

CFICE

Models of Community University Partnership in the Waterloo Region Food System **Preliminary Results**

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Public Health

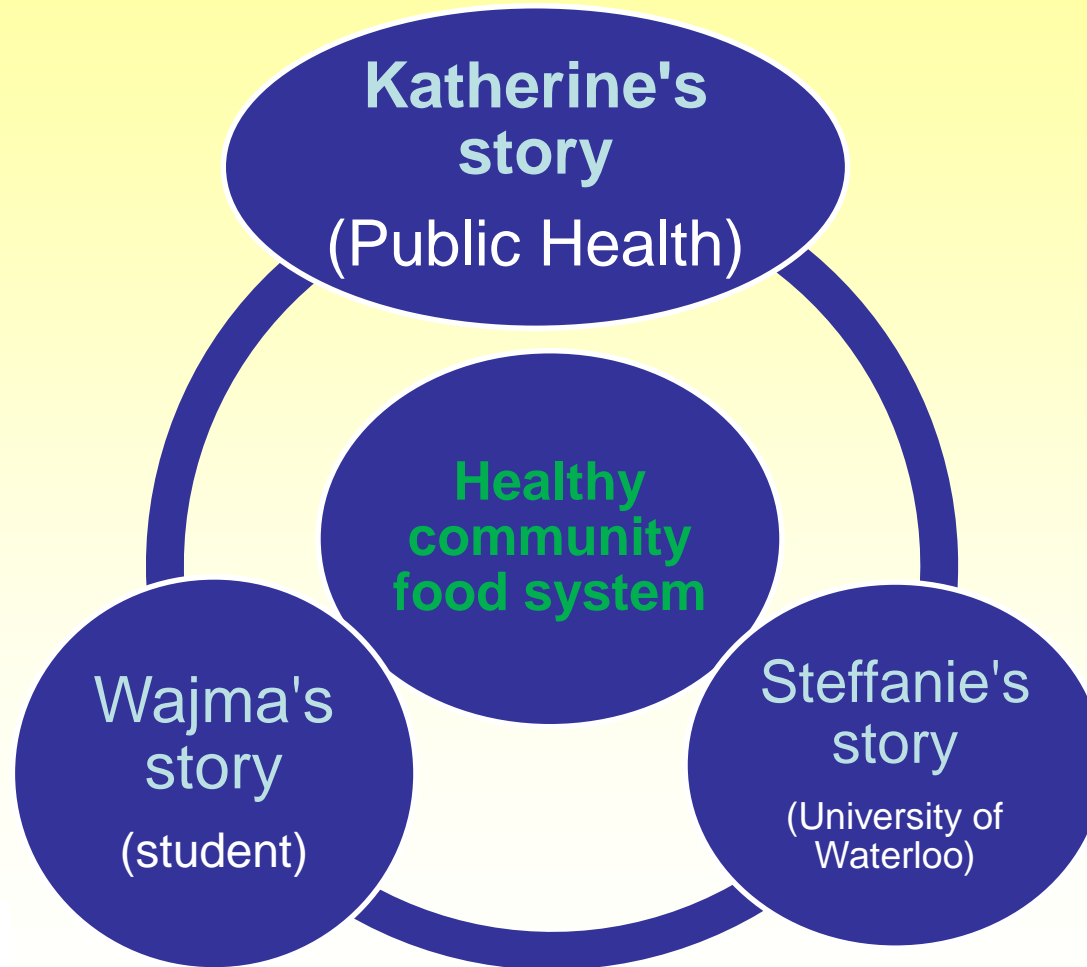
&

Steffanie Scott – University of Waterloo

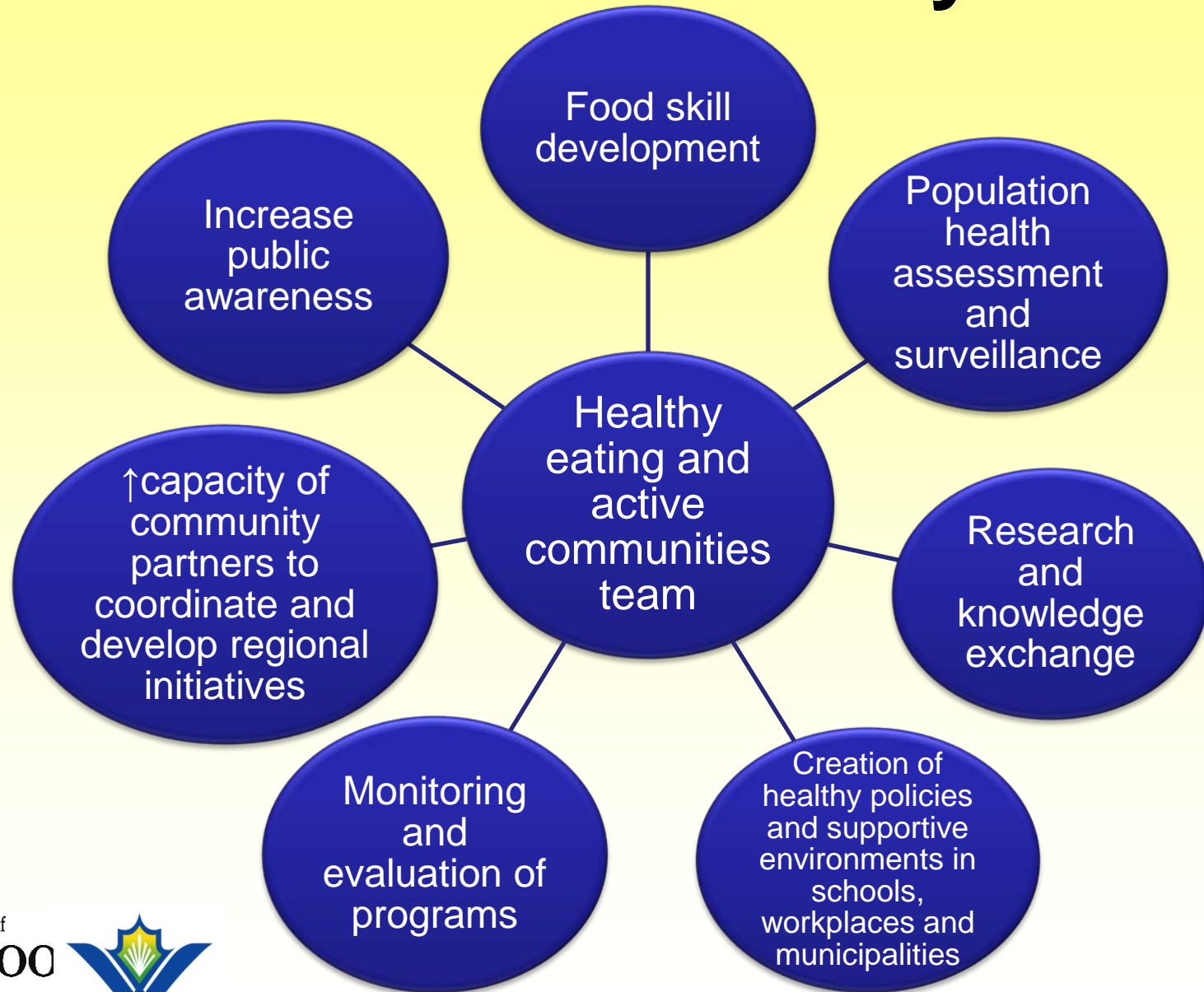
Overview

1. Context setting
2. Description of Waterloo-based research
 - *purpose of research*
 - *methodology*
 - *results*
3. Learnings for CFICE
4. Discussions & questions

1. Context setting: Co-researchers' stories



Katherine's story



Public Health as facilitator of a healthy food system

- Research
- Economic development
- Community-based partnerships
- Policy development
- Organizational change
- Capacity building for policy development
- Food system plan
- Systems-wide network

Steffanie's story

- Faculty of Environment as facilitator of healthy food system
 - Academic department sponsors community-university partnership
 - Geography 461: Food systems and sustainability (4th year course; approximately 50 students)
 - Strong emphasis on civil society initiatives and localizing food systems

Final food system plan April 2007

Key recommendations:

- "Public Health continue to provide administrative and research support to the Waterloo Region Food System Roundtable"
- Roundtable becomes guardian of Food system plan



Link for student research on the Roundtable website

<http://www.wrfoodsystem.ca/studentresearch?na=123>

Wajma's story

- Masters of Public Health candidate completing placement at Region of Waterloo Public Health
- Over 12 years, 55 practicum students on Healthy eating and active communities team
- Public Health benefits from a variety of student roles

2. Description of Waterloo-based research

- What is CFICE?
Community First: Impacts on Community Engagement
- evaluate community-university collaborations in the Waterloo Region food system

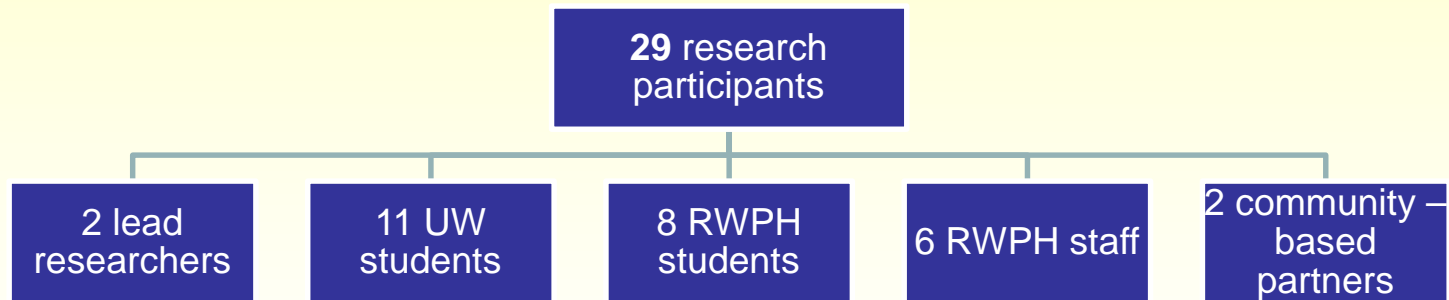


Purpose of research

- Describe and compare two models of community-university partnerships
- Reflect on strengths, potential improvements and challenges
- Share learnings

Methodology

- Document review, key informant interviews and focus groups
- All interviews recorded
- Transcripts transcribed *verbatim*
- Interviews 1-1½ hours
- Some limitations identified



Results

Three key observations for the two models

**Institutional
protocols**

Challenges

**Creating
symbiotic
relationships**

Strengths

**Align learning
goals, skills and
projects**

**↑ information
sharing**

↑ communication

***Potential
Improvements***

Results: quotes from participants

Institutional protocols

"It changed the way I saw how government can be involved with communities. There is a stigma that government is behind the times and it can't do things because it is so physically responsible that it can't be innovative. But what I saw at Waterloo Region Public health was very innovative and that government can participate in more progressive projects and programs".

(RWPH practicum student)

Symbiotic relationships

"Sometimes these papers from 4th year students ...[were] really useful and really helpful piece of work which was a bit of a surprise! It was very useful and applicable work that we wouldn't/couldn't have done otherwise. In fact the roundtable website has a list of research papers from these students. Some of the projects we had no role in determining but they still were very helpful. The professor of this course would come to us and ask if we had any ideas of topics to give to her students to research".

(RWPH practicum staff)

Alignment of learning goals, skills and projects

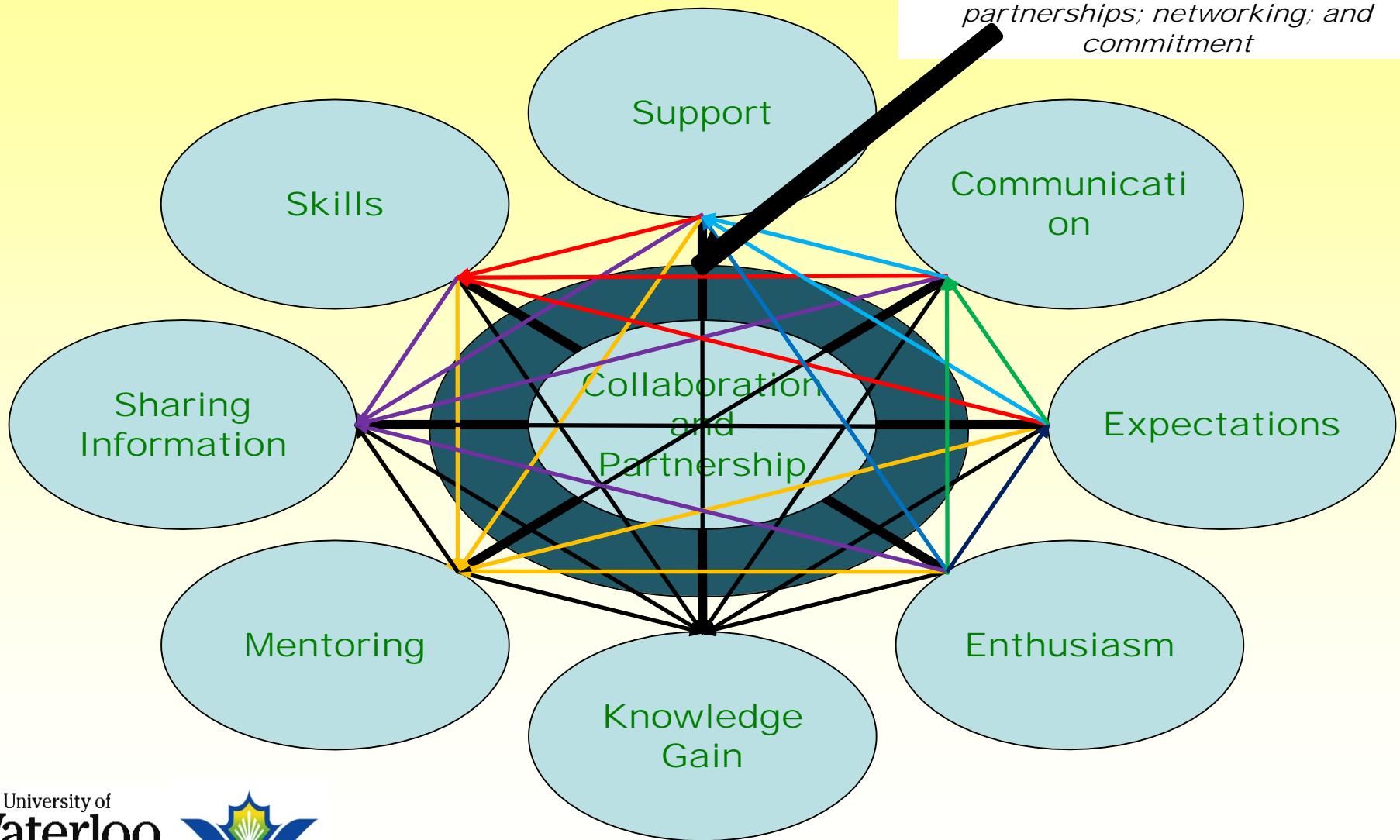
“Sometimes there is a mis-match in skills brought in, compared to what you as an organization require of them – usually again this doesn’t happen as we have interviews and selection criteria’s but sometimes it does happen. [We try and be mindful] to triangulate and align three goals: meet the students' needs, colleges'/universities' requirements and also trying to complete the work [for the community partner]”.

(RWPH staff)

Results

Outer Core:

Getting involved; building relationships; formalizing partnerships; networking; and commitment



3. Learnings for CFICE

1. Ad hoc vs. systematic
2. Link to Community service learning (CSL) and Community-based research (CBR)?
3. Concept of 'contextual fluidity' (Nelson and McPherson, 2004)

3. Learnings for CFICE

- **PH plays an intermediary role rather than being a community-based organization:**
 - "one foot in community" - mandated by Ontario Public Health Standards to work with the community
 - But "one foot out" - must follow protocols of a large organization
 - Therefore different from the CSL model

3. Learnings for CFICE

- Understanding the brokerage role
 - Steffanie gains support from the Food System Roundtable stakeholders to inform her of research questions for her course
 - therefore different from the CBR model

3. Learnings for CFICE

Some questions:

- Is this a different model all together?
- Are there other types of organizations that can perform intermediary role?
- Would this work in other communities?

4. Discussion & questions

Food system reports:

<http://chd.region.waterloo.on.ca/en/researchResourcesPublications/reportsdata.asp#FOOD>

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