

Community-Academic Collaboration in Peer Review

by Amanda Wilson, former CFICE CCE Brokering Working Group co-lead

One of the first projects I became involved in when I joined CFICE was developing a peer review process for 6 discussion papers mapping the food policy landscape in Canada.

Because this research was informed by the priorities and experiences of community food organizations and NGOs, a traditional academic peer review process did not seem appropriate. At the same time, the project leads wanted to ensure the papers had a level of academic rigour.

In establishing a community-academic peer review process, we did several things a bit differently from a traditional peer review process. To start, we sought ‘peers’ from both the community and academia, aiming for one academic and one community reviewer for each paper.

We also sought to provide as much context and information as possible. In a typical peer review, the identity of

the author is unknown to the reviewer, and the identity of the reviewer is usually anonymous.

In contrast, we created a short introduction to peer review for reviewers who were unfamiliar with the academic peer review process, and a



CFICE community and academic partners work together to interpret CFICE data.

background on the broader research project behind the discussion papers. The names of the reviewers were also available to the author, as we thought the context of the reviewers would

help the author appreciate their comments more fully. Finally, we provided feedback questions reviewers could answer as their review.

Even with this detail it was interesting to see the different ways reviewers evaluated the papers. In hindsight, I would provide even more specific questions for reviewers to answer, and more detail about the intention and intended use of the papers under review.

The process also really hit home the importance of fully thinking through the capacity to collaborate. When we talk about community-academic collaborations, both parties need to consider not only the ability to complete the research together, but who is going to edit the final outputs, who is going to do the layout, how they are going to be shared, and how the data will be stored and accessed. These questions often don’t get discussed till the very end, when both parties are gearing up for new projects and have already exhausted available funding.

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Join CFICE’s CCE Network and Community of Practice

Community-Campus Engage Canada (CCEC) is an emerging national network and community of practice focused on strengthening Canadian communities by increasing the capacity, infrastructure and impact of equitable community-campus partnerships of all types, including student experiential learning, community-engaged research, and social innovation.

The CCEC is a living legacy of the

Community First: Impacts of Community Engagement (CFICE), the seven-year (2012-2019) action research project core funded by the Social Science and Humanities and Research Council of Canada.

So far, CCEC has been convening national and regional roundtables since May 2017 which is engaging CFICE partners, communities, non-governmental organizations, networks,

students, post-secondary institutions, policy makers and funders to inform the development and long-term action plan for CCEC.

We invite you to join in the CCEC Network by visiting the CFICE website: <https://carleton.ca/communityfirst/>

Share your energy, knowledge and expertise with others involved in building Canada’s community-campus engagement movement.



CFICE Connections



Growing Community-Campus Engage Canada (CCEC)

by Isabelle Kim, CFICE CCEC working group member

Community-Campus Engage Canada (CCEC), the legacy of the CFICE project, is a national network of community engagement practitioners. CCEC works with CFICE to host national and regional roundtables bringing together community-minded stakeholders, including grassroots partners, engagement practitioners, post-secondary institutions, policy makers, and funders, with the overarching goal of strengthening Canadian communities through community-campus engagement.



CCEC-Toronto Roundtable Participants discuss opportunities, gaps, and recommendations for better regional community-campus engagement.

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.

CCEC’s first regional roundtable, co-hosted by University of Toronto, was held at the Centre for Community Partnerships on May 1, 2018.

The day started with a thought-provoking cross-sectoral panel on the community-campus engagement landscape in Ontario. Panelists included Cecilia Brain, Economist and Senior Policy and Data Analyst, Council of Ontario Universities; Peter Andree, Principal Investigator, CFICE; and Sarah MacPherson, Director of Philanthropy and Communications, Oakville Community Foundation.

Following a powerful guided First Story Toronto tour led by Jill Carter, theatre practitioner and Assistant Professor with the Centre for Drama, Theatre and Performance Studies; the Transitional Year Programme; and

Indigenous Studies at the University of Toronto, the 50+ participants representing diverse community, academic and policy stakeholder perspectives worked in groups to identify sector-specific needs and gaps; explore cross-sectoral opportunities and aspirations, and develop recommendations for advancing community-campus engagement in the region. Discussions were lively and fruitful and many connections were made.

The recommendations from this and other CCEC-hosted roundtables are meant to contribute to a national roundtable discussion in Ottawa on June 20, 2018, which will focus on co-creating the future of community-campus engagement in Canada.

For more information please contact cfice@carleton.ca.

The Impact of Tenure on CCE

by Kira Locken, CFICE Volunteer

What does tenure have to do with community-campus engagement (CCE)? A lot, actually. And it largely comes down to the criteria needed to merit tenure.

Research & teaching successes

While universities differ in their review processes for tenure, most processes put an emphasis on a candidate's contribution to their academic field, both as a teacher and a researcher.

For example, according to Carleton University's 'University Criteria for Tenure and Promotion', "It is generally accepted that contributions to teaching and scholarly studies should receive paramount consideration in any tenure or promotion decision..."

This means a professor's research and teaching carries the most weight when they are being considered for tenure.



Community-campus engagement takes time.

The 'value' of CCE research to tenure committees

According to Dr. Peter Andr  e, associate professor and principle investigator of CFICE at Carleton, a candidate's research is measured by the number of articles they have published in respected journals. Some disciplines, says Andr  e, place highest value on articles authored by one individual.

In comparison, articles written in CCE projects are often published in lesser-known journals, and are written by multiple authors.

"That takes a lot of effort to produce... but is not really 'counted' as a valid academic output by most tenure committees," says Andr  e.

Gathering data and publishing research can also take more time in CCE projects. This is because research is dependent on relationships that can quickly change due to organizational turn-over, competing priorities, and relational difficulties. The added time it takes to do partnership-based research is not always understood by tenure committees.

CCE as teaching or service

For professors who want to put their efforts into CCE work that will count towards tenure, teaching a course that requires community engagement can be an option. While this tactic is looked on favourably by tenure committees, "it won't count for much if it means your research lags behind that of your colleagues," says Andr  e.

"Profs who do community-engaged teaching need to find ways to keep their teaching workload manageable," he adds. "Some of my strategies have included inviting community partners to give guest lectures, and reducing the reading load to compensate for the engagement that I, the students, and partners are all involved in."

Tenure criteria is changing

In 2015, under the leadership of the Trent Community Research Centre, CFICE's Community Environmental Sustainability hub initiated an internal report for Trent University examining enablers and barriers for faculty participation in community-engaged scholarship (CES).

Some of the barriers included a lack of suitable projects, scheduling issues, increased workload, and lack of understanding about CCE and its relationship to research, teaching, and service criteria and tenure.

Nadine Changfoot, associate professor in political studies at Trent University, and co-author of the Trent internal report says that another barrier for faculty is university culture.

"I think the culture of the university, even while it's improving in valuing community-campus engagement, for untenured professors the value is yet to be fully appreciated."

One way these challenges can be overcome, continues Changfoot, is through research into faculty experiences with tenure and CCE to determine how CES can be better understood and valued in a university tenure process.

An example of this type of research can be seen in University of Victoria's report, "Recognizing Excellence in Community Engaged Scholarship".

According to Crystal Tremblay, who authored the report, "[It] encourages Faculties and Departments where faculty engage in CES, to consider its content in reviewing standards and policies applicable to hiring practices, merit evaluations, and promotion and tenure consideration."

By recognizing the value of CCE through the tenure and promotion process, universities will be able to make a greater contribution to the communities in which they exist.

As Tremblay notes, "It is time that institutions tackle this tremendous hurdle, if they want to be serious about their commitment to serving the public good."

Search for these key Resources on the CFICE website!

1 Be more community-first with our Actions for CCE Practitioners
Based on 4 years of research, CFICE has developed key recommendations for becoming a more community-first CCE practitioner.

2 Learn more about CCE brokering, tools, and student pathways
In our report *Community-Campus Engagement (CCE) Brokering, Partnership Tools, and Student Pathways to Engagement* we provide an in-depth environment scan of the landscape. Read through the report, or listen to the podcasts about each section!

3 Learn how to Embed an Ethic of Community Engagement at Post-Secondary Institutions
If you want culture change at your institution, this is the resource to start with! It provides a comprehensive review of academic sources on how to measure and implement community-first CCE.

4 Hear how community partners Advance their Community Policy Agendas through CCE
This year, CFICE hosted community leads from the food security, violence against women, and poverty reduction sectors to learn how each has used CCE to bolster their causes. Find out what they shared in our webinar recording!

5 Upcoming: CCE, a Primer for Community Organizations with Research Questions
Written by community, for community, this upcoming report walks community organizations through the process of starting and ending a community-based research project. *Expected release: June 2018.*

Studying Community Impact

by Erin Martel, CFICE Communications RA

At CFICE, we like being part of community success stories—but how can we know if we've truly made an impact? This is the question Emily Amon, a master's student at Trent University, is tackling with her research on U-links—a community organization that "links" faculty and students with local community groups to work on research and development projects.

According to Emily, techniques for measuring community impact must be based in the community. To this end, Emily will embed herself in the community to conduct a range of research activities. From there, she hopes to create a picture of "how [community] attributes changes to the processes and products of the U-Links relationship."

Emily foresees that the data she collects might provide best practices for engaging

in community-based research. She also hopes that identifying success factors will encourage better community work and justify increased funding for it.

Emily points out that, "Often there is a lot of mistrust because the academic institutions sometimes come into communities to, what can feel like, meet their own ends rather than use a truly collaborative process. People may be concerned about whether the research will be useful to them, or whether they will be an active participant. So looking at how to better have these relationships can help to solidify that this is an explicitly community-first approach."



Emily Amon studies community impact with U-Links.

When Students are Community-First

by Kira Locken, CFICE Volunteer

According to Natasha Pei, her career success can be attributed, in part, to the community-first skills she learned in CFICE. Receiving a research assistantship for CFICE's Poverty Reduction (PR) hub in 2013, Pei's work consisted of building the skills needed to develop long-lasting and meaningful relationships between academic and community partners.



Natasha Pei (right) works with co-lead Patricia Ballamingie at a CFICE meeting.

After graduating with a Master's in Social Work, Pei started a job with Tamarack

Institute's Vibrant Communities—a collective network of cities aimed at reducing poverty, and a CFICE partner. Pei also became the PR Hub community co-lead.

According to Pei, her CFICE experience changed her expectations and methods as a community partner. She now looks to meet partners where they're at, which involves truly listening and learning about the issues facing each community.

Pei's advice for students working with community is to look at how to best contribute to communities' goals. Pei's story demonstrates key recommendations made by CFICE for students involved in community-campus engagement (CCE), including listening and responding respectfully to community partners; seeking opportunities to improve CCE skills; and getting involved in longer-term CCE projects to build deeper relationships.

For more information, visit the CFICE website!