

**Vancouver, British Columbia, Roundtable
Simon Fraser University, Vancouver
May 11, 2018**

Co-hosts: Susan Grossman (UBC), Steve Dooley (SFU)

Participants: (22): Community (5), Academic Administration (19), Academic Faculty (1)



We would like to begin by acknowledging that the land on which we gathered is the unceded territory of the Coast Salish Peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh).

Highlights from SOAR Discussion

Strengths: Relationships: Across the participants, it was noted that there are strong relationships that exist and can be relied upon and built on in order to

build and sustain CCE. That there is “Lots of interest and dedicated people “ at the local, regional, and national partner levels. **Resources:** Building on the relationships and capacity, participants noted that they felt they have people, time to participate in events (such as this), and there are local champions for the work. **Values:** Participants frequently reported that there is a sense of commitment, passion, and orientation towards openness to new ideas, innovation, creativity, change, and a commitment to taking healthy risks. These orientations were reflected in the Values statements that began the day.

Opportunities: Relationships: There are opportunities created through inter-institutional partnerships, research groups, and conferences. Several groups mentioned that there is increasing pressure and articulation by Indigenous communities about how to engage with and support reconciliation. Concomitantly, there are increasing external and internal pressures and opportunities to engage with communities--both locally and globally.

Resources: Technology, approaches and tools can facilitate CCE in very practical terms. Some recommendations for resources along these lines include: new technologies (e.g., Blockchain), platforms (Slack), evaluation tools and materials, and resources from similar networks and communities of practice (CBRC). Similarly, the creation of resources can also serve as opportunities, such as: open space technology conference on a specific issue, task forces, aligning pan-Canadian roundtables such as these.

Aspirations: Equal Partnership: Ethical community development is a role in post-secondary can play and provide some leadership “but” need to empower community--not just academics. Change balance of power so that community is equal partner, funds are through community or in joint partnership, and projects come from community and solve community needs/problems. Also, be able to better determine the impacts of CCE through evaluation and research and clarification (a set of standards of practice). **Change:** In 3 years, WE should have demonstrated impact (funding shifts, policy change, structural change, tenure, etc.) Transform higher education by changing the recognition and reward system in higher education, making it part of the “core work” of the academic enterprise for both tenure and promotion, having it “core funded” somewhere, and embracing CCE in both curricular and co-curricular work. **Connection:** Build on networks and

connections that already exist with communities within communities. For example, alumni communities are resources who are future business and social innovation leaders and can strengthen stronger campus-community connections. Similarly, current students bring energy and passion to the work. Similarly, a desire to have stronger connections to national work, with regularly scheduled regional events around the community of practice (webinars, check-ins, discussions, or meetings). **Balance:** Finally, providing support for BALANCE: balancing the work of CCE with self care, connections, and advocacy.



Results: Students: The student experience is an important motivating factor for CCE, with desired results for their increased knowledge about opportunities, the value of community based learning, increased active participation in partnerships, and increased awareness in social issues. **Resources:** Determine what sets of resources would be needed in order to support success in the areas of funding, infrastructure, openness, sustained relationships. Create common sets of standards (e.g. conduct, trainings, tools, ethics, roles, salary scales.) A “so what” focused set of evaluations that looks at both the processes and impacts of the partnerships. **Access:** Equalizing “access to success” through resources such as libraries, databases, tools, processes, and outcomes. Working towards providing a framework that reflects the perspective of equality towards large and small projects, inter-generational work, and Indigenous communities. **Connecting:** Providing platforms for students, campuses, and communities to connect within and across projects and organizations. Providing opportunities for workshops, webinars, roundtables, etc. as a way to support the development of the CCE community.