STRENGTHENING COMMUNITY ENGAGEMENT AT SIMON FRASER UNIVERSITY:

KEY RESOURCES AND MODELS FOR SUCCESS, EXAMPLES FROM CANADA AND ABROAD, AND RECOMMENDATIONS FOR SFU

PREPARED FOR SIMON FRASER UNIVERSITY
OFFICE OF THE VICE-PRESIDENT ACADEMIC AND PROVOST

28 FEBRUARY 2011

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INTRODUCTION

Over the course of the past two decades, issues of community engagement have been given increased attention by post-secondary institutions, governments, research funding bodies, industry, community organizations, and diverse publics. Although the civic role of the university dates back to the very earliest of academic traditions, contemporary universities and the communities in which they are situated are of course very different from the academy of Ancient Greece, from the universities of Medieval Europe, and from the universities established at the turn of the twentieth century. The tripartite model of faculty activities that is now common to many universities, in which research, teaching and service are understood as priorities that are separate from each other (and unequally valued) is not adequate to identify and address issues confronting the university and stakeholders in post-secondary education. This document sets out to provide a brief overview of the research and professional/policy literature in the field of community engagement, as well as the practices undertaken by universities in Canada, the United States, the United Kingdom, and Australia, in their efforts to create and integrate a community engagement agenda as an integral part of the university.

This document contains three sections. The first section provides a summary of tools, resources and recommendations from the research and professional/policy literature on community engagement. Organizations such as Campus Compact and the Carnegie Foundation for the Advancement of Teaching in the US, the National Co-ordinating Centre for Public Engagement in the UK, the Australian Universities Community Engagement Alliance, and the Canadian universities involved in Research Impact: Canada’s Knowledge Mobilization Network, for example, are good sources for the professional or policy literature on issues of community engagement. An overview of the key concerns taken up in the research literature on community engagement is also provided.

The second section presents examples from several universities that are leaders in providing infrastructure and an integrated, university-wide approach to support community engagement. Michigan State University is a notable leader (in the US and internationally). In the UK, the universities involved in the “Beacons of Public Engagement” project\(^1\) each offer possibilities for increasing community engagement activities. A brief overview of highly visible engagement efforts by Canadian universities is also provided in this section, with some focus given to early leaders such as York University, University of Victoria, and Memorial University of Newfoundland.

\(^1\) See [http://www.publicengagement.ac.uk/about/beacons](http://www.publicengagement.ac.uk/about/beacons) for information on the UK universities and other partners involved in the Beacons of Public Engagement project.
Details on the community engagement efforts at the University of British Columbia are also provided in this section, in the interest of informing SFU’s decisions on how to approach community engagement, given how UBC and SFU are situated in relation to each other.

The **third section** of the document presents three recommendations for SFU to proceed in developing and supporting community engagement in both academic and administrative departments. The recommendations made draw on the resources provided in the professional and research literature on community engagement. These recommendations can then be carried forward and elaborated upon in the second document in this series, which is to provide a preliminary plan for how SFU can capture existing community engagement activities, make them more visible, and strengthen community engagement as a key priority for SFU as an institution.
COMMUNITY ENGAGEMENT ORGANIZATIONS

The professional or policy literature offers an abundance of resources for faculty and university administrators interested in community engagement. Below is a summary of key sources of information.

CAMPUS COMPACT (US)

Established in 1985, Campus Compact “is a national coalition of more than 1,100 college and university presidents – representing some 6 million students – dedicated to promoting community service, civic engagement, and service-learning in higher education.”2 Campus Compact has 35 state offices providing leadership and support to its membership of colleges and universities. The Campus Compact website section on “Civic Engagement Initiatives” contains information on engaged scholars, indicators of engagement, and the future of campus engagement. The website “Resources” section contains an extensive list of documents for students, faculty, university staff, and presidents (in categories such as assessment, partnership, campus engagement, service learning, etc.).3

Campus Compact resources for SFU to consult

President’s resources4
This section of the Campus Compact website includes current and archived information related to conferences, presentations, white papers, and other documents.

Program models5
Campus Compact provides a searchable list of program models and examples of initiatives or documents related to various areas of community engagement, including: assessment, awards and recognition, campus-community partnerships, centres for civic engagement, citizenship and democracy, the engaged campus, and services by issue (such as diversity, health and safety) or population (such as youth or elderly, or groups of a particular socio-economic demographic).

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2 See [http://www.compact.org/about/history-mission-vision/](http://www.compact.org/about/history-mission-vision/)
3 See [http://www.compact.org/category/resources/#categories](http://www.compact.org/category/resources/#categories)
4 See [http://www.compact.org/resources-for-presidents/](http://www.compact.org/resources-for-presidents/)
**Syllabi for service-learning**

Sample syllabi are provided for service learning courses, are sorted according to discipline, and include the following: anthropology, archaeology, architecture, art, biology, business and management, chemistry, communications, computer science, dance, economics, education, engineering, English, ESL, environmental studies, ethics, ethnic studies, fisheries science, foreign language, geology, government, health, history, human development, journalism, law, leadership, library science, linguistics, math, media/production, music, nursing, online courses, pharmacy, philanthropy, philosophy, physical education, physics, political science, psychology, public and community service studies, public policy, religion, social services, sociology, theatre, urban planning, woman’s studies, and writing.

**Resources by category**

A wide range of resources can be located in categories including the following: assessment, civic engagement, diversity, faculty resources, global citizenship, mentoring, service learning, and student resources.

**The Carnegie Foundation for the Advancement of Teaching (US)**

The Carnegie Foundation for the Advancement of Teaching was established in 1905 and is “an independent policy and research center. Its current mission is to support needed transformations in American education through tighter connections between teaching practice, evidence of student learning, the communication and use of this evidence, and structured opportunities to build knowledge.”

The resource list on the Carnegie Foundation website includes more than 400 publications and other documents. The Carnegie Foundation has also developed classifications for US colleges and universities using data supplied to the National Center for Education Statistics, the National Science Foundation, and the College Board. In 2006, the foundation introduced the Community Engagement Classification, which measures curricular engagement, outreach and partnerships, and by 2008, 120 colleges and universities earned the classification. Although the Carnegie Foundation does not provide classification for non-US colleges and universities, the Community Engagement Documentation Framework is useful for identifying

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7 See [http://www.compact.org/category/resources/#categories](http://www.compact.org/category/resources/#categories)
9 See [http://www.carnegiefoundation.org/resources](http://www.carnegiefoundation.org/resources)
10 The classifications are: Undergraduate Instructional Program Classification; Graduate Instructional Program Classification; Enrollment Profile Classification; Undergraduate Profile Classification; Size and Setting Classification; and Basic Classification. See [http://classifications.carnegiefoundation.org/descriptions/](http://classifications.carnegiefoundation.org/descriptions/)
important factors in community engagement (such as institutional identity and culture, institutional commitment, curricular engagement, outreach and partnerships).¹²

**Carnegie Foundation resources for SFU to consult**

**Community Engagement Classification**¹³

The description of the community engagement classification and the data gathered on the institutions that have earned that classification both provide useful details. For example, the community engagement classification category identifies two important dimensions of community engagement: (1) curricular engagement, and (2) outreach and partnerships. The Community Engagement Documentation Framework¹⁴ is particularly useful for identifying indicators for community engagement. The community engagement classification section of the website also contains links to documents that the Carnegie Foundation has produced related to community engagement.

**Publications Archive**¹⁵


**National Co-ordinating Centre for Public Engagement (UK)**

In 2008, the National Co-ordinating Centre for Public Engagement (NCCPE) was established as part of the “Beacons of Public Engagement” initiative, which involves six “university-based collaborative centres that help support, recognise, reward and build capacity for public engagement work.”¹⁶ The NCCPE website has useful information on: the engaged university

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¹⁵ See [http://www.carnegiefoundation.org/publications_archive](http://www.carnegiefoundation.org/publications_archive)
¹⁶ See [http://www.publicengagement.ac.uk/about](http://www.publicengagement.ac.uk/about)
(including examples from other institutions, a tool for institutional self-assessment, and planning for change);\textsuperscript{17} the kinds of activities that involve public engagement (such as research, teaching, and knowledge exchange); and measuring impact. In addition, the “How to do it” section of the NCCPE website includes 51 case studies, 20 training documents, 20 funding opportunities, 10 engagement guides, nine methods of engagement (as well as profiles of 29 researchers involved in the project). The website also includes a publications page, which lists reports on the Beacons for Public Engagement project.

**NCCPE resources for SFU to consult**

**WHAT IS PUBLIC ENGAGEMENT?\textsuperscript{18}**

This section of the NCCPE website provides a useful framework for understanding what is meant by the term, “engaged university,” along with a guide to getting engagement initiatives started, tips on how to support engagement efforts, and planning for change to integrate engagement into the university policies and practices. The first of these, the “engaged university” framework, links four key elements: (1) public engagement with research;\textsuperscript{19} (2) engaged teaching;\textsuperscript{20} (3) knowledge exchange and sharing;\textsuperscript{21} and (4) social responsibility.\textsuperscript{22}

**INSTITUTIONAL SELF-ASSESSMENT TOOL\textsuperscript{23}**

It is important for an institution to conduct a self-assessment to identify the strengths of its current community engagement activities, as well as to identify where the institution confronts challenges in improving community engagement. NCCPE provides what it refers to as the EDGE tool – Embryonic, Developing, Gripping, and Embedded – to aid in determining the support for and strength of various engagement activities within an institution. The EDGE tool is presented in table form and accessible through a link on the website.\textsuperscript{24}

**EASY WAYS TO GET ENGAGEMENT INITIATIVES STARTED\textsuperscript{25}**

The NCCPE guide to getting engagement initiatives started includes 10 suggestions: (1) joining an existing engagement network; (2) contacting individuals currently involved in engagement

\textsuperscript{17} See [http://www.publicengagement.ac.uk/support/](http://www.publicengagement.ac.uk/support/)
\textsuperscript{18} See [http://www.publicengagement.ac.uk/what/activities](http://www.publicengagement.ac.uk/what/activities)
\textsuperscript{19} See [http://www.publicengagement.ac.uk/what/activities/PE-with-research](http://www.publicengagement.ac.uk/what/activities/PE-with-research)
\textsuperscript{20} See [http://www.publicengagement.ac.uk/what/activities/engaged-teaching](http://www.publicengagement.ac.uk/what/activities/engaged-teaching)
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\textsuperscript{24} See [https://www.publicengagement.ac.uk/sites/default/files/The%20EDGE%20tool.pdf](https://www.publicengagement.ac.uk/sites/default/files/The%20EDGE%20tool.pdf)
\textsuperscript{25} See [http://www.publicengagement.ac.uk/how/guides/easy-ways-get-started](http://www.publicengagement.ac.uk/how/guides/easy-ways-get-started)
activities; (3) joining engagement mailing lists; (4) reviewing case studies on engagement; (5) exploring engagement experiences at the departmental level; (6) planning an engagement activity; (7) pursuing training options for engagement; (8) becoming an NCCPE Engagement Ambassador; (9) listening to and learning from the community; and (10) using the NCCPE website as a growing resource.

**Planning for change – integrating engagement into policies and practices**

The NCCPE also offers recommendations on planning for change to integrate engagement into the university policies and practices. The NCCPE planning involves engagement policy and practices integrated into nine key areas across the institution, as follows: (1) mission; (2) leadership; (3) communication; (4) support; (5) learning; (6) recognition; (7) staff; (8) students; and (9) public. At this time, engagement efforts are visible within the mission, leadership, and communication at SFU. Some level of engagement is also evident for SFU staff, learning, students and public activities. Of the nine key areas that the NCCPE identifies for plans to integrate engagement across the university, the three in most need of attention at SFU are support, learning, and recognition and therefore, a few further details on these are provided here.

To support engagement, the NCCPE identifies five actions that the university can undertake, as follows:

1. Involve engagement experts to ensure efficiencies and provide direction as staff and students acquire engagement skills;
2. Use a “flexible and collaborative approach to coordinating” existing and new engagement activities;
3. Create opportunities for faculty and staff to become involved in engagement efforts;
4. Evaluate engagement efforts to improve them, to ensure that engagement is integrated across the university, and to illustrate the significance of engagement at the university to funders and the public; and

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26 Examples of case studies on the NCCPE website that SFU may want to consult include the following: The Inside Out Festival, which “consisted of 41 events covering a wide breadth of art forms, including performances, debates, exhibitions, discussions and workshops, and a conference” (see [www.publicengagement.ac.uk/how/case-studies](http://www.publicengagement.ac.uk/how/case-studies)); the Cross-Institutional initiative, which “was to help establish effective support for public engagement activities...cover[ing] a wide range of disciplines and institutions...[involving] public engagement training developers, early stage career researchers, senior academic staff with an interest in public engagement, and directors of staff development programmes” (see [www.publicengagement.ac.uk/how/case-studies/cross-institutional-collaboration](http://www.publicengagement.ac.uk/how/case-studies/cross-institutional-collaboration)); and the Social Engagement in London initiative, which aims to “cover social engagement and outreach by HEIs [higher education institutions] with a focus on children and young people, employment skills and engagement with older people” (see [www.publicengagement.ac.uk/how/case-studies/social-engagement-london](http://www.publicengagement.ac.uk/how/case-studies/social-engagement-london)).

27 See [http://www.publicengagement.ac.uk/support/planning-change](http://www.publicengagement.ac.uk/support/planning-change).

28 See [http://www.publicengagement.ac.uk/support/planning-change/support](http://www.publicengagement.ac.uk/support/planning-change/support).
(5) Broker partnerships with the community and nurture the relationships that are needed for ongoing, successful engagement activities.

To support learning and professional development to strengthen engagement efforts, NCCPE also makes four recommendations, which are as follows:29

1. Support informal development for staff and students in their engagement activities;
2. Integrate formal development (such as training and courses) for engagement activities;
3. Provide learning opportunities through museums, festivals and fellowships; and
4. Invest in individuals and infrastructure to successfully implement and evaluate engagement progress.

To increase recognition for engagement efforts, NCCPE also makes five recommendations, which are as follows:30

1. Integrate engagement into performance reviews;
2. Integrate engagement as needed and as appropriate into job descriptions;
3. Integrate engagement into promotion criteria to ensure that engagement is recognized as a career path;
4. Celebrate engagement through awards; and
5. Encourage participation in engagement activities through incentives such as bursaries and by integrating engagement into workload planning.

N.B. Although NCCPE does not focus on the challenges of documenting and measuring community engagement efforts, this is also an area where SFU (and other universities) confront challenges. While there may be many noteworthy engagement efforts undertaken by administration, faculty and students, having adequate infrastructure and systems to keep records and measures of these activities presents an obstacle to a university’s engagement agenda.

**Australian Universities Community Engagement Alliance**

In 2003, the Australian Universities Community Engagement Alliance (AUCEA) formed as a not-for-profit organization with the “aim to achieve excellence in university-community engaged teaching and research, to further develop communities, and to shape our future citizens by working together – within and outside the higher education sector.”31 The AUCEA places focus on three areas: (1) engaged research; (2) engaged teaching, learning and the student experience;

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29 See [http://www.publicengagement.ac.uk/support/planning-change/learning](http://www.publicengagement.ac.uk/support/planning-change/learning)
30 See [http://www.publicengagement.ac.uk/support/planning-change/recognition](http://www.publicengagement.ac.uk/support/planning-change/recognition)
and (3) social responsiveness.\textsuperscript{32} Twenty-five of Australia’s universities are members of AUCEA. The organization has a visiting scholars program, workshops, and an annual conference.

\textbf{AUCEA resources for SFU to consult}

Although the website does not provide a wide array of resources, the conference\textsuperscript{33} and conference proceedings\textsuperscript{34} are both useful as examples of early steps that SFU can take toward a more formalized community engagement agenda.

\textbf{RESEARCH IMPACT: CANADA’S KNOWLEDGE MOBILIZATION NETWORK}

Since 2006, Research Impact has supported “the active, two-way exchange of information and expertise between knowledge creators and knowledge users” and at the institutional level, has helped to develop “knowledge mobilization units to connect knowledge creators with knowledge users in fields related to policy and practice relevant research”.\textsuperscript{35} The Research Impact initiative began at York University and the network now includes Memorial University of Newfoundland, Université du Québec à Montréal, University of Guelph, University of Saskatchewan, and the University of Victoria. The Research Impact network invites researchers and users of research to connect to each other through the website. The website also has a searchable list of research snapshots,\textsuperscript{36} summaries of events, and a blog.\textsuperscript{37} York University and other units in the Research Impact network are involved in many of their own community engagement activities, as well as various broad-based initiatives, such as the Community-University Expo, which is affiliated with Community-Based Research Canada\textsuperscript{38} and the Global Alliance on Community-Based Research.\textsuperscript{39} The next section of this report (on leading universities) provides an overview of useful sources from each of the individual universities involved in Research Impact; however, what follows here is an overview of some of the features of Research Impact as a knowledge mobilization network.

\textsuperscript{32} See \url{http://www.aucea.org.au/about/}
\textsuperscript{33} See \url{http://www.aucea.org.au/events/conferences/}
\textsuperscript{34} See \url{http://www.aucea.org.au/publications/conference-proceedings/}
\textsuperscript{35} See \url{http://www.researchimpact.ca/about/}
\textsuperscript{36} See \url{http://www.researchimpact.ca/researchsearch/}
\textsuperscript{37} See \url{http://researchimpact.wordpress.com/}
\textsuperscript{38} See \url{http://communityresearchcanada.ca/}
\textsuperscript{39} See \url{http://communityresearchcanada.ca/?action=alliance}
Research Impact resources for SFU to consult

**Knowledge mobilization in action**

Research Impact organizes events that bring together academic researchers and members of various communities. The “Knowledge Mobilization in Action” section of the website provides summaries of these events, which is useful for community members interested in the possibilities of how they might work with the university to address shared interests or concerns.

**Knowledge mobilization newsletter**

The website has an online form to sign up for a monthly newsletter, which includes news and announcements, editorials and other features that give an account of knowledge mobilization issues in Canada and internationally. The monthly newsletter serves as a useful reminder to visit the website to review recent activities, reports, or other items of interest.

**The research literature on community engagement**

Community engagement has only recently begun to emerge as a field of inquiry. Much of the research literature on community engagement identifies the work of Ernest Boyer, who, during his tenure (1979-1995) as President of the Carnegie Foundation for the Advancement of Teaching, published *Scholarship Reconsidered: Priorities of the Professoriate* (1990) and “The Scholarship of Engagement” (1996). In these works, Boyer voiced concerns that discipline-based “research” was marginalizing other forms of faculty work. Boyer argued that the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching were equally valuable categories of scholarly work, and that they required increased support and rewards within the policies and practices of the university. Further, in “The Scholarship of Engagement,” Boyer presented the view that “the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement” and he encouraged scholars and universities to find ways to support scholarship that engages communities beyond academe. Over the course of the past 30-40 years, but in particular since the 1990s, a research literature on issues of community/public/civic/university engagement has begun to form. In the interest of space (and in keeping with the purposes of this document) what is presented here is not a formal literature review, but rather, is an overview of

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40 See [http://www.researchimpact.ca/kmbinaction/](http://www.researchimpact.ca/kmbinaction/)
the main issues taken up in the community engagement literature and a list of key journals in this emerging field.

The community engagement literature – whether referred to as public engagement, civic engagement or university engagement (though there are, of course, some differences among these) – has several areas of focus, which can be categorized as follows:

1. **Historical**, which encompasses discussion on how the civic role of the university has evolved over time in regard to community, public, or university engagement in response to social, economic, and political forces (such as the role that the university defines for itself in society and has defined for it, in light of variables including: the changing demographics and needs of students and increased access to higher education; fluctuating levels of government support for higher education and changes in public expectations of universities; and new challenges in regard to assessment, performance and accountability of universities);

2. **International and/or comparative**, which investigates national higher education systems, nation-wide support and infrastructure to strengthen engagement, and initiatives launched by organizations, universities, or researchers to advance community, civic or public engagement as a field of scholarly research;

3. **Community-based research**, which investigates and documents the theoretical and methodological aspects of conducting research with members of various communities as research participants (rather than as research “subjects”) in order to collaboratively identify and address the concerns of these communities while advancing research;

4. **Faculty involvement in university engagement**, which investigates issues such as faculty motivation (or resistance) to being involved in community or public engagement, necessary support to develop community engagement among faculty, needed changes in hiring and reward policies and practices to recognize the value of community engagement, and an evolving understanding of “engaged scholarship” and how it can be evaluated and supported;

5. **University administration and community engagement**, which provides models and direction for universities, administrators and faculty interested in strengthening community engagement at their own institution (through guidelines and recommended structures and processes, as well as through documented examples of engagement efforts or agendas at various institutions);

6. **Community partners and university engagement**, which provides direction on identifying community partners, developing functional collaborations that benefit community and university partners, pursuing community engagement with an awareness of the challenges in regard to meeting university and community needs, and assessing the impact and success of community engagement;
7. **Service learning**, which investigates and documents issues related to the pedagogical and institutional challenges and possibilities (for students, faculty, the university and the community) of planning, developing, supporting, integrating, assessing, and improving service learning courses, programs and infrastructure within and across university departments; and

8. **Student engagement**, which is linked in many ways to service learning, but extends also to broader issues of improving and assessing student engagement with their learning and their institution, as well as with the community more broadly, as engaged citizens.

Although the above list is not exhaustive it does capture the parameters and the main issues taken up in the community engagement research literature.

**Key scholarly journals on community engagement research, policy and practice**

In addition to both the sources cited in the bibliography and the professional literature on the websites of the organizations discussed earlier in this document, there are several scholarly journals that are key sources for SFU to consult in planning, implementing and supporting community engagement as a priority for the university. An overview of these journals is presented below.

**Australasian Journal of Community University Engagement**

The journal was launched in 2005 and is published by the Australian Universities Community Engagement Alliance. The aim and scope of the journal are as follows:

The AUCEA E-Journal is a refereed journal committed to advancing the understanding and practice of University Community Engagement. The audience includes researchers, students, and practitioners of many orientations including University educators, teachers, trainers, facilitators, resource persons, organisational developers, community organisers, and policy designers.

The AUCEA E-Journal aims to publish literature on both research and practice that employ a variety of methods and approaches, address theoretical and philosophical issues pertinent to university-community engagement and finally, provide case studies and reflections about university-community engagement.

The Journal aims to stimulate a critical approach to research and practice in the field and will, at times, devote issues to engaging with particular themes.  

**Action Research**

The journal was launched in 2003 and is published by Sage Journals. The aim and scope of the journal are as follows:

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Action Research is a new international, interdisciplinary, refereed journal, which is a forum for the development of the theory and practice of action research.

Our purpose with this international, peer reviewed journal is to offer a forum for participative, action oriented inquiry into questions that matter--questions relevant to people in the conduct of their lives, that enable them to flourish in their organizations and communities, and that evince a deep concern for the wider ecology.

The aim of the journal is to offer a viable alternative to dominant 'disinterested' models of social science, one that is relevant to people in the conduct of their lives, their organizations and their communities.

The journal publishes quality articles on accounts of action research projects, explorations in the philosophy and methodology of action research, and considerations of the nature of quality in action research practice.44

Gateways: International Journal of Community Research and Engagement

The journal was launched in 2008 and is published by the University of Technology, Sydney (Australia) and Loyola University in Chicago (USA). The aim and scope of the journal are as follows:

Gateways: International Journal of Community Research and Engagement is a refereed journal concerned with the practice and processes of university-community engagement. It responds to a growing global movement of university-community collaborative research initiatives. It provides a forum for academics, practitioners and community representatives to explore issues and reflect on practices relating to the full range of engaged activity. The journal publishes evaluative case studies of community engagement initiatives; analyses of the policy environment; and theoretical reflections that contribute to the scholarship of engagement. Both refereed and non-refereed articles are published.

Gateways seeks articles based on cooperative research approaches to conceptualising, designing, completing and communicating research. Articles will not only transcend university-community, researcher-practitioner and scholar-activist boundaries, but also bridge disciplinary boundaries, … Community-engaged research promotes institutional change in the ways in which community, university, industry and government see themselves and their partnerships. In this respect, Gateways has a role to play in articulating and exploring the creative tensions that exist between theory and practice, and between the various participants in the research enterprise, as well as to advance the value of research that is driven by need as much as curiosity. In essence, Gateways seeks to add chairs at a global research table.45

Innovative Higher Education

The journal was launched in 1976 and is published by Springer Science and Business Media. The aim and scope of the journal are as follows:

Innovative Higher Education is a refereed scholarly journal that strives to package fresh ideas in higher education in a straightforward and readable fashion. The four main purposes of Innovative Higher Education are: (1) to present descriptions and evaluations of current

44 See http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201642#tabview=aimsAndScope
45 See http://epress.lib.uts.edu.au/ojs/index.php/ijcre/about/editorialPolicies#custom0
innovations and provocative new ideas with relevance for action beyond the immediate context in higher education; (2) to focus on the effect of such innovations on teaching and students; (3) to be open to diverse forms of scholarship and research methods by maintaining flexibility in the selection of topics deemed appropriate for the journal; and (4) to strike a balance between practice and theory by presenting manuscripts in a readable and scholarly manner to both faculty and administrators in the academic community.\textsuperscript{46}

**Journal of Higher Education Outreach and Engagement**

The journal was launched in 1996 and is published by the University of Georgia. The aim and scope of the journal are as follows:

The mission of the *JHEOE* is to serve as the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities.

This includes highlighting innovative endeavors; critically examining emerging issues, trends, challenges, and opportunities; and reporting on studies of impact in the areas of public service, outreach, engagement, extension, engaged research, community-based research, community-based participatory research, action research, public scholarship, service-learning, and community service.

These journals should be consulted by and familiar to key figures involved in SFU’s community engagement plans and activities. Some of the journals offer readers the option to sign up for the table of contents for each new issue to be sent by email, and to be notified of calls for papers, and other announcements, which would be useful for leadership, faculty and staff at SFU involved in community engagement.

\textsuperscript{46} See [http://www.springer.com/education+%26+language/higher+education/journal/10755](http://www.springer.com/education+%26+language/higher+education/journal/10755)
COMMUNITY ENGAGEMENT – LEADING UNIVERSITIES

Community engagement has become a priority for universities in Canada and abroad and as documented in both the professional/policy literature and research literature, more universities are participating in community, public and civic engagement activities and integrating those activities into the university infrastructure. Although it could be argued that all universities are involved in some form of community, public or civic engagement that could serve as useful examples for efforts that are strong and/or successful, what is presented here are some examples of community, public and civic engagement at universities that serve as useful models. In some cases, the university has established a culture of engagement that is evident across academic and administrative departments. In other cases, universities have formed strong collaborative relationships with each other and community partners, forming a network.

UNIVERSITIES IN THE UNITED STATES

The research and professional/policy literature on community engagement often cite the Morrill Acts of 1862 and 1890 for establishing the land grant institutions in the US as significant for civic and community engagement in universities in the US. Boyer’s role as president of the Carnegie Foundation for the Advancement of Teaching, as well as the formation of Campus Compact, have provided more recent supports for community engagement. It is not surprising, then, that many universities in the US have highly visible community engagement efforts, which in some cases, have been formally institutionalized. The university showcased here is Michigan State University because the Office of the Associate Provost for University Outreach and Engagement at Michigan State University is clearly a leader for community engagement not only in the US, but also, worldwide.

Michigan State University

The website for the Associate Provost for University Outreach and Engagement is well organized and contains detailed and useful sections on: initiatives and programs, community builders, faculty connections, learning opportunities, funding, services, awards, and documents. The University Outreach and Engagement Office provides links to the various departments

47 For a list of the 296 US institutions that have attained the Carnegie Foundation classification for Community Engagement and Outreach, see http://classifications.carnegiefoundation.org/lookup_listings/srp.php?elq=%7B%22eng2005_ids%22%3A%22%3A%22%22%7D&limit=0,50
48 See http://outreach.msu.edu/apuoe/default.aspx
across the university that are involved (such as University-Community Partnerships,\textsuperscript{49} the Center for Community and Economic Development,\textsuperscript{50} the Community Evaluation and Research Collaborative,\textsuperscript{51} and the Center for Service-Learning and Civic Engagement,\textsuperscript{52} among others, including links to the university’s museum and center for the performing arts). The Michigan State University Office of Outreach and Engagement also publishes \textit{The Engaged Scholar} magazine\textsuperscript{53} and with NCSUE hosts The Engaged Scholar Speaker Series.\textsuperscript{54}

In addition, Michigan State University established the National Collaborative for the Study of University Engagement (NCSUE), which was formed through the efforts of the university’s Office of University Outreach in the 1980s and the university’s re-named Office of University Outreach and Engagement in the 1990s. The NCSUE website contains information on research, measurement, learning, collaborations, publications, and presentations. Three items, in particular, are worthy of note.

First is the Outreach and Engagement Measurement Instrument (OEMI),\textsuperscript{55} which is an online survey tool for faculty outreach and engagement. Second is \textit{Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach},\textsuperscript{56} a document containing useful tools and matrices for universities and departments interested defining, developing, evaluating and rewarding outreach and engagement. Third, in 2001, Michigan State University’s Office of Outreach and Engagement developed a document to revise the promotion and tenure guidelines,\textsuperscript{57} which is significant, given that the research literature often refers to the reward system for academic work as one of the main obstacles confronting a community engagement agenda.

**Universities Involved in the UK’s Beacons of Engagement Project**

The Beacons of Engagement Project involves six “university-based collaborative centres” with a mandate to:

- support, recognise, reward and build capacity for public engagement. The beacons are at the forefront of efforts to change the culture in universities, assisting staff and students to engage

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\textsuperscript{49} See \url{http://ucp.msu.edu/}

\textsuperscript{50} See \url{http://www.ced.msu.edu/}

\textsuperscript{51} See \url{http://outreach.msu.edu/cerc/}

\textsuperscript{52} See \url{http://www.servicelearning.msu.edu/}

\textsuperscript{53} See \url{http://engagedscholar.msu.edu/magazine/volume5/default.aspx}

\textsuperscript{54} See \url{http://ncsue.msu.edu/esss/}

\textsuperscript{55} See \url{http://ncsue.msu.edu/measure.aspx}

\textsuperscript{56} See \url{http://outreach.msu.edu/documents/pod_2009ed.pdf}

\textsuperscript{57} See \url{http://www.hr.msu.edu/NR/rdonlyres/B0A34D89-4906-4DD6-A5A1-347E557D8F24/0/D.pdf}
with the public. Their partners include further education colleges, museums, galleries, businesses, charities, TV and press, and public bodies.\(^{58}\)

A brief description of the activities of each of the collaborative centres involved in the Beacons of Engagement project is presented below.

**Beacon North East**

Newcastle University, Durham University and the Centre for Life (a science centre) have partnered to form Beacon North East.\(^{59}\) The website for Beacon North East describes projects involving youth populations, aging populations, women’s health, sustainability, poverty, and social justice, among others.\(^{60}\) The resources page on the website includes links to case studies, newsletters, podcasts, publications, tools and video.\(^{61}\)

**Community University Engagement (CUE) East**

The University of East Anglia leads the CUE East Beacon and has partnered with a number of organizations, including the British Broadcasting Corporation, Teacher Scientist Network, Norwich University College of the Arts, Norwich Centre for Preventative Medicine, Norwich Research Park, Eastern Daily Press, Norwich City Council, Norfolk Museums and Archaeology Service, and the Norfolk and Norwich Festival, among others.\(^{62}\) The CUE East website contains the business plan used for its bid to become a Beacon\(^{63}\) and a wide array of other material, including case studies,\(^{64}\) reports and publications,\(^{65}\) information on awards and funding,\(^{66}\) professional development opportunities,\(^{67}\) and the “enterprise and engagement tracker” (which is a tool for East Anglia University to record engagement activities).\(^{68}\)

**Edinburgh Beltane**

This Beacon involves five higher education institutions – University of Edinburgh, Heriot-Watt University, Edinburgh Napier University, Queen Margaret University, and University of the

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58 See [http://www.publicengagement.ac.uk/about/beacons](http://www.publicengagement.ac.uk/about/beacons)
59 See [http://www.ncl.ac.uk/beacon/](http://www.ncl.ac.uk/beacon/)
60 See [http://www.ncl.ac.uk/beacon/support/projects.htm](http://www.ncl.ac.uk/beacon/support/projects.htm)
61 See [http://www.ncl.ac.uk/beacon/resources/](http://www.ncl.ac.uk/beacon/resources/)
62 See [http://www.uea.ac.uk/ssf/cue-east/partnerorgs](http://www.uea.ac.uk/ssf/cue-east/partnerorgs)
63 See [http://www.uea.ac.uk/polopoly_fs/1.134398/1/CUE%20East%20Business%20Plan%20June%202007.pdf](http://www.uea.ac.uk/polopoly_fs/1.134398/1/CUE%20East%20Business%20Plan%20June%202007.pdf)
64 See [http://www.uea.ac.uk/ssf/cue-east/casestudies](http://www.uea.ac.uk/ssf/cue-east/casestudies)
65 See [http://www.uea.ac.uk/ssf/cue-east/reports](http://www.uea.ac.uk/ssf/cue-east/reports)
66 See [http://www.uea.ac.uk/ssf/cue-east/awardsfunding](http://www.uea.ac.uk/ssf/cue-east/awardsfunding)
67 See [http://www.uea.ac.uk/ssf/cue-east/prodevopportunities](http://www.uea.ac.uk/ssf/cue-east/prodevopportunities)
68 See [http://www.uea.ac.uk/ssf/cue-east/abouttheengagementtracker](http://www.uea.ac.uk/ssf/cue-east/abouttheengagementtracker)
Highlands and Islands – as well as other partners, including the Edinburgh Consortium for Rural Research, National Museums of Scotland, The Royal Society of Edinburgh, and The Herald, among others. The home page of the website includes links to a calendar of events, news, discussion, blogs, a tag cloud, resources, initiatives, and professional development. Resources on the website include tools, case studies, social media and events planning, among others. There is a database of initiatives (searchable by institution, discipline and format) and professional development in the form of a wide variety of documents.

**Manchester**

The University of Manchester, Manchester Metropolitan University, and the University of Salford are partnered in the Manchester Beacon, along with the Manchester Museum of Science and Industry, and Manchester: Knowledge Capital (which is a partnership of universities, regional governments, trade associations and businesses). The home page contains links to pages on news, a calendar of events, member profiles (for individual as well as organizations involved), resources (items such as links to websites, added by registered members) and ideas (which does not yet have content). There is also a Flickr gallery and Twitter feed on the website.

**University College London (UCL)**

The University College of London has partnered with Arts Catalyst, Birkbeck College, The British Museum, Cheltenham Science Festival, City and Islington College, and The South Bank Centre. Their website has information on the services they offer, toolkits for engagement, upcoming events and opportunities, funding, research and evaluation, and the Contemporary Projects Programme (which is an initiative involving artists-in-residence). The research and evaluation page contains case studies, reports, toolkits, an evaluation framework, and FAQ. The web page on current and past projects includes information on bursaries and innovation seed funding (with a list of more than 50 projects), as well as mentors and fellowships.

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69 See [http://www.edinburghbeltane.net/](http://www.edinburghbeltane.net/)
70 See [http://www.edinburghbeltane.net/resources/welcome](http://www.edinburghbeltane.net/resources/welcome)
71 See [http://www.edinburghbeltane.net/content/initiatives](http://www.edinburghbeltane.net/content/initiatives)
72 See [http://www.edinburghbeltane.net/content/professional-development](http://www.edinburghbeltane.net/content/professional-development)
73 See [http://www.manchesterbeacon.org/about/](http://www.manchesterbeacon.org/about/)
74 See [http://www.manchesterbeacon.org/](http://www.manchesterbeacon.org/)
75 See [http://www.manchesterbeacon.org/about/](http://www.manchesterbeacon.org/about/)
76 See [http://www.ucl.ac.uk/public-engagement/](http://www.ucl.ac.uk/public-engagement/)
77 See [http://www.ucl.ac.uk/public-engagement/research](http://www.ucl.ac.uk/public-engagement/research)
Wales Beacon

The Wales Beacon involves partnerships between Cardiff University, the University of Glamorgan, BBC Cymru Wales, Amgueddfa Cymru-National Museum Wales, and Techniquest. The website\(^{80}\) has information on four funded projects, news, events, and networks (which includes a searchable database of participants\(^{81}\)).

Universities in Canada

Many universities in Canada have offices or units for outreach activities or service learning; however, community engagement is less visible for Canadian universities than for those in the US, most certainly, and in the absence of a network like the UK’s National Coordinating Centre for Public Engagement and a nation-wide initiative that is funded, such as the Beacons of Engagement project, it is in some ways challenging to identify leaders in community engagement among universities in Canada. For the purposes of this document, therefore, a brief overview is given of three of the universities involved with the Research Impact network: York University, the University of Victoria, and Memorial University of Newfoundland. In addition, The University of British Columbia (although not linked with the Research Impact network) is also included, given the close proximity of UBC to SFU and the usefulness and relevance, therefore, of an overview of UBC community engagement efforts. UBC also has a strong community engagement agenda.

York University

York University is the lead for the Research Impact network. In addition to the items available on the Research Impact website (described earlier), there are some items related to community engagement for York University, specifically. For example, the Research Snapshots\(^{82}\) is a searchable database of brief (two-page) descriptions of research undertaken by faculty. The snapshots have the following subheadings: (1) What is this research about?; (2) What did the researcher do?; (3) What you need to know; (4) What did the researchers find?; (5) How can you use this research?; and (6) About the researcher. The Knowledge Mobilization unit at York University serves as a nexus for faculty, staff and community partners interested in identifying collaborative possibilities and moving them forward.

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\(^{79}\) See [http://www.ucl.ac.uk/public-engagement/projects](http://www.ucl.ac.uk/public-engagement/projects)

\(^{80}\) See [http://www.engagingwales.org/index](http://www.engagingwales.org/index)

\(^{81}\) See [http://www.engagingwales.org/networks/directory/search-directory-2](http://www.engagingwales.org/networks/directory/search-directory-2)

University of Victoria

The University of Victoria’s Office of Community-based Research “supports community engagement and research to create vibrant, sustainable and inclusive communities.” The website lists community-based initiatives in many departments in the university and numerous resources related to community-based research, community engagement, and links to networks involving issues of community engagement. The University of Victoria is also a leading institution in terms of their involvement with larger initiatives, such as the Community-University Expo, Community-Based Research Canada, and the Global Alliance on Community-Based Research.

Memorial University of Newfoundland

The Harris Centre of Regional Policy and Development has a mandate to “co-ordinate and facilitate Memorial University’s activities relating to regional policy and development, advise on building the University’s capacity and identify priority themes and projects relating to: teaching, research and outreach.” The Centre has annual strategic action plans from 2007 to 2010 and annual reports from 2004 to 2008. Support for research that meets the mandate of the Centre is available through research funding administered by the university, regional workshops are held regularly to identify community partners and move collaborations forward, the Centre is host to frequent public policy forums, and the website contains many reports and presentations, as well as video and audio files. The Harris Centre website contains information on news and events and Yaffle, a database of collaborations between the university and broader communities (searchable by project, opportunities, research interests and expertise).

83 See http://web.uvic.ca/ocbr/mission.html
84 See http://web.uvic.ca/ocbr/introduction.html
85 See http://web.uvic.ca/ocbr/resources/index.html
86 See http://web.uvic.ca/ocbr/networking/index.html
87 See http://www.cuexpo2011.ca/about/history
88 See http://communityresearchcanada.ca/
89 See http://communityresearchcanada.ca/?action=alliance
90 See http://www.mun.ca/harriscentre/about/mandate.php
91 See http://www.mun.ca/harriscentre/about/sap.php
92 See http://www.mun.ca/harriscentre/about/annualreports.php
93 See http://www.mun.ca/harriscentre/research/funding/index.php
94 See http://www.mun.ca/harriscentre/outreach/regionalworkshops/
95 See http://www.mun.ca/harriscentre/policy/
96 See http://www.mun.ca/harriscentre/reports/
97 See http://www.mun.ca/harriscentre/media/
98 See http://www.yaffle.ca/
University of British Columbia

The website for Community Service Learning and Community Based Research at UBC\textsuperscript{99} contains and links to a vast array of material on community service learning,\textsuperscript{100} community-based research,\textsuperscript{101} and past community-based learning (CSL) and community-based research (CBR) projects\textsuperscript{102} and partners.\textsuperscript{103} The “Resources” page on the website has links to academic literature (a database of hundreds of sources),\textsuperscript{104} course syllabi,\textsuperscript{105} risk management links and documents,\textsuperscript{106} and UBC’s strategic plan for CSL and CBR.\textsuperscript{107} The Learning Exchange,\textsuperscript{108} which is home to UBC’s Community-Learning Initiative,\textsuperscript{109} provides support for service learning and community partnerships. UBC appears to have committed significant resources and developed infrastructure to support community engagement across academic and administrative departments.

\textsuperscript{99} See \url{http://csl.ubc.ca/}
\textsuperscript{100} See \url{http://csl.ubc.ca/about/what-is-community-service-learning/}
\textsuperscript{101} See \url{http://csl.ubc.ca/about/what-is-community-based-research/}
\textsuperscript{102} See \url{http://csl.ubc.ca/about/previous-cslebr-projects/}
\textsuperscript{103} See \url{http://csl.ubc.ca/who-is-involved/community-partners-involved/}
\textsuperscript{104} See \url{http://csl.ubc.ca/resources/literature/}
\textsuperscript{105} See \url{http://csl.ubc.ca/resources/sample-course-syllabi/}
\textsuperscript{106} See \url{http://csl.ubc.ca/resources/risk-management/}
\textsuperscript{107} See \url{http://csl.ubc.ca/resources/strategic-plan/}
\textsuperscript{108} See \url{http://www.learningexchange.ubc.ca/}
\textsuperscript{109} See \url{http://www.learningexchange.ubc.ca/ubc-community-learning-initiative/}
RECOMMENDATIONS FOR SFU

In light of the information provided in this document, what follows here are several recommendations for how SFU can proceed in strengthening community engagement across administrative and academic departments in the university. Provided below are general recommendations that are to be elaborated upon in the second document in this series, which provides a preliminary plan for how SFU can capture existing community engagement activities, make them more visible, and strengthen community engagement as a key priority for SFU as an institution.

1. Review the various assessment frameworks described in the literature and conduct a customized community engagement self-assessment of SFU to identify the areas where existing strengths can be built upon and where new structures and supports need to be put in place for SFU to succeed as a leading community-engaged university. The documents prepared by the community engagement theme team for the NWCCU accreditation can provide useful data; however, a customized assessment that draws on the various tools cited in this report is needed.

2. Allocate committed resources and expertise to develop the necessary infrastructure to support community engagement across administrative and academic units and prepare for these resource needs to increase over time. Resource allocations required would include salaries for academic, administrative and ICT professionals, as well as funds for space, equipment, events, travel costs and registration fees for professional development, and travel and membership costs for SFU to establish itself as a champion and visible leader in community engagement in Canada.

3. Develop and integrate a community engagement plan that involves faculty, staff, students and community members. Proceed with and nurture an understanding that community engagement is being integrated into the research, teaching and service categories of the university’s mandate in the interest of strengthening each of these areas. Draw on the strengths of the research and professional/policy literature to inform the process and to effectively illustrate to all stakeholders – faculty, staff, students, and community members – the significance of efforts and findings on community engagement, the need for collaboration among stakeholders, and the importance of sufficient infrastructure, resources, and rewards for community engagement to succeed.
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