



**Transcript of Plain Language Podcast:
Community-Campus Engagement (CCE) Brokering,
Partnership Tools, and Student Pathways to Engagement: An Environmental Scan**

STUDENT PATHWAYS

[Sounds of children playing in a school yard]

In 2016, the CFICE team 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 is the first output of Phase II of the Community First: Impacts of Community Engagement (CFICE) Project. The report provides a breakdown of existing brokering mechanisms, processes, and tools that are used by communities, academics, and students involved in community-campus engagement work.

In this podcast, we provide an overview of the report's section on Student Pathways. This section of the report looks at the processes that Canadian universities use to train students for working in the community.

According to Stack-Cutler's report, each province in Canada is responsible for evaluating the quality of its universities. This means that universities in different provinces might train students for community engagement in very different ways.

Stack-Cutler compared the training programs of 35 different universities across Canada. She found that most universities offer students ways to get involved with the community, which includes different ways of training them for these experiences. However, Stack-Cutler discovered that these community engagement opportunities are offered through different departments and faculties. This means that, at most universities, there is no central place where students can find information about community engagement opportunities.

Stack-Cutler noted that this lack of a centralized place for information limits the ability of students to explore different options. It also makes it more difficult for community partners to find students who can participate in community engagement at their organizations.

Not only did Stack-Cutler find that many universities offer community engagement in an ad hoc way, she also found that universities use very different terms and definitions for community engagement. This means that the type of engagement opportunities offered are different at every university across Canada.

Stack-Cutler also looked at universities in the United States. She found that some institutions offer degrees or diplomas solely focused on community engagement while others offer specific courses that award students with certificates of completion.

Ultimately, Stack-Cutler found that very few institutions offer a 'student pathways' approach to training students in community engagement. Stack-Cutler defines a 'student pathways' approach as a process that trains students on different community engagement skills over multiple years of their undergraduate and graduate degrees.



Stack-Cutler concludes that there is room for piloting a multi-year community engaged training program that will benefit both the students being trained, and the community organizations with whom they will engage.

To listen to other podcasts discussing other sections in this report visit carleton.ca/communityfirst

This plain language podcast is brought to you by the Community First: Impacts of Community Engagement project, a 7-year action-research project that investigates how to improve community-campus partnerships. For more information, please visit our website at carleton.ca/communityfirst/

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