Bringing the Inside Onside –
A Multi-University Approach

Recognizing CES:
Towards the Transformation of University Policies & Practices

Recognizing CES:
Towards the Transformation of University Policies & Practices

- Key definitions & issues

- Overview of partnership

- SWOT analysis

- Resources

Key Definitions

Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed

Community-engaged scholarship is scholarship that involves the scholar in a mutually beneficial partnership with the community.

From: Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions. Seattle: Community-Campus Partnerships for Health, 2005. Available at www.ccph.info

Community-engaged scholarship encompasses intellectual and creative activities that generate, validate, synthesize and apply knowledge through partnerships with people and organizations outside of the academy

From: Rewarding Community-Engaged Scholarship: Toward the Transformation of University Policies & Practices, 2011. Available www.cescholarship.ca

Key Issues

"The challenge of tenure & promotion procedures should not be permitted to unduly limit the growth of the movement for community-university engagement in Canada. A dialogue for action on this issue should be launched and sustained until this obstacle is permanently removed."

Jackson ET, Schwartz K, Andree P. (2008) Aligning Tenure and Promotion Procedures for Community-University Engagement: Dialogue for Action. CUexpo Proceedings, p. 137-138.

Recognizing CES:
Towards the Transformation of University Policies & Practices

- HISTORY OF THE PARTNERSHIP

- OUR GOALS & OBJECTIVES

  - Form learning community around institutional change strategies, policies and practices that support and advance CES

  - Ensure university tenure and promotion policies and practices recognize and reward CES

  - Implement innovative mechanisms for developing community-engaged faculty

  - Establish vibrant and sustainable network of universities that support and advance CES

Recognizing CES:
Towards the Transformation of University Policies & Practices

DESIGN FEATURES

- Documented readiness for change

- Institutional participation and commitment – including $$

- Institutional teams of key stakeholders

- Sound conceptual models for institutional change

- Realistic expectations of community partners

Recognizing CES:
Towards the Transformation of University Policies & Practices

PARTNERS

- Memorial University of Newfoundland
- University of Alberta
- University of Calgary
- University of Guelph
- University of Regina
- University of Saskatchewan
- University of Victoria
- York University
- Community-Campus Partnerships for Health

Recognizing CES:
Towards the Transformation of University Policies & Practices

SWOT ANALYSIS: STRENGTHS

- Supportive university leadership
- Strategic plans that include CES
- Traditions of community engagement
- CES support structures
- Faculty & student capacity and demand for CES
- Robust community-university partnerships
- Engaged communities

Recognizing CES:
Towards the Transformation of University Policies & Practices

SWOT ANALYSIS: WEAKNESSES

- Gap between intention & action
- CES not well defined/understood
- CES regarded as service in T&S
- Variable CES involvement among faculties
- Resistance to change
- Entrenched (& opposing) views of scholarship
- No institution-wide mechanisms to support CES

Recognizing CES:
Towards the Transformation of University Policies & Practices

SWOT ANALYSIS: WEAKNESSES

- Lack of metrics for measuring or evaluating CES
- Disabling structures within university
- Limited financial resources
- Those involved in CES are isolated, not well networked
- Leadership transitions

Recognizing CES:
Towards the Transformation of University Policies & Practices

SWOT ANALYSIS: OPPORTUNITIES

- Tri-Council (National) funding
- Provincial level interest
- Calls for accountability of higher education
- Emphasis on knowledge mobilization & impact
- Interest from community organizations
- Interest from Aboriginal and First Nations communities
- Interest from business sector

Recognizing CES:
Towards the Transformation of University Policies & Practices

SWOT ANALYSIS: THREATS

- Limited resources in the community
- Competing priorities in the community
- Lack of buy-in from the community
- Risk of not acting
  - At a disadvantage as legislative expectations shift
  - University seen by the community as irrelevant

Recognizing CES:
Towards the Transformation of University Policies & Practices

PARTNERSHIP ACTIVITIES

- Annual partnership meetings
- Campus-based activities
- Cross-cutting workgroups
  - Institutional Assessment & Change
  - Faculty Assessment
  - Scholar Development
- Knowledge mobilization

Three Partners, Three Angles

- University of Victoria
- York University
- University of Alberta

University of Victoria

York University

University of Alberta

- Faculty agreement framework
- Standards and Procedures are Faculty-based
- President's Review Committee member
- Annual reports
- Incrementation

Faculty evaluation process

- Faculty are eligible to apply for tenure review after 4 years
- Faculty member assembles a portfolio of entire career; submits to the Dean
- Dean makes a recommendation
- At least four referees are solicited by the FEC
- FEC considers the application

Faculty of Extension

- Vision: create a scholarly discipline—to develop, study and apply the methods and protocols--to transform social communities and organizations into learning communities for the public good
- Extension standards reviewed in 2008; came into effect 2009
- Includes broad definitions for teaching, research, and service that build on the Faculty's traditions
- Recast as learning, discovery and citizenship

Standards

- Learning
  - Instructor, *tutor, community/organizational developer, mentor, designer and educational counselor* wherein the staff member is *directly involved in the delivery of educational or informational activities or the production of informational activities or research*
  - Providing *academic leadership and administrative direction to the development of educational and informational programs, services and resources*

- Discovery
  - Technology in fields of study and practice relevant to adult and continuing education, engaged scholarship, and the scholarship of engagement
  - Activities appropriate to the staff member's discipline, area of specialization, and Faculty responsibilities
  - *Critical reflection* that is rigorous, systematic, and peer-reviewed
  - *Peer communities and related forms of research dissemination* that are most meaningful and appropriate will be identified by the staff member and evaluated by FEC.

- Citizenship
  - *Providing leadership that encourages capacity-building in external communities,* the Faculty of Extension, across the University of Alberta, and other organizations and institutions
  - *Citizenship is an integral part of the cycle of scholarship*

- Activities are expected to
  - be responsive to societal needs and the assets and goals of external groups
  - promote the inclusion and advancement of diverse groups
  - use appropriate innovative approaches, strategies, technologies and systems of service deliver
  - stress scholarship, significance and impact, and be viewed in the context of the staff member's accomplishments
- As a staff member progresses through the ranks, citizenship is to extend to national and international levels.

Key indicators

- Integrated cycle of scholarship
- Contributions to and impact with identified communities
- Preparation for activities
- Extent to which identified communities were involved in the development and implementation of key scholarly activities
- Decisions about and activities related to knowledge mobilization
- Growth and rigor in the scholarship of engagement

Annual Report Narrative

- PART 1: CAREER CONTEXT
- TO BE COMPLETED WITHIN THREE YEARS AND REVISED AS REQUIRED (<u>MAXIMUM</u> 2 PAGES).
  - VISION AS AN ENGAGED SCHOLAR:
  - SUBSTANTIVE EMPHASIS/FOCUS OF CAREER:
  - SCHOLARSHIP OF ENGAGEMENT FOCUS:
  - THE INTEGRATED CYCLE OF SCHOLARSHIP (LEARNING/DISCOVERY/CITIZENSHIP):
  - IMPACT OF ACTIVITIES

- ANNUAL: INTEGRATED CYCLE OF SCHOLARSHIP
- (DESCRIBE MAJOR ACTIVITIES THAT REFLECT THE INTEGRATION OF LEARNING/DISCOVERY/CITIZENSHIP)
- PROFESSIONAL DEVELOPMENT

- PART 2: ACTIVITIES FOR THE YEAR
- (PLEASE START ON NEW PAGE. MAXIMUM 2 PAGES)
- FACULTY CONTEXT (AS IT RELATES TO YOUR WORK):
  - COMMUNITY CONTEXT (AS IT RELATES TO YOUR WORK):
  - SUMMARY OF YEAR'S ACTIVITIES (WITH REFLECTIVE COMMENTARY):
  - TEACHING/LEARNING/KNOWLEDGE MOBILIZATION:
  - RESEARCH/DISCOVERY/APPLICATION/INTEGRATION:
- SERVICE/CITIZENSHIP

Resources

- Partnership website: http://cescholarship.ca
- CCPH website: http://ccph.info
- CES toolkit: http://communityengagedscholarship.info
- CES4Health.info: http://CES4Health.info
- Database of faculty mentors & portfolio reviewers: http://facultydatabase.info
- Critical Junctures Conference: http://criticaljunctures.ca
- Staying connected through CCPH Listservs, Facebook, Twitter & LinkedIn: http://ccph.info

Resources

Gelmon SB, Seifer SD, Kauper-Brown J., Mikkelsen M. Community-Engaged Scholarship for Health Collaborative: **Institutional Self-Assessment.** Seattle, WA: Community-Campus Partnerships for Health, 2004. Available at http://bit.ly/pevN4Z

1: Definition and Vision of Community Engagement
2: Faculty Support For & Involvement in Community Engagement
3: Student Support For & Involvement in Community Engagement
4: Community Support For & Involvement in Community Engagement
5: Institutional Leadership & Support For Community Engagement
6: Community-Engaged Scholarship

- History of engagement/outreach
- Institutionalizing engagement
  - Coordinated and planned approach
  - Engagement as an academic priority
  - Lessons learned

York University Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University Mission

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value tolerance and diversity. York University is open to the world: we explore global concerns.
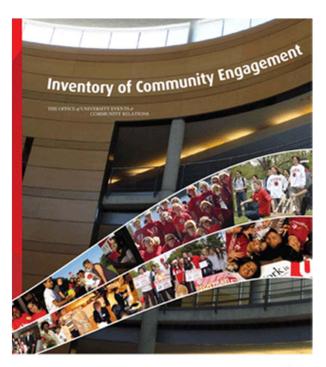
A community of faculty, students and staff committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Current Activities – Thematic Clusters

- Improving access to post-secondary education
- Enhancing student experience/ curriculum
- Research partnerships/ knowledge mobilization
- Community outreach
- Sharing university resources
- Community capacity building

Inventory of Community Engagement

- Moving from fragmented/silo approach to coordinated approach

- Building upon strengths within units/ Faculties

- Balancing historical commitment to local community while building new relationships globally/regionally

- Establishing key units focused on coordinating engagement/outreach

- Moving forward on pan-University/institutionally direction setting planning processes

7

York University – TD Community Engagement Centre

- Launched in 2008, funding support from TD Bank
- Located in the Jane-Finch community
- Teaching, research and resource centre that fosters partnerships between York and the community:
  - collaborative research projects
  - experiential education/community service learning
  - promotes civic engagement/community capacity building
  - access to post-secondary education
  - innovative community-university collaborations

8

Knowledge Mobilization @ York U

- Part of multi-university collaboration (federal funding)
- Mandate to foster relationships between university researchers (faculty/graduate students) and non-academic/community research partners
- Goal to mobilize research into policy, action and practice
- Three service streams: creating space, building capacity and partnerships/collaborative activities
- Expanding York's relationships/partnerships into York Region (fastest growing region in Canada)

9

Institutional Direction-Setting – Engagement as an Academic Priority

- President's Task Force on Community Engagement

- Provostial White Paper

- University Academic Plan

- Academic Innovation Fund

- Integrated Resource Planning

- Task Force membership: 20+ members representing University (faculty, senior administration, students, staff) and broader community (local community agencies, municipal/provincial government, non-profits, education sector, private sector)
- Consultative and deliberative process leading to:
  - Definition of engagement that is consistent with York's institutional mission and identity
  - Statement and Principles of Community Engagement
  - Recommendations for coordinating/profiling engagement, aligning engagement with academic activities and advancing York's position as a leading engaged university

- Consultative and collegial process initiated by new Vice President & Provost

- Green Paper Working Groups

- Hundreds of students, students and faculty involved (working groups, academic planning forums, online submissions)

- Provostial White Paper, Building a More Engaged University: Strategic Directions for York University 2010-2020 (endorsed by Senate in April 2010)

Engagement as an Academic Priority

- White Paper, identifies 12 priorities including:
  - engagement with research partners (locally, globally and leading innovative networks/ clusters)
  - enhanced first year experience (including student learning communities)
  - increase in experiential education opportunities
  - improve accessibility through online courses and technology-enhanced learning
  - lead and develop pan-University community engagement strategy

13

- New UAP released following White Paper
- White Paper (overall direction setting/10 year period) and UAP (articulates priorities/5 year period) – complementary and mutually reinforcing
- Established three core themes – academic quality, engagement & outreach and student success
- Many academic priorities linked to outreach/ engagement: research intensification, teaching and learning, student experience, building community, interdisciplinarity, etc.

Academic Innovation Fund – Bringing the Inside Onside (2011)

- Provost announces $2.5M fund to support innovative academic initiatives that support teaching & learning, student experience and community engagement
- 99 proposals received; 39 projects funded
- Proposals: pan-University, Faculty-level, unit-level, individual faculty/student groups

http://aifprojects.yorku.ca/videos/

Examples of AIF Projects

- 16 Experiential Education projects (Law, Health, Engineering, Environmental Studies, Fine Arts, History, YU-TD CEC, etc.)

- Projects to support student transitions, particularly First Generation students

- Projects that foster strong sense of student community (Learning Commons, Learning Communities, Peer Mentoring)

- Community outreach projects (Swim to Survive, Thai Burma Refugee Program)

The **goal** of Integrated Resource Planning is:

- To produce a demonstrable alignment of University resources with *strategic* and *academic* priorities; and

- To put in place the *administrative structures*, *processes*, *tools*, *operational plans* and *accountability measures* necessary to accomplish this.

Following White Paper/UAP, all divisions, Faculties and units (including non-academic) asked to integrate engagement into their annual plans. IRP Office, along with Vice Provost Academic, will also analyze/ track/evaluate engagement efforts

17

Lessons learned

- Engagement/outreach should build upon existing strengths and values while identifying new strategic opportunities

- Meaningful and sustainable engagement must be mutually beneficial

- Redefining "expertise" – not the exclusive domain of the university

- Championing outreach/engagement – role of senior leaders, community partners/external influencers, faculty/staff/students

Lessons learned

- Integrate engagement/outreach into direction-setting planning activities (long and short term)
- Create opportunities where innovative ideas may be brought forward/supported
- Need to align engagement/outreach with our fundraising/advancement and communications efforts