7 years, I've started fall at Trent University with service learning opportunities for the 300+ students in our first year environmental studies course. Through this opportunity, students volunteer for community groups, and write a reflective piece on their experience.

The partnerships have emerged organically over the years, and have been key for student engagement in the course. Most importantly, the community benefits from the student contributions.

But scratch a bit below the surface and what seems like a great venture is a huge amount of work. I'd be lying if I said there weren't days I regret ever agreeing to "see if some students would be interest-

ed in helping." Organizing the logistics and figuring out an academic rationale for it is sometimes overwhelming. But I do it because I think it's important.

The CFICE Student Pathways working group is studying how this type of service learning can fit in a broader curriculum pathway. We plan to design tools and curricula to set our students on a path to be successful partners in community-based research, regardless of their initial experience. I guess I really do love this work!



Jenna Snelgrove, CES Pbto/Halib Hub RA

## Developing Engagement Tools for Community Partners

by Adje Van de Sande, Academic Co-lead, CBO Tools working group

After consultations with community partners, a review of CFICE's Phase I (2012-2015) evaluation results, and some comprehensive literature reviews, CFICE's Tools for Community-First Community

assessment Guide that would help community-based organizations (CBOs) conduct a needs assessment and set strategic priorities for their community-campus engagement work. The second is the creation of a Self-Assessment Tool designed to assist CBOs in determining if they are ready for a community engagement project and whether they understand what they can expect from a post-secondary partner.

The hope is to create very practical tools that CBOs can use on their own. However, CFICE also recognizes that personal connection is important and will be encouraging CBOs to use these tools in whatever way is most useful, be that helping to



CFICE's CBO Tools working group is developing CCE-oriented assessmenttools for Community Based Organizations (CBOs).

Campus Partnerships Working Group (CBO Tools) has settled on two possible tools for piloting in Phase II (2016-2019). The first involves developing a Needs As-

essment Guide that would help community-based organizations (CBOs) conduct a needs assessment and set strategic priorities for their community-campus engagement work. The second is the creation of a Self-Assessment Tool designed to assist CBOs in determining if they are ready for a community engagement project and whether they understand what they can expect from a post-secondary partner.