



CFICE Midterm Review Report

FOR SUBMISSION TO SSHRC

Peter Andrée, CFICE PI | February 29, 2016



Community First: Impacts of Community Engagement (CFICE), a major SSHRC-funded project, aims to strengthen Canadian communities through action research on best practices in community campus engagement. We ask how community campus partnerships can be done to maximize the value created for non-profit, community based organizations in four key areas: Poverty reduction, community food security, community environmental sustainability, and reducing violence against women.

This research is supported by the Social Sciences and Humanities Research Council of Canada



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada





Contents

CFICE Midterm Review Report 1

Appendix I - Theory of Change: CFICE “Pathways to Impact” Model 12

Appendix II - CFICE Steering Committee Members..... 13

Appendix III - CFICE Program Committee Members (November 2015)..... 14

Appendix IV - CFICE Phase I Demonstration Projects 15

Appendix V - CFICE Year 4 Evaluation Questions 25

Appendix VI- CFICE Phase II Organizational Structure..... 26

Acronyms Used in Report

CBO	Community-Based Organization
CBR	Community-Based Research
CCE	Community-Campus Engagement
CES	Community Environmental Sustainability
CFICE	Community First: Impacts of Community Engagement
CFS	Community Food Security
CSL	Community Service Learning
E and A	Evaluation and Analysis
KM	Knowledge Mobilization
KMb	Knowledge Mobilization Hub
PC	Program Committee
PR	Poverty Reduction
PSI	Post-Secondary Institution
SC	Steering Committee
VAW	Violence Against Women
WG	Working Group



CFICE Midterm Review Report

Introduction

Growing interest in building productive relationships between community and campus actors has led to a proliferation of research and teaching partnerships across Canada and beyond. Despite these advances, there has been significant critique that community-campus engagement (CCE) tends to privilege post-secondary institutions by paying insufficient attention to the needs, priorities, and expertise of the community partners involved (Ward and Wolf-Wendel 2000; Stoecker and Tryon 2009; Bortolin 2011; Cronley et al. 2015). Responding to these critiques, the Community First: Impacts of Community Engagement (CFICE) project investigates ways that CCE partnerships can be designed and implemented to maximize the value created for non-profit, community-based organizations (CBOs). This goal guides our seven-year (2012-2019) pan-Canadian action research project, which involves collaboration among at least a dozen Canadian universities and over sixty CBOs.

In Phase I of CFICE (2012-2015), we organized demonstration projects through CCE partnerships in four sectoral hubs. The policies and programs these four hubs worked on are each integral to advancement of social and environmental justice in Canada. A fifth hub focused on knowledge mobilization between the sectoral hubs and ensured communication among them. In 2015, we began the transition to Phase II (2016-2019) of CFICE, as planned in our initial proposal to SSHRC. To implement this transition, we adopted a participatory process focused on reviewing and reflecting on insights gleaned from the CFICE partnership to date. This process led us to develop a new cross-sectoral working group structure for moving forward. The new structure was designed to strategically address a series of issues critical to the development of policies and practices (within post-secondary institutions (PSIs), funding bodies, and CBOs) that will enable current and future CCE to better put the needs and interests of community partners first.

The goals of this report are to: 1) review our project's goals, structure, accomplishments and findings to date; 2) discuss shifts in direction we have taken in response to internal and external evaluations and changing circumstances; and 3) present our plans for meeting our goals moving forward, including describing the outcomes of the transition process. The SSHRC expert panel's review of our initial proposal noted that CFICE is a very complex project and that it would be a challenge to manage and track this complexity. The panel was correct, but we believe that we have kept CFICE moving as a productive unit in a direction that is allowing us to attain our goals as we begin Phase II.

This report is a collective output of the CFICE Program Committee, with oversight and input from our Steering Committee. Specific individuals and groups took responsibility for drafting parts of the report. This process explains a certain inconsistency in 'voice.' Further, the process of writing such a detailed account of our work for SSHRC takes a considerable investment, and we decided that it was unfair to ask for too much (additional) investment of time from very busy community co-investigators in a project that truly aims to be 'community first'. As a result, we recognize that the academic perspective comes out more strongly in this report. In striving for greater balance, we have interspersed this report with quotes from community co-investigators drawn from their blogs, articles and presentations about CFICE. This report has also been reviewed by community co-leads prior to submission.

Intended Outcomes

Over the course of two phases, CFICE seeks to understand how value is maximized for communities across a range of partnership approaches and policy areas, with the overarching goal of enhancing the partnership policies and practices of CBOs, PSIs and funders to create more effective and valuable CCE. We define CCE to include Community-Based Research (CBR), Community Service-Learning (CSL), and other ways that PSIs can have an impact in their communities, such as their potential as anchor institutions for local economies (Dragicevic, 2015).¹

The six key expected outcomes of the project (as outlined in our original SSHRC application) were:

1. To strengthen public policies and programs in critical areas: Poverty reduction, Community Food Security, Community Environmental Sustainability, and Violence against Women
2. To strengthen the capabilities of non-profit CBOs to form effective partnerships (with post-secondary institutions) that maximize the value for CBOs
3. To enhance partnership performance of PSIs in ways that maximize value for CBOs
4. To achieve more appropriate and sustained partnership performance by governments and foundations
5. To strengthen pan-Canadian networks of various forms of CCE; and,
6. To build a critical mass of multi-generational leaders to design and implement more effective CCE.

¹ During Phase I the hubs primarily supported partnerships for CBR and CSL. Through the Aligning Institutions for Community Impact Working Group, we intend to address CCE more broadly in Phase II.



These overall outcomes have remained remarkably stable over the course of periodic revisions to our Theory of Change, though we have become more focused on specific impacts we either know we have been achieving, or believe we can achieve over the next three years. Our most recent Theory of Change (Pathways to Impact Model), developed with an external facilitator and a developmental evaluator in November 2015, is found in Appendix I.

The Pathways to Impact document shows the refinement of our overarching goal: “Communities and campuses working effectively together for a more healthy, sustainable and just society.” It also shows the most recent iteration of the overall expected outcomes of CFICE (the blue layer in the diagram, which lines up fairly well against the original six goals) as defined in consultation with program committee (PC) and steering committee (SC) representatives in the fall and early winter of 2015-16. Finally, the CFICE Pathways document brings to the fore the intermediary outcomes we aim to achieve in order to have a more targeted impact on our longer-term goals. All of these outcomes, as well as the activities we undertook in Phase I and are initiating in Phase II, are discussed in detail below.

CFICE Organizational Structure

During Phase I, the CFICE partnership focused on supporting CCE that advanced sectoral policy priorities determined by our community partners while critically examining the obstacles to, and strategies for, optimizing the community impacts of the partnerships in four sectors. The structure of the project team during this phase consisted of five “hubs”, each of which was led by a community and an academic co-lead:

- Community Food Security (CFS), co-led by Food Secure Canada/Réseau pour une alimentation durable (FSC/RAD) in cooperation with the Canadian Association of Food Studies/l'Association canadienne des études sur l'alimentation (CAFS/ACÉA);
- Poverty Reduction (PR), co-led by the Vibrant Communities network (coordinated by Tamarack Institute for Community Engagement);
- Community Environmental Sustainability (CES), co-led by Trent Centre for Community-Based Education (now the Trent Community Research Centre);
- Violence Against Women (VAW), co-led by the Canadian Association of Elizabeth Fry Societies;
- Knowledge Mobilization (KMb), co-led by the Canadian Alliance for Community-Service Learning (CACSL).

The majority of hub work involved developing, implementing, evaluating and sharing the results of community-driven demonstration projects. The KMb Hub played a unique role; it managed its own demonstration projects while at the same time provided key knowledge mobilization services to CFICE as a whole.

While Phase I was heavily focused on completing projects and collecting data, Phase II (official start: April 1, 2016) will focus on mobilizing the findings gained from Phase I (including refining and testing our interpretation of those findings), with the goal of influencing CCE policies, practices, and systems of PSIs, governments, funders, and CBOs to achieve more effective, value-generating, CCE.

Phase II work will be completed through four working groups (WGs). Each is described in more detail below. They are:

- Aligning Institutions for Community Impacts (Aligning Institutions WG)
- Community First Partnership Tools and Practices (Partnership Tools WG)
- Community-Campus Engagement Brokering (CCE Brokering WG)
- CFICE Evaluation and Analysis (EA WG)

The original CFICE application foresaw a shift in project structure in year 4 (2016). The application proposed three working groups in Phase II for addressing the CCE policy issues, supported by a continuing KMb Hub. These working groups were to focus on the policies and practices of CBOs, PSIs, and governments and funders separately. Our work led us to reconfigure that initial plan for Phase II for three reasons: First, we recognized that many of the needed changes to Canada's CCE systems require working simultaneously rather than separately across each of these levels and types of organizations. This is why, for example, the Aligning Institutions WG will seek to align funders, PSIs and CBOs. Second, we have learned how important it is to build long-term, trusting relationships for effective CCE. This means we should collaboratively define working group directions, and these plans should be equally useful and valuable to our core community partners (which we define, first and foremost, as our core hub partners) as they are to the academics within CFICE. The Partnership Tools WG and the CCE Brokering WG, in particular, are thus designed to develop, test and share tools and models that we believe (based on Phase I research) are innovative and critically important to achieving CCE partnerships that maximize the value for CBOs. These two WGs will operate in a way that gives specific community-based partners and CCE brokers a chance to benefit immediately from the innovations we are refining. Third, we realize that knowledge mobilization must be a core part of what all of the WGs do in Phase II. As a result, the KMb Hub is no longer separated out in our Phase II governance structure. In its place, we have added the Evaluation and Analysis working group. The EA WG builds on a cross-project evaluation subcommittee that we formed in 2013, with the added workload of being the primary vehicle for ensuring that CFICE's research results are analyzed and shared (beyond what is disseminated through the other WGs and Hubs).



Governance Structure and Management

CFICE operates under the guidance of a Steering Committee (SC) (See Appendix II), while a Program Committee (PC) sets the operational direction (see Appendix III). The SC is comprised of representatives of community-based organizations and foundations from across Canada with an interest in CCE, as well as representatives from Carleton University. In Phase I, the PC was made up of the hub co-leads and CFICE co-directors (which includes an equal representation of community-based and academic participants). In Phase II the PC includes co-leads of the WGs and of the VAW Hub, since this Hub will continue to function as a unit (see the discussion on the VAW hub below). CFICE is supported by a Secretariat that is housed at the Carleton Centre for Community Innovation (3ci). One lesson from the first three years of CFICE has been the importance of strong project management and administration, as well as the need for a strong knowledge mobilization/communication capacity at the core of the project. As a result, we shifted from one half-time Project Manager to a full-time Project Manager/Communications Coordinator. (It is notable that the SSHRC Expert Panel foresaw that we would need to allocate more funds to project management and administration.)

In Phase I we also added two additional sub-committees to our governance structure. The first was a budget subcommittee. This was developed to support a transition between PIs in 2015-16 and to improve internal financial transparency. The second was a subcommittee on project evaluation, which has morphed into the Evaluation and Analysis Working Group (EA WG). Finally, the SSHRC Expert Panel noted that initial fund-raising plans were overly ambitious and could detract from the project. We agree. To enable us to stay on track, we have limited our fund-raising efforts to leveraging additional resources that closely align with our core efforts.

Each Hub also developed its own governance structure. These structures are described below. Led by the EA WG, we are collectively analyzing and comparing these hub governance models in relation to our research questions, and plan to share the comparative lessons through infographics, academic articles, and more.

The high level of community partner participation across CFICE's five hubs in Phase I means that, at the mid-term point of the project, we have already generated 37% in cash or in-kind partner contributions or commitments (e.g. to RA support), thereby exceeding the 35% minimum expected by SSHRC by the end of the project (please see full budget justification in Appendix IV). Notwithstanding the enormous contribution of CBOs to CFICE, the single largest organizational contributor is Carleton University. Carleton has contributed over \$418,000 in cash and in-kind support towards RA funding (to March 2015), with another \$350,000 (approx.) pledged for years 5-7. Carleton was also the official host of C²UExpo 2015 (our largest knowledge mobilization event to date) with the Research Office providing core staffing for the conference (alongside CFICE). Three members of the CFICE steering committee (including a co-chair) are drawn from Carleton's administration, while another is a director of 3ci (a research centre). Finally, four of CFICE's current academic co-leads (each working 10+ hours/week on this project) are current or retired Carleton University faculty members.

Student Engagement

From May 2012 to February 2016, 278 volunteer and paid students, including post-doctoral fellows, have been involved in CFICE. This includes 196 undergraduate students, 62 Masters' students, 16 PhD students, and 4 post-docs. About two-thirds of the students participated through course activities that worked on CSL/CBR projects. The other third held RA-ships, internships, or served in other roles. A full list of student participants and their roles is found in the quantitative documents.

Students completed a wide range of tasks, from facilitating meetings to writing and co-authoring literature reviews, blog posts, press releases, and academic papers. Many were given opportunities to work directly with partner organizations, though all remained in close contact with both academic and community co-supervisors. In the cases of students directly supporting the hubs (rather than specific demonstration projects), many also became closely involved in decision-making at the hub level. One of these students (Lauren Kepkiewicz) went on to become the academic lead on a demonstration project, while one MSW Student (Natasha Pei) was later hired to represent Tamarack as the community co-lead of the Poverty Reduction Hub. One of the post-docs involved in the CFS Hub (Charles Levkoe) later assumed the role of the hub's academic co-lead. All of the students involved in CFICE have participated in some level of evaluation, either in relation to our research questions around CCE (e.g. through self-reflections or participation in focus groups) or through dialogue or reflection exercises designed to solidify their own learning (and confidence).

In general, the mentoring of students has been a very organic process, with CBOs contributing enormously to student learning while benefitting from student energy and our enhanced collective research capacity. For many of our students, participation in projects with community partners gave them deeper work-related experiences than could be offered by PSIs alone. We have recorded these student benefits in our evaluation data and are publishing on it (e.g. Levkoe et al. 2014 and Andrée et al. 2014). Finally, exit interviews with paid CFICE research assistants were conducted by Prof. Whitmore of the KMB Hub. These interviews have informed our work leading to, for example, the development of an RA Welcome Package.



Phase I Hubs

The greatest strength of the CFICE project—which sets it apart from most other large CCE initiatives—is the way we work to understand the challenges and possibilities of CCE through initiatives in four specific sectors. Each of the Hubs has adopted a unique approach informed by the partners involved and the history, culture and structure of the sector in which they are working. A sectoral approach allowed us to develop a nuanced view of when and how CCE brings value to CBOs. We are learning that there are a range of possible approaches to doing ‘community first’ CCE, each of which has its own strengths and challenges. We now have six major case studies to draw from (four Hubs plus the two sub-units that emerged to function independently out of the CES Hub) in the stories we are starting to share, in addition to forty-one (to November 2015) separate demonstration projects that provide added detail on ways of working together to further community-driven CCE (see Appendix V for the full list of projects and partners). We are in the early stages of analyzing the results of our Phase I projects (many of which are still not completed at the time of this writing). The following summaries provide a snapshot of the structure and some of the significant accomplishments of each of the Hubs. Where already available, we also point to academic publications that describe Hub activities and outcomes.

Before summarizing the hubs, it is important to respond to two comments made by the SSHRC Expert Panel on our hub structure. The first concern was that hub plans were not equally clear on goals and methodological approaches. We responded to this in our first year through careful planning on the part of hub co-leads, as well as by implementing a central demonstration project approval process. It is also notable that the different hubs placed different levels of priority on their sectoral policy goals vs. their interest in building CCE capacity in their sector. The PR Hub, for example, prioritized specific sectoral policy change goals. By contrast, the CFS Hub projects all worked to further one or more of Food Secure Canada’s (FSC/RAD) core goals, but efforts were primarily driven by the goal of strengthening the culture of engagement between members of the Canadian Association for Food Studies (CAFS/ACÉA) and member organizations of FSC/RAD. These differences in goals translated into different types of accomplishments after four years of work.

The SSHRC expert panel also wondered if the hubs had enough in common to work effectively together. Early on, we did experience some challenges in working together at the PC level because of differences in assumptions about how each Hub’s work related to that of the others, and because each Hub was intensely immersed in work on their own substantive issue. It also took us some time to develop a shared understanding of what we meant by ‘policy change’, since we are interested both in advancing specific sectoral policies AND in shifting the CCE policies of CBOs, PSIs, funders and governments. However, the transition from Phase I to Phase II process, which began in early 2015 with conversations about shared lessons, our approaches to evaluation, and our visions of Phase II, has led to stronger working relationships across the PC. Our key goal now is to ensure that all our demonstration-project level partners (both community-based and academic) understand the transition and are able to take on their preferred roles moving forward. To help with this process, in the spring of 2016 we will implement a survey to communicate the transition message and gather input.

Community Food Security (CFS) Hub

Objectives and Structure: The main objective of the CFS Hub was to build on, expand and refine the work of an emergent CCE “community of practice” linked to Canada’s growing food movements. The Hub also worked to build stronger links between research and policy advocacy and to see the research capacity of CBOs (particularly of those working at the grass-roots level) better recognized and supported through links to academic scholarship. Working with academic and community partners in twelve demonstration projects across Canada, we explored various partnership approaches in order to channel lessons learned into existing and future CCE projects and better food-related policy.

Impact: Each of the twelve projects had specific impacts on their local communities, regions, or sectors. For example, the ‘Creating a Food Hub Through University-Community Partnership’ project in the Guelph-Wellington area served to identify challenges faced by regional emergency food systems and assessed potential improvement strategies. This effort contributed to the region’s shift away from a charity-based approach to hunger to a more holistic model by providing the evidence needed to secure funding to develop The Seed Community Food Hub in Guelph, Ontario. In a second example, a project with the British Columbia Food Systems Network examined impacts of CBR on British Columbia’s Indigenous communities and non-Indigenous organizations, networks and agencies. This project laid the base for future engagement with Indigenous communities and contributed to the development of a protocol for such research relationships addressing, in particular, the sensitive issue of ‘ownership’ of traditional knowledge. The CFS hub also impacted the culture of its core partner organizations, FSC/RAD and CAFS/ACÉA. By facilitating the active participation and attendance of CFS community and academic representatives in all Hub knowledge mobilization work, including webinars, national assemblies,

“We have learned about the absolute necessity of genuine respect in partnerships with Indigenous people, recognizing the history and current reality of colonialism. Such elements as research methodologies, data ownership and outcomes must be negotiated from the outset with open minds, and revisited regularly to ensure they continue to be acceptable to the Indigenous partners.”

Cathleen Kneen, FSC/RAD (CFS Hub)



and presentations, we fostered a stronger culture of engagement between academics (including professors, students and postdoctoral fellows) and community-based practitioners in Canada's growing food movements. As a result, CAFS/ACÉA has become a model for other academic associations. In Phase II, work from this hub will significantly inform the work of the CCE Brokering WG and the Partnership Tools WG, particularly with respect to CCE with marginalized communities and what we are calling "decolonizing CCE" (Kepkiewicz and Levkoe, 2015).

CCE Lessons Learned: CFS Hub co-leads, RAs and partners worked collectively to analyze and document successful CCE principles and practices, either by teleconference or at conferences. The Hub shared these reflections through academic papers, book chapters, presentations and webinars. Key insights from our first four demonstration projects included the need to disaggregate the concept of 'community' in order to acknowledge the distinct needs and assets of the diverse organizations and populations involved in specific CCE projects (Andrée et al. 2014). We also identified the need to establish relationships around a shared vision, prior to negotiating mutually-beneficial teaching or research projects. We highlighted the value of approaching CCE through the framework of contextual fluidity, which includes seeing the relationships and the vision at the heart of the work while remaining open to shifts and new opportunities. Finally, we identified the importance of adopting community capacity building practices to help practitioners realize their shared vision. In a paper based on year 2 CFS Hub projects, we argued that CCE partnerships engaging with food movements demand a high level of critical reflexivity, strong and ongoing communication, as well as flexibility over time (Levkoe et al. forthcoming). These criteria are especially important when the individuals involved play the dual role of scholar-activists.

Poverty Reduction (PR) Hub

Objectives and Structure: The PR Hub involved a new partnership between Carleton University and Vibrant Communities Canada (VCC). As an established backbone organization, VCC worked to reduce poverty through collective impact (i.e. bringing together relevant community stakeholders around a specific issue to work together). This meant campuses were already at VCC's community roundtables. The PR Hub decided to study the co-created CCE models that resulted by funding poverty reduction-focused demonstration projects operating through CCE partnerships (see Schwartz et al. 2016). The PR Hub consciously equalized power by making all decisions together, including the co-creation of measurement instruments (e.g. a shared hub-level Theory of Change) and knowledge. Hub partners also identified the principles that they had either been consciously or unconsciously adopting to try to equalize power. These included the importance of communication, relationship building, and ensuring that the community partner (in this case VCC) set the agenda for the work to be done.

Impact: We applied these principles of power equalization towards demonstration projects (each of which spanned 1-3 years) that sought to move the needle on poverty. We were successful at achieving this objective in several projects. For example, the 'Best Practices in Implementing a Living Wage Policy' project led to more than 100 employers committing to becoming Living Wage employers as of December 2014. Another demonstration project—the Vibrant Communities Saint John/University of Saint John New Brunswick Saint John partnership—resulted in a citywide collective impact initiative to address and improve youth educational attainment. Based on its projects, the PR Hub created a document that provides an overview of various CCE models. This will be turned into a manual for a community audience. Already, the work of developing these models has had an impact. For example, our Pathway to Potential and University of Windsor demonstration project has used the PR Hub document as a springboard to engage in consultations with key stakeholders, to complete a comprehensive scan of local resources, and to complete research on the best models of CCE for them.

"When communities are trying to work and shift more complex issues like poverty, homelessness, the environment, etc., they require the shared wisdom of a wide-variety of diverse partners...The campus and community environments contain rich resources, that when deployed in a focused way, can bring new energy, thinking, research and credibility to the collaborative table."

Liz Weaver, Tamarack (PR Hub)

CCE Lessons Learned: We have concluded that achieving high value CCE depends on a few, key pre-conditions. First, resources for CCE must include funding for regular face-to-face meetings. Second, examining one's assumptions early in the partnership is essential for reaping the transformative benefits of equitable partnerships. Third, understanding the differences between universities as systems and community organizations as systems, and working through differences in language and methods for facilitating change, are both necessary for establishing equitable partnerships. Finally, different CCE models provide varying opportunities for equalizing power and creating better outcomes for the community.

Community Environmental Sustainability (CES) Hub

Objectives and Structure: In its first two years, the CES Hub worked to facilitate comparative case studies and connect actors from its two regional nodes (Ottawa and Peterborough/Haliburton) through annual meetings. Over time, the two nodes began to function as independent Hubs, each working with half of the CES Hub's allocated budget, and generating successful demonstration projects in each location. This section first reviews key achievements of the CES Ottawa Hub, followed by those of the CES Peterborough/Haliburton Hub.



CES Ottawa Hub

Impact: Central to the organization of the CES Ottawa Hub was the practice of ‘embedding’ graduate-level research assistants (RAs) in specific community-based projects to provide applied research support, and to facilitate project evaluations. This approach meant RAs enjoyed ongoing access to community participants and ensured the development, over time, of meaningful relationships. Through our partnership with Sustainable Living Ottawa East, our RAs investigated potential environmental and social sustainability strategies for the re-development of the Oblate Lands in Old Ottawa East. As a result, we expect the developer will follow through on a commitment to dedicate an entire building to environmentally sustainable and affordable rental housing, and that a senior’s co-housing unit will be realized. Through our work with the Ottawa Eco-Talent Network (OETN) a CFICE-sponsored RA helped to write the application that secured funding to hire a new Executive Director (ED) for three years. During this time, the ED is charged with finding sustainable funding so the OETN’s activities continue over the long term. The new OETN ED is now playing a major role in the CCE Brokering WG (see below).

CCE Lessons Learned: For optimal results, CCE requires adequate resources for all participants. Institutional change is also required to foster a culture of CCE, including implementing research time stipends, teaching opportunities that dovetail with community engagement and better recognition by all Tenure and Promotion committees of the legitimacy, value, and contribution of CCE. Additionally, strong senior undergraduate and graduate students should be privileged for this work and require modest stipends to ensure commitment and professionalism. Community partners also require financial support, either as salary replacement, or as unallocated core funding. Our community partners dedicate significant in-kind volunteer contributions of time, expertise and mentorship to these projects and would appreciate a return on their investment in terms of beneficial project outcomes and/or formal financial recognition of their contributions to student training, faculty research, and the enhanced public profile of the PSI involved.

CES-Peterborough/Haliburton (Ptbo/Halib) Hub

Impact: The CES Ptbo/Halib Hub established and evaluated four successful demonstration projects in its first year. In subsequent years, a longer-term view was taken project-wise, resulting in continuity for graduate student RAs, faculty, and community partners. One of these projects, ‘Active Neighbourhoods Canada (ANC)’, developed a Portrait for the Stewart Street Neighbourhood with Stewart Street residents to understand the neighbourhood, and collaboratively reimagine the space in ways that could accommodate pedestrians, cyclists, and vehicles. In another project, the RA with Abbey Gardens (Halib) created improvements for its market table at Farmers’ Markets. The RA was then approached by the Haliburton County Farmers’ Market Association to create a taxonomy of Farmers’ Markets in Ontario. These projects are part of the RAs’ graduate thesis. The immersion of the RAs provided the kind of relationship building required when working with a vulnerable population that has been marginalized by traditional planning processes and academic engagement.

“...I love working with [the broker] because she sometimes anticipates my needs before I even know what they are.”

Community-based organization participant in CES Ptbo/Halib project

CCE Lessons Learned: Our longer-term projects have been time and energy intensive. Benefits include high project relevance to community, and satisfaction with the resources enabled through CFICE, including increasing RA, community, and faculty capacity for knowledge mobilization and fundraising activities. Our projects have also demonstrated the enormous value of CCE broker organizations like the Trent Centre for Community Research, and U-Links (two of our core partners). On the campus side of CCE, the Hub worked with Trent Research Administration to further a culture of CCE in the way RAs are paid and resources directed to community partners. Through reports prepared by RAs, there is also a better understanding of the enablers and barriers experienced by faculty when taking on and being involved in CBR.

Violence against Women (VAW) Hub

Objectives and Structure: The main goal of the VAW hub has been to establish a pan-Canadian community/academic partnership that will lay the groundwork for the development of an agenda and implementation strategy for reframing the legal and public policy approach to violence against women in Canada. The documentation and assessment of the history of VAW activism in Canada has been a primary focus in the early work of the hub. On a local level the VAW Hub has funded RAs for community partner projects that were of major importance to them. The VAW Hub is overseen by a fifteen-member steering committee made up of community and academic partners. All projects undertaken by the hub are proposed by a community partner and then approved by the steering committee. The lead academic partner for the three demonstration projects to date is the Carleton-based co-lead. The academic co-lead also takes on all CFICE-related management and administrative duties to minimize the administrative and organizational demands of this CCE project on the Hub’s community co-lead and the other community partners. This particular approach to CCE is unique to the VAW Hub. (Each of the other hubs has had active community partner participation in the management and governance of CFICE as a whole.) Due to unforeseen personal circumstances, the academic co-lead of the VAW Hub was only able to provide minimal leadership for the first three years of CFICE. As a result, the VAW Hub will continue to operate as a hub, supporting demonstration projects (with budget allocated in Phase I) throughout Phase II. Several VAW Hub steering committee members are also interested in the issues being addressed by the Phase II WGs and intend to contribute if and as they can alongside the ongoing work of the VAW Hub.



Impact: Key achievements of the VAW Hub include the production of two databases. The first is the expansion of the preliminary database of missing and murdered Indigenous women (MMIW) undertaken by the Native Women's Association of Canada (NWAC). The second is a database of Canadian anti-VAW movement documents and events of the 1980s and 90s. These two pieces of community-driven research are providing access to valuable data and information from which researchers and anti-VAW advocates can develop and ground VAW policy recommendations. For example the MMIW database, and the analytic report based on the database, will inform NWAC's participation in and submissions to the forthcoming national Inquiry into MMIW in Canada. Other important outputs of VAW Hub projects include the production of video interviews with five long time Ontario VAW activists, preserving stories and experience that would otherwise be lost, and the completion and public release of a report on the implementation of the Ontario Domestic Violence Death Review Committee's recommendations (2007-2011).

“This project is providing resources and possibilities for those of us on the front lines to implement things we would like to do but don't have the resources to do. It's time in our evolution as a feminist anti-violence movement to formalize our relationships with academics in terms of documenting what we know about violence against women, but also partnering and doing more and better research that would be framed with a feminist lens.”

Leighann Burns, Harmony House (VAW Hub)

CCE Lessons Learned: One of the Hub's main lessons is that face to face meetings are absolutely critical for successful relationship building and project development. Second, there are considerable differences between how community and academic researchers view the benefits and challenges of CCE. Third, the question of who 'community' is, and who speaks for community, is a complicating factor. Finally, the disparity in resource access between community and academic researchers creates a significant imbalance in the capacity to engage in partnership work. Regardless, the 'community-first' networking and group project design in which the VAW steering committee has engaged has [re]affirmed the benefits of CCE for both academic and community-based researchers.

Knowledge Mobilization (KMb) Hub

Objectives and Structure: The KMb Hub began as a collaborative team made up of representatives from academic institutions, community organizations and (only in its early stages) the private sector. In 2013-14, the KMb Hub worked to develop a KMb Hub Theory of Change and some demonstration projects through a series of teleconferences. The intention was to continue managing projects collaboratively through teleconference and in-person meetings, however, partners had limited time to engage and in-person meetings were not viable. As a result, the co-leads (with the support of RAs) shifted to promoting effective communication among the other Hubs of CFICE, developing KM ideas and tools, supporting a major conference on CCE (C²UExpo 2015), and implementing three specific KMb Hub projects. These shifts in direction reflect the developed understanding of the 'fit' of a KMb Hub within a large action research project.

Impact: One of the key achievements of the KMb Hub is the relationship established between CACSL (the community co-lead of the KMb Hub) and one of the hub's community partners, Volunteer Canada (VC). Initially, VC led a CFICE KMb Hub project entitled 'The Role of Intermediaries in Facilitating Reciprocal Relationships between Campus and Community', the results of which have significantly informed the direction of the Phase II WG on CCE Brokering. CACSL and VC then organized a joint conference in 2014 to explore the overlaps and intersections between CSL and volunteering. This initiative led to a number of Volunteer Centres following the CFICE blog and twitter feed as well as active Volunteer Centre participation in the C²UExpo conference at Carleton in May 2015. In May 2016, CACSL and VC are again organizing a joint conference, one aspect of which will be to explore the impacts of community engagement. Several CFICE Hubs and RAs have contributed to a book project that is being prepared alongside this conference, and CFICE PC members are co-organizing sessions on effective CCE with representatives from Volunteer Alberta and other Volunteer Centres from across Canada. Another key KMb Hub achievement was the creation of 'Questing your way to a Knowledge Mobilization Strategy,' a document (and accompanying infographic) intended to share the basics of the KM approach with CFICE partners and others.

“Community power rests in connectedness to networks and individuals, in application of theory. Communities have the power to say no thereby decreasing academe's capacity to fulfill community engagement mandates. Academic power rests in sustainability, multiplicity of resources, research capacity.”

Geri Briggs, CACSL (CFICE Co-Director)

In terms of support for other CFICE Hubs, the KMb Hub designed the CFICE website and facilitated the dissemination of a weekly e-mail newsletter (CFICE Connections), which ran until late 2015 when CFICE decided to transition CFICE Connections to a monthly newsletter schedule. The Hub also worked on improving CFICE's internal communications and reducing the volume of CFICE-related emails, as well as expanding CFICE's external audience by sharing interesting research through external publications. For example, the KMb Hub's piece "What the heck is knowledge mobilization and why should I care?" was the most viewed article on ResearchImpact.ca for 2014.



Lessons Learned: By having a hub explicitly focused on KM, CFICE has developed a much deeper understanding of what KM is and what it looks like and has communicated this knowledge internally and externally. Key lessons include the fact that successful KM starts with building relationships, focuses on demand-driven KM products, and works to develop effective networks. Further, a KM practitioner is a strategic mobilizer rather than a content provider. Finally, KM consists of all the actions and products that support research that is useful and used, from community engagement activities to knowledge co-creation and dissemination. We have endeavoured to take these lessons to heart in how we communicate CFICE's work, especially as we move into Phase II.

CFICE Knowledge Mobilization

From the list of CFICE outputs submitted with this report, it is clear that each of the Hubs has undertaken a range of knowledge mobilization activities. These include presentations at a variety of meetings and conferences, organizing webinars, preparing blogs and more. As of December 2015, key reports and other outputs are gradually being uploaded to our redesigned website (<https://carleton.ca/communityfirst/>). We have also increased our generation of short pieces about CFICE, geared for a general audience.

CFICE's most significant cross-project knowledge mobilization event was C²UExpo 2015, held at Carleton University in May 2015. This Canadian-led international conference was designed to showcase the best practices in CCE worldwide and was attended by 350 people from 27 different countries. CFICE was a core sponsor and a key partner of C²UExpo 2015 (the official host was Carleton University). We played a role on the conference secretariat and the conference coordinator was paid and managed by CFICE through the KMB Hub. CFICE PC members organized a major conference plenary that featured presentations by core community partners from each of CFICE's hubs. The PC also ran a participatory workshop designed to solicit feedback on our proposed WG directions for Phase II. CFICE participants also gave several other presentations during C²UExpo. To date, C²UExpo was the most 'international' of our efforts. This addressed a potential weakness of our proposal (Canada-centrism), as identified by the SSHRC Expert Panel. While we will retain a Canadian focus (as this is the area where we expect to have a sustained impact), we will also target specific international KM opportunities in Phase II.

CFICE Evaluation

In our initial application to SSHRC, a range of evaluation approaches were mentioned because each of our co-leads had experience with different tools. In Phase I, hubs employed various approaches for collecting evaluation data [e.g. the PR Hub used Most Significant Change stories; the CES Peterborough Hub relied heavily on "Social Analysis Systems" tools developed by Chevalier and Buckles (2008)]. We have also endeavoured to use some common approaches. As an overall planning and evaluation tool, we developed, and over time revised, a project-wide Theory of Change (see Appendix I for the most recent iteration). This has been important for ensuring that our activities line up against intended outcomes, and for thinking through how to measure planned outcomes.

In response to our initial application, the SSHRC Expert Panel asked for stronger measurable outcomes (quantitative and qualitative) and noted a lack of clarity about how we would track and measure activities and outcomes. During Phase I, the Secretariat developed elaborate tracking systems for activities (a quarterly reporting structure for hubs, and similar for future WGs) as demonstrated by the lists in the attached quantitative reports. Over the course of 2016, the EA WG is working with a volunteer team of graduate students from Carleton's Diploma in Program Evaluation to define indicators and develop an evaluation process that will help us test and revise the CFICE Theory of Change throughout Phase II.

In 2014, we realized that evaluation processes across our hubs and demonstration projects were being carried out unevenly. In response, we developed an Evaluation Subcommittee, and in early 2015, we pulled together an overview of the evaluation work accomplished across CFICE to date. The subcommittee then developed a common set of project and hub-level evaluation questions to guide all CFICE-related evaluation processes in year 4 (2015-16) of the project (see Appendix VI). In 2016, the EA WG will gather and analyze the results of year 4 evaluations. This WG will also continue the Evaluation Subcommittee's work on comparing the strengths and limitations of the various Hub models in terms of their impact on community change efforts—a process that began in the summer of 2015 with the development of hub diagrams and significant change stories and that has continued with the preparation of a book chapter to be published in May 2016 (see Andrée et al. forthcoming). This cross-hub comparison work is expected to culminate in the co-production of a special issue of the Michigan Journal of Community Service Learning (a CFICE partner), to be published in 2017, and through the development of various non-academic outputs. A book project is also under consideration.

Finally, in Fall 2015 the Evaluation Subcommittee hired an external facilitator and an evaluator to help us refine our Theory of Change. The external evaluator's report provided constructive criticism which we are using to adapt our plans for Phase II. In response to that report, we are working to: 1) ensure that the activities and outcomes of the VAW Hub (the only hub that will continue) will be integrated with the work of the WGs; 2) clarify how we will be implementing the lessons from Phase I CCE projects to achieve a broader impact on policies and practices across a number of PSIs, funding bodies and CBOs across Canada; and 3) identify the right balance (in Phase II) between continued community-based work (critical to maintaining certain partnerships) and our efforts to effect systemic changes to CCE policies and practices. In the winter of



2016, we have been actively working on these issues, using our Theory of Change (Appendix I) as the focus of discussion to help us clearly define our work and priorities.

Lessons about Effective CCE and the Transition to Phase II

What have we learned about maximizing value for CBOs in CCE? While we have not yet analyzed all Phase I data, it is clear that there are some common lessons across the hubs about how to maximize the community impact of CSL and CBR in particular (Andrée et al. forthcoming). These include: the value of developing participatory, horizontal (Zusman 2004) relationships between academics and CBO representatives; the importance of “boundary spanning” (Paton et al. 2014; Weerts and Sandman 2010) and developing the skill sets of academics and community members to serve in this role (Nelson et al. 2005); the importance of creating and refining ‘pathways to community engagement’ for students (and concomitant ‘pathways for campus engagement for community organizations) that gradually lead to more immersive experiences entailing greater responsibility; the high potential for community impact from community-driven (though sometimes resourced by PSIs) CCE brokerage mechanisms (e.g. Trent Community Research Centre); and the importance of being transparent about, and addressing where possible, power differentials among partners (Levkoe et al. forthcoming). This final point entails thinking carefully about how emerging approaches to working collaboratively with Indigenous communities in Canada (as found in SSHRC’s 2015 guidance on this subject) can be modified to guide CCE with marginalized communities in general. We have also learned that we must find ways to ensure CBOs are treated fairly by PSIs through, for example, the timely movement of funds for CBR projects. Finally, our research reaffirms the critical role of PSI buy-in for supporting effective CCE through, for example, tenure and promotion standards that reward this work. It is clear that many of our results to date broadly track the literature on CCE; this is reassuring. Learning these and other collective lessons in Phase I has been important for strengthening the experiential knowledge of our partners for the work ahead. Our next task is to more clearly delineate our unique ‘Community First’ contributions to the many national and international conversations that are now taking place about how to institutionalize CCE.

Phase II Working Groups

Starting in January 2015, we began a process to pool our Phase I data on CCE, and narrow in on a priorities to take forward into Phase II. We then organized these priorities into the work of the four cross-sector working groups below. Each WG is now in a planning process (to June 2016) with the CCE brokerage and Partnership Tools WGs developing plans together.

Aligning Institutions for Community Impacts (co-led by Prof. Patricia Ballamingie from Carleton University)

The Aligning Institutions WG will address barriers to effective CCE at PSIs, CBOs, and funding agencies (including governmental bodies and private foundations). This will include a focus on the following three activities: First, the Carnegie Foundation’s Community Engagement Classification is the leading framework for assessing CCE in more than 240 U.S. universities and colleges. However, this classification system has been called a “hollow shell” because it is not grounded in community outcomes (Khanenko-Friesen and Stoecker, 2015). Given the need for institutional change to support and facilitate CCE, we intend to develop a modified ‘Community First’ framework geared and adapted to the Canadian context and pilot it at four of five institutions across Canada. This will provide a baseline evaluation, and will help identify and prioritize desired institutional changes. Second, we intend to convene high-level discussions among funders (e.g. SSHRC and private foundations), university research offices (alongside academics and community partners who have had to work through these issues) on the topic of how to ensure CBOs are respected in CCE funding. Finally, this WG hopes to leverage funds for a Post-Doctoral Fellow to critically assess the current state of CSL programs in Canadian post-secondary institutions.

Community First Partnership Tools and Practices (co-leads: Natasha Pei from Vibrant Communities Canada, John Marris from Trent Community Research Centre, Prof. Stephen Hill from Trent University)

A number of tools already exist for supporting CCE, from draft memoranda of understanding, to processes for peer-reviewing community-based outputs (e.g. <https://ccph.memberclicks.net/toolkits-databases>). This working group intends to identify—from our emerging ‘community first’ perspective—and then fill key gaps in the protocols and supports available to community and academic practitioners of CCE. In keeping with CFICE’s ethos, we will continue to undertake this work with our community-based partners, including some of those established in Phase I through the PR and CES hubs. The products developed by this WG will inform and be tested by the CCE Brokering group (below), through their two brokerage pilots. This WG will focus on the development of a community-first CCE policies and practices handbook, including training modules designed to support student ‘pathways to community engagement.’ It will also develop evaluation tools to assess a CBO’s preparedness to participate in a CCE research partnership and to measure whether or not their current partnership is working (and how to renegotiate it, or ‘walk away’, if it is not).

Community-Campus Engagement Brokering: (co-leads: Jason Garlough, Eco-Talent Network of Ottawa, Dr. Charles Levkoe, Wilfred Laurier University, Prof. Emerita Elizabeth Whitmore, Carleton University)

Building on the lessons we have learned about brokering in Phase I, the CCE Brokering WG seeks to understand how successful community-driven brokerage models work to support relationships between academics and community groups. Through comparative research on different brokerage models, a review of CFICE’s lessons, and an environment scan, the WG will identify best practices for establishing and maintaining productive CCE brokerage partnerships that are both grounded in



community (i.e. community first) and that address the power relationships inherent in CCE (a priority for PSIs). From this research, the CCE Brokering WG will support the development of two community-driven pilot projects, each of which is seeking external resourcing for long-term sustainability. The first pilot will work on a Pan-Canadian food sovereignty brokerage platform and the second on a multi-sector/multi-PSI initiative in the Ottawa region. True to our community-first principles, the national brokering mechanism was first suggested by CFS partner organizations in Phase I (e.g., FSC/RAD and CAFS/ACÉA). Building on the work of the CFS hub, the Food Sovereignty pilot will pay specific attention to approaching their work with Indigenous communities through a decolonizing frame. The local pilot, based in the Ottawa area, will work with a broad range of organizations grounded in communities that currently have limited ways of participating in CCE (e.g. Ottawa Eco-Talent Network). This WG also intends to gather and share brokering resources and our experiences with CCE practitioners across Canada and globally.

CFICE Evaluation and Analysis (EA): (Peter Andrée, Carleton University, Nicole Bedford, CFICE Secretariat)

The EA WG's role in years 5-7 will be to support the evaluation efforts of the CFICE project. Details of this WG's work can be found above in the Evaluation section. In brief, this working group will: continue to coordinate the year 4 evaluations; plan a CCE symposium for early 2017 where representatives from the Hubs (including, in particular, community representatives) will work together to analyze the year 4 research results; collectively prepare a special issue of the Michigan Journal of Community Service Learning based on these results; continue to work through other media (infographics, webinars, etc.) to share our insights broadly among the communities interested in CCE.

Beyond CFICE

The anticipated legacy of CFICE beyond 2019 is best summarized in relation to the project's six overarching goals:

1) Strengthened public policies and programs in critical areas: Our Hub summaries above document some of the impacts that CFICE has already had in our four key sectors of Phase I activity. Many of the partnerships that we have enabled or supported through CFICE will continue to find ways to collaborate moving forward. In specific cases, such as the partnerships in the Ottawa and the National Food Sovereignty brokerage pilots, Phase II will provide a firm footing, including identifying and securing the financial and organizational resources needed, for continuing the work long-term. In the case of the Food Sovereignty pilot, which is being designed to inform efforts to establish a National Food Policy in Canada (as promised by Canada's new government), we anticipate that this work will have a direct sectoral policy impact into 2019 and beyond.

2) Strengthened capacity of CBOs: It is clear that we will leave a legacy of increased capacity for CCE within our core community partner organizations, and in many of the 60+ organizations who have partnered on specific projects. We also know that, as a result of our strengthened communications efforts (which we track), the lessons of our work are already informing a cross-section of other interested CBOs. By the close of Phase II, we will capitalize on our growing network to widely share the new tools, guidelines and protocols that will be developed by the Partnership Tools and Practices WG.

3) Enhanced partnership performance of universities and colleges: Our impact is already being felt most strongly in the institutions where CFICE has had a critical mass of activity such as Carleton University and Trent University. The plans of the Aligning Institutions WG regarding an adapted 'Carnegie' framework will ensure that another 2-3 PSIs from across Canada will also be heavily implicated in our work on PSI reform. By 2019, additional institutions that currently host CSL programs will also be involved in our Phase II work by participating in our national CSL program evaluation.

4) More appropriate and sustained partnership performance by governments and foundations: Through the Aligning Institutions WG (building on data provided through the EA WG) by the end of CFICE we hope to encourage provincial governments (ministries of education and training), federal research bodies and private foundations in Canada to: a) understand and appreciate the tremendous value of community contributions to CCE and thus the need for more active financial support; and b) alter their policies and practices to reduce the administrative burden of CCE on CBO participation. We will also create, share, and track the responses to detailed proposals outlining how high quality CCE can be funded in Canada to achieve greater impacts for communities, students, PSIs and governments.

5) Strengthened pan-Canadian networks: By successfully holding C²UExpo, we have already strengthened the interconnections between CCE practitioners and networks in Canada. We intend to continue to engage with key Canadian networks (CBRC, CUExpo) and International networks (living knowledge networks, CCPH) over the lifetime of the project and beyond. (Whether CFICE itself morphs into a new umbrella organization that continues to model and encourage community-driven forms of CCE remains an open question for us at this stage, but that is a possibility.)

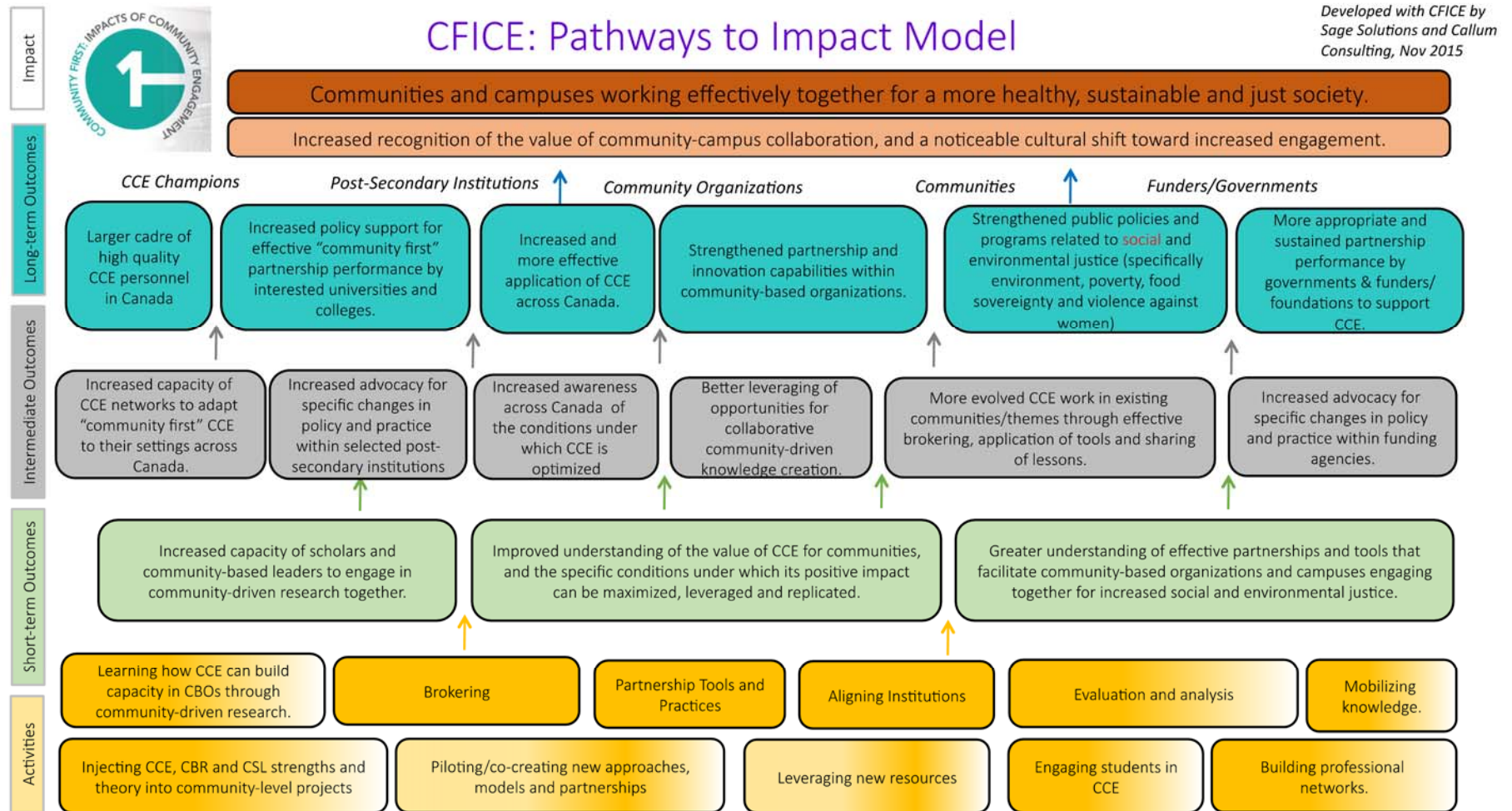
6) A critical mass of multi-generational leaders: Through the hundreds of individuals (from students to academics and community leaders) already connected to CFICE, and the hundreds more to come, we know we will have encouraged a wide array of students, community researchers, academics and others to better understand what adopting 'community first' approaches to CCE entails in policy and practice. This will be our foremost legacy.



References cited

- Andrée, P., Ballamingie, P., Bedford, N., Changfoot, N., Levkoe, C., and Schwartz, K. (forthcoming). 'Community First' Approaches to Community-Campus Engagement. C. Gallop (Ed). Community Service Learning and Community Engagement: Impact for Sustainability. Mount Royal University, Calgary.
- Andrée, P., Chapman, D., Hawkins, L., Kneen, C., Muehlberger, C., Nelson, C., et al. (2014). Building Effective Relationships for Community-Engaged Scholarship in Canadian Food Studies. *Canadian Food Studies / La Revue Canadienne Des Études Sur L'alimentation*, 1(1), 27-27.
- Bortolin, K. (2011). Serving ourselves: how the discourse on community engagement privileges the university over the community. *Michigan Journal of Community Service Learning*, 18(1), 49-58.
- Cronley, C., Madden, E., and Davis, J.B. (2015). Making service-learning partnerships work: listening and responding to community partners. *Journal of Community Practice*, 23(2), 274-289.
- Dragicevic, N. (2015). Anchor Institutions. Mowat Research No. 109. <http://mowatcentre.ca/anchor-institutions/> (accessed October 27, 2015)
- Lauren Kepkiewicz and Charles Levkoe. 2015. Towards Decolonizing Community Campus Engagement. A Working Paper for Community First: Impacts of Community Engagement. November 3 (unpublished manuscript)*
- Khanenko-Friesen, N., and R. Stoecker. (2015). Conversation with Randy Stoecker, University of Wisconsin-Madison. *Engaged Scholarship Journal* 1 (1): 193-198
- Levkoe, C. Z., Brial, S., and Daniere, S. (2014). Engaged Pedagogy and Transformative Learning in Graduate Education: A Service-Learning Case Study. *Canadian Journal of Higher Education*, 44(3), 68-85.
- Nelson, C.H., Stadey, M., & Lyons, A. (2005). Community-academic research partnership: A key recipe for food security. In A.M. Kirbyson (Ed.), *Recipes for Success: A Celebration of Food Security Work in Canada*. Winnipeg: Social Planning Council of Winnipeg. 27-31
- Paton, V., Reith, C. and Harden, K, Abaurre, R. and Tremblay, C. (2014) 'Boundary Spanning: Engagement Across Disciplines, Communities, and Geography' in *Journal of Higher Education Outreach and Engagement*, 18 (3): 1-18.
- Preskill, H., Parkhurst, M., and Splansky Juster, J. (2015). Guide to Evaluating Collective Impact. Collective Impact Forum/FSG Consulting.
- Schwartz, K., Weaver, L., Pei, N., & Miller, A. (2016), Community-Campus Partnerships, Collective Impact and Poverty Reduction, *Community Development*, published online 22 Jan 2016, <http://www.tandfonline.com/doi/full/10.1080/15575330.2015.1128955>
- Stoecker, R., and Tryon, E.A. (2009). *The unheard voices: community organizations and service learning*. Philadelphia: Temple University Press.
- Tamarack (2015). Accelerating Community change with Collective Impact. <http://events.tamarackcommunity.ca/collective-impact-halifax>
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1).
- Ward, K., and Wolf-Wendel, L. (2000). Community-centered service learning: moving from doing for to doing with. *American Behavioral Scientist*, 43(5), 767-780.
- Weerts, D. J. & Sandmann, L. R. (2010). Community engagement and boundary spanning roles at public research universities. *Journal of Higher Education*, 81(6), 632-657.
- Zusman, Perla. (2004). Activism as a collective cultural praxis: challenging the Barcelona urban model. In, Duncan Fuller and Rob Kitchin (eds.), *Radical Theory/Critical Praxis: Making a Difference Beyond the Academy*. Vernon and Victoria: Praxis (e)Press,, 132-46

Appendix I - Theory of Change: CFICE "Pathways to Impact" Model





Appendix II - CFICE Steering Committee Members

Katherine Graham, Academic Co-Chair, Professor Emerita, Carleton University

Tim Simboli, Community Co-Chair, Executive Director, Canadian Mental Health Association - Ottawa Branch

Geri Briggs, CFICE Co-director, Executive Director, Canadian Alliance for Community Service-Learning (CACSL)

Peter Andrée, CFICE PI, Associate Professor, Carleton University

Stephen Huddart, President and CEO, The J.W. McConnell Family Foundation

Kim Matheson, Director, Canadian Health Adaptations, Innovations, and Mobilization (CHAIM) Centre, Carleton University

Jane Trakalo, Chair of the Community Studies department, Algonquin College

Jill Wyatt, Vice President, Community Investments & Collaborations, United Way Calgary

Abigail Moriah, Associate Development Manager, Toronto Community Housing

Lee Rose, Director of Community Knowledge, Community Foundations of Canada

Tessa Hebb, Director, Carleton Centre for Community Innovation (3ci)

Sandra Crocker, Associate Vice-President (Research Planning and Operations), Carleton University



Appendix III - CFICE Program Committee Members (November 2015)

Peter Andrée, Principal Investigator, CFICE Co-Director, and Evaluation and Analysis WG Co-Lead (interim) (Associate Professor, Department of Political Science, Carleton University)

Geri Briggs, CFICE Co-Director and Knowledge Mobilization Co-Lead (Director of Canadian Alliance for Community Service Learning)

Charles Levkoe, Community Food Security Hub Academic Co-Lead and CCE Brokering Academic Co-Lead (Post-doctoral Fellow, Centre for Sustainable Food Systems, Wilfred Laurier University)

Patricia Ballamingie, Community Environmental Sustainability Hub Academic Co-Lead and Aligning Institutions WG Academic Co-Lead (Associate Professor, Department of Geography and Environmental Studies, Carleton University)

John Marris, Community Environmental Sustainability (Peterborough-Haliburton) Hub Community Co-Lead and Community-First Tools WG Community Co-Lead (Executive Director, Trent Community Research Centre)

Nadine Changfoot, Community Environmental Sustainability (Peterborough-Haliburton) Academic Co-Lead (Associate Professor, Political Studies Department, Trent University)

Cathleen Kneen, Community Food Security Hub Community Co-Lead (Former Director of Food Secure Canada)

Diana Majury, Violence Against Women Hub Academic Co-Lead (Professor, Department of Law and Legal Studies, Carleton University)

Kim Pate, Violence Against Women Hub Community Co-Lead (Executive Director, Canadian Association of Elizabeth Fry Societies)

Karen Schwartz, Poverty Reduction Hub Academic Co-Lead (Associate Dean of Research, Faculty of Public Affairs, Carleton University)

Natasha Pei, Poverty Reduction Hub Community Co-Lead and Community-First Tools WG Community Co-Lead (Community Animator, Vibrant Communities Canada)

Bessa Whitmore, Knowledge Mobilization Hub Academic Co-Lead and CCE Brokering WG Academic Co-Lead (Professor Emerita, Department of Social Work, Carleton University)

Jason Garlough, CCE Brokering WG Community Co-lead (Executive Director, Eco-Talent Network of Ottawa)

Stephen Hill, Community-First Tools WG Academic Co-Lead (Associate Professor, School of the Environment, Trent University)

Amanda Sheedy, CCE Brokering WG Community Co-Lead (Director of Development and Engagement, Food Secure Canada)

Nicole Bedford, Project Manager, Communications Coordinator and Evaluation and Analysis WG Co-Lead (interim)



Appendix IV - CFICE Phase I Demonstration Projects

Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Community Environmental Sustainability	CES12-1	Establishing the Potential for “Deep Green” Development of the Oblate Lands in Old Ottawa East	Sustainable Living Ottawa East (SLOE), OECA	Carleton University	This project researched and developed a business case (and other products) on ways to maximize environmental, social, and cultural sustainability and vitality in the development of a 12 hectare property in Old Ottawa East (currently owned by the Oblates of Mary Immaculate and the Sisters of the Sacred Heart). The business case was presented to the developers with the hope that some, if not all, the site-appropriate sustainability infrastructure and design options would be incorporated into the final development design.	Case Study Workshops Policy Briefs Business Case Analysis Targeted funding recommendations / proposals
Community Environmental Sustainability	CES12-2	Regional Approaches to Environmental, Social and Economic Innovation	COIN	Trent University	This project researched governance models for 'centres for social, environmental and economic innovation'; completed a market needs assessment for the establishment of a Peterborough Centre for Social Innovation (PCSI); and documented the parallels between movements to create two similar centres for social, environmental and economic innovation in the Peterborough and Haliburton regions.	Case Study 'Knowledge mobilization' stakeholder workshop
Community Environmental Sustainability	CES12-3	Community-University Partnerships in Strategic Planning	U-Links	Trent University	This project studied the ways in which CCE contributes to strategic planning in environmental organizations. The project provided funding to hire RAs to work collaboratively with Haliburton Highlands and Abbey Gardens on projects that further developed Haliburton Highlands' plan to protect the natural heritage of Haliburton County and Abbey Gardens Community Trust's plan to secure agriculture, energy and financial sustainability for Haliburton County.	Evaluation of CCE partnerships, projects, experiences Case Study
Community Environmental Sustainability	CES13-1	Evaluation of Year One	Trent Community Research Centre	Trent University	This project conducted evaluation activities for Year One demonstration projects for CES Peterborough-Haliburton. It involved a literature review and focus group comprising participatory action research methods, including "free list, pile, and sort" and "force field" to hear the degree of satisfaction and impact of faculty and graduate research assistant support provided to demonstration projects.	Report
Community Environmental Sustainability	CES14-1	1) Barriers and Opportunities for Community Partners and 2) Enablers and Barriers for CES at Trent University	Trent Community Research Centre	Trent University	The project supported the development of a literature review on enablers and barriers for community partners involved in CES, as well as a literature review on enablers and barriers for faculty regarding their involvement in CES. This project also provided funding for a focus group with Trent faculty who are involved in CES.	Literature review



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Community Environmental Sustainability	CES14-2	OETN (Ottawa Eco-Talent Network) - Business Plan Development and Implementation	Ottawa Eco-Talent Network (OETN)	Carleton University	This project conducted research on how to increase the OETN's CCE engagement with local post-secondary institutions. The project also provided the OETN with research assistant capacity to assist with the development of the organization's website and engagement strategy, and to provide key support in the development of a Trillium grant. With the RA's support, the project won a Trillium grant that will support an OETN Executive Director for three years.	Successful grant application OETN Website design Evaluation and training package for OETN Report on project clients and students MOUs with two PSIs
Community Environmental Sustainability	CES14-3	CES Database/Batawa	Batawa Development Corporation	Carleton University	This project funded the development of a community environmental sustainability (CES) activities database to facilitate collaboration across faculties and disciplines at Carleton University. The database provides information on key Carleton University CES faculty members and CES-related activities and research being conducted on Carleton University's campus. This project also provided funds for an RA to conduct an analysis of the partnership between Carleton University and the Batawa Development Corporation.	Database Report on Carleton-Batawa partnership
Community Environmental Sustainability	CES15-4	Active Neighbourhoods	GreenUP	Trent University	This project supported the efforts of the Active Neighbourhoods Canada project by working with low-income residents of a Peterborough neighbourhood to increase their engagement in a community planning process around redeveloping public space. This redevelopment includes reimagining spaces in ways that accommodate pedestrians, cyclists, and vehicles.	Report Project brief/Summary Meetings Conference presentation Resources and tools
Community Environmental Sustainability	CES15-4KM	Active Neighbourhoods, KM component	GreenUP	Trent University	This project supported the knowledge mobilization efforts of the Active Neighbourhoods project, including providing funding for neighbourhood meetings, resources and tools, and knowledge dissemination (e.g. attendance at ProWalk ProBike ProPlace conference).	Meetings Conference presentation Resources and tools Infographic Summary articles
Community Environmental Sustainability	CES15-5	Influencing the "Deep Green" Development of the Oblate Lands in the Old Ottawa East (Year 3)	Sustainable Living Ottawa East (SLOE)	Carleton University	In collaboration with Regional Group and Enbridge representatives, this project funded a workshop on low impact development (LID) (i.e. developing affordable housing with a high level of energy efficiency). The workshop encouraged the developer of Greystone Village (an 11 hectare property in Old Ottawa East), the City of Ottawa, and RVCA staff to develop LID opportunities and prepare a District Energy Systems business plan for the Greystone Village property. This work will hopefully lead to the development of housing that is both affordable and "green."	Evaluation report Workshops Infographics Design plans/ Business Case analysis



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Community Food Security	CFS13-2	Models of Community University Collaboration in Waterloo Region	Region of Waterloo Public Health	University of Waterloo	This project provided funding for research on how organizations can play the role of catalysts in the development of healthy local food systems. The study documented ad hoc models, key roles of participant organizations, and organic processes of CCE in the creation of a healthy local food system in Waterloo Region.	Case study Workshop Major paper
Community Food Security	CFS13-3	Local Food Multipliers in Northern Ontario	The Food Security Research Network; the North Superior Workforce Planning Board	Lakehead University	This project partnered with a marketing class at Lakehead University to investigate local food production supply, demand, and its multiplier effect on the workforce throughout the economy in Northwestern Ontario. The project also worked with two social work classes at Lakehead University, the Food Security Research Network, and local food producers and processors to co-develop community capacity building practices with respect to food production and distribution.	Agriculture Workforce Multiplier Effect Study Report + poster/infographic Community Food Gatherings report
Community Food Security	CFS13-4	Cross-Cultural Food Networks: Building and Maintaining Inclusive Food Security Networks to Support Indigenous and Non-Indigenous Communities	BC Food Systems Network	University of Victoria	This project studied enablers and barriers to cross-cultural dialogues between the BC Food Systems Network (and food movement) and Indigenous and non-Indigenous networks, projects, organizers, and agencies. The project outlined the successes and challenges of building cross-cultural relationships around the unifying need for adequate, just, healthy, culturally-appropriate food, providing both researchers and community organizers with tools and ideas for developing more meaningful and effective cross-cultural collaborative projects.	Report BC Food Systems Network workshop CAFS Workshop (June 2013) Theory of Change
Community Food Security	CFS13-5	Campus Food Initiative Study	Meal Exchange	Ryerson University	This project analyzed successful food projects on Canadian campuses to determine the elements that make a campus project successful across campuses, and across projects. The project interviewed project coordinators/leads (including students, faculty, and staff who have been involved in an initiative) to identify enabling factors and obstacles to on-campus and off-campus partnerships in campus food projects.	Final Report
Community Food Security	CFS14-1	Community Food Assessment in Regina	Community Food System Steering Committee; the Health Promotion Department of Regina Qu' Appelle Health Region; Regina Education and Action on Child Hunger (REACH)	University of Regina	This project examined the partnership between the Regina Community Food System Steering Committee and the University of Regina, and carried out action research to expand this partnership in mutually beneficial ways	Report Conference presentation Webinar



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Community Food Security	CFS14-2	A Developmental Evaluation to Explore a Budding Community/Academic Collaboration Examining How Offenders and Ex-Offenders Facilitate a Healthy, Sustainable Community Food System	Long-term In-mates Now in the Community (LINC); Correctional Service of Canada; District of Mission, BC	School of Nursing, University of British Columbia	Through a collaboration between L.I.N.C. and CRIHHI (UBC's Critical Research in Health and Healthcare Inequities), this project examined the impacts of the food provision system on the food relationships of individuals transitioning out of incarceration. This study also looked at the social and cultural barriers and facilitators of relationships between campus and community to determine how existing community-campus relationships may be fostered to maximize the value for all stakeholders.	Report Webinar Workshop
Community Food Security	CFS14-3	The Seed Community Food Hub	Guelph & Wellington Task Force for Poverty Elimination; the Food Access Working Group of the Guelph-Wellington Round Table	the Research Shop, Community Engaged Research Institute, University of Guelph	This project supported a developmental evaluation of the Research Shop's collaborative work on community food security in Guelph-Wellington to date and supported the development of The Seed--a type of community food hub--in Guelph-Wellington.	Workshop Evaluation report
Community Food Security	CFS14-5	Edible Campus	Santropol Roulant	Department of Architecture and Facilities Department, McGill University	The Edible Campus project provided funding to evaluate Santropol Roulant's edible campus partnership with McGill University's School of Architecture, which features an on-campus, "live classroom" community garden housed by the university. The evaluation supported the partnership in clearly articulating the impacts, potential, and possibilities for replication and scaling up of the Edible Campus program.	Report
Community Food Security	CFS14-6	Planning for Change: Community Development in Practice	Sustain Ontario: The Alliance for Healthy Food and Farming; Food Secure Canada	University of Toronto	This project funded a partnership project between a University of Toronto graduate service learning course and Sustain Ontario's People's Food Policy (PFP) group. The project focused on exploring ways to improve the PFP's influence on provincial and federal policy food initiatives by deepening the evidence base for their work.	Report Funding proposal (successful) Academic paper Conference presentations
Community Food Security	CFS15-1	Sharing the Table Manitoba	Sharing the Table Manitoba	University of Manitoba	This project supported research conducted by Sharing the Table Manitoba on the role of government regulations, policies and programs in shaping the development of local sustainable food systems in the Province of Manitoba. The resulting report was shared with government offices, including Manitoba Agriculture Food and Rural Development (MAFRD), to encourage the development of food-related policies and programs that increase community food sovereignty in the province.	Report Conference presentation



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Community Food Security	CFS15-2	Paying for Nutrition	Food Secure Canada	Mt. St. Vincent University, Lakehead University	This project brought together key partners to renew the work by the Northern Food Basket on food costing in Northern Canada so that food costing numbers accurately reflect the reliance on traditional / country foods to meet food needs. Food costing involves gathering the prices of different foods to assess the cost of eating a basic healthy diet. This work will support food sovereignty activism in Northern Canada towards the development of better and more realistic food policies.	Evaluation Report Conference presentation
Community Food Security	CFS15-3	Revisiting the Cross-Cultural Food Networks: Building and Maintaining Inclusive Food Security Networks to Support Indigenous and Non-Indigenous Communities	Lauren Kepkiewicz, Abra Brynne	CFS Hub Management Team, BC Food Systems Network	This project will revisit the Cross-Cultural Food Networks: Building and Maintaining Inclusive Food Security Networks to Support Indigenous and Non-Indigenous Communities project and move that work forward.	
Knowledge Mobilization	KMB14-1	Embracing community outcomes: Using student engagement as knowledge mobilization	Lifecycles; Cool Aid; WIN House; TAPS; the Intercultural Association	University of Victoria	In collaboration with several community partners and the University of Victoria, this project examined student experiences of community campus engagement, and specifically looked at how student engagement can enhance knowledge mobilization efforts for, and between, communities, students, and universities.	Case Study Conference presentation Research paper
Knowledge Mobilization	KMB14-2	The Role of Intermediaries in Facilitating Reciprocal Relationships between Campus and Community	Volunteer Canada	University of Ottawa	Volunteer Canada and the University of Ottawa's Centre for Global and Community Engagement explored the theme of reciprocal community-campus relationships and the role that intermediary organizations play in facilitating these mutually beneficial connections. This project involved the development of a background paper, two round-table discussions, and a guide on "brokering" for these intermediary organizations.	Literature review of brokering 2 Round Table discussions Brokering guide
Knowledge Mobilization	KMB14-3	Regenerating Community Sustainability through Student Engagement	Various community organizations connected with McMaster University	McMaster University	In collaboration with the McMaster Centre for Engineering and Public Policy, this project deployed students in community organizations around the greater Toronto area (including Hamilton) to work collaboratively on overcoming challenges to regenerating livable cities. Urban regeneration (also known as urban revitalization) entails improving physical and economic structures in city neighbourhoods to fight urban decline. Through this project, CFICE sought to develop models of sustainable community capacity building.	Case study



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Knowledge Mobilization	KMB14-4	Closing the Loop: A Ravens' Den Proposal	Various community organizations connected with the Spratt School of Business	Spratt School of Business Carleton University	This project developed an evaluation framework to study the experiences of community partners involved in a community-engaged learning project with the Carleton University Spratt School of Business. The project collected community partner feedback on the conduct of Spratt students, the value of their involvement in the project, and their use of student recommendations. From this feedback, the project generated recommendations for improving both student and instructor involvement in community-engaged pedagogy, and developed "success stories" to help promote Spratt's community-engaged learning project.	Evaluation report
Poverty Reduction	POV13-1	Student Attitudes to People Living in Poverty	Opportunities Waterloo	Laurier University	This project conducted a survey with Laurier University students to identify deep-seated implicit attitudes towards Canadians living in poverty. The research also sought to identify how the university could "shift" these attitudes and encourage students to engage in new behaviours, with the potential impact of influencing policy makers and politicians to enact legislation that significantly reduces the poverty level in Canada.	
Poverty Reduction	POV13-2	Review of Promise Partnership Initiative	Vibrant Communities Saint John	University of New Brunswick, Saint John	Vibrant Communities Saint John in partnership with University of New Brunswick Saint John (UNBSJ)'s Promise Partnership Initiative, developed a framework to promote the potential benefits of the Promise Partnership Program. This work entailed reviewing the many partnerships and collaborations through the programs offered under Promise Partnership UNBSJ and determining who has been impacted (and how) by the Promise Partnership Program.	
Poverty Reduction	POV14-1	Shifting Societal Attitudes Research Project	Opportunities Waterloo	Laurier University	This research project built on the 2013 'Student Attitudes to People Living in Poverty' project by revising the research instruments and methods used for data collection in order to develop a community-specific survey. The project used the revised tools to complete a survey in the Waterloo community in order to identify the community's attitudes towards Canadians living in poverty. From this survey, the project designed and refined strategies for "shifting" these attitudes.	Case study Workshop Major paper Tool kit
Poverty Reduction	POV14-2	Face to Face Meeting of the Poverty Hub Partners	Liz Weaver	Vibrant Communities	The purpose of this meeting is to gather representatives from CFICE's Poverty Reduction Hub to review the past year of the project, understand successes and barriers, identify best practices, continue the conversation about the models of community campus engagement that we proposed and look at steps forward for the next year of the project.	CCE Models Handbook



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Poverty Reduction	POV14-3	Living Wage from the Employees' View	Hamilton Roundtable for Poverty Reduction	McMaster University	This project began by partnering with McMaster University's DeGroote School of Business to conduct a literature review of living wage practices and outcomes. The project then designed and implemented studies -- the first entailed interviewing employers in the Hamilton community regarding the practical experiences and barriers to implementing a living wage; the second entailed interviewing employees to determine their perceptions and experiences with a living wage and the impact it had on their employment (performance and satisfaction) and quality of life.	Journal Article Conference presentation Book chapter
Poverty Reduction	POV14-4	Focus Groups on the Models of Community-Campus Engagement	Vibrant Communities Canada	Carleton University	A proposed gathering in Spring 2014 to convene a "Gathering of Cities Reducing Poverty" - approx. 50 members of Vibrant Communities Canada will gather together to learn and reflect on model relationships of Community-Campus Engagement.	CCE Models Handbook
Poverty Reduction	POV14-5	Best Practices in Implementing a Living Wage Policy	Vibrant Communities	Carleton University, School of Social Work	This project compiled and analyzed the experiences of Living Wage advocates across Canada to suggest best practices on how to convince businesses to implement the Living Wage policy. This project's goal was to: give cohesion to the Living Wage movement, guide practices for communities appealing to businesses, and add to the base of information on the real challenges and solutions to the Living Wage policy.	Webinar Journal article Classroom presentations CASWE conference presentation
Poverty Reduction	POV14-6	Living Saint John Social Renewal Strategy	Living Saint John	University of New Brunswick Saint John	Since 2012 community stakeholders in Saint John have been developing public will and a community process to define the social priorities for Greater Saint John. This project provided Living Saint John with increased capacity to oversee a community consultation effort to produce and implement a social renewal strategy that clearly identified and championed the most significant social priorities for reducing poverty in the greater Saint John area. This strategy included strategic actions and investments, measurable targets, and an overall collective responsibility for results that lead to an improved quality of life for families, particularly vulnerable families.	Social renewal strategy/common agenda
Poverty Reduction	POV14-6KM	Living Saint John Social Renewal Strategy - Knowledge Mobilization Support	Living Saint John	University of New Brunswick Saint John	This project supported the knowledge mobilization efforts of the Living Saint John Social Renewal Strategy project, including providing funding for meetings, resources and tools, and knowledge dissemination.	Meetings Designed website Printed pamphlets and posters Photos/videos
Poverty Reduction	POV16-2	Using CCE to Build Capacity for Poverty Reduction	Pathway to Potential	University of Windsor	Extention of POV15-2 Peter approved by email October 28, 2015	



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Poverty Reduction	POV15-1	3rd Annual Face-to-Face Meeting of the Poverty Hub Partners	Vibrant Communities	Carleton University	The Face to Face Meeting of the Poverty Reduction Hub will occur in Saint John, New Brunswick, coinciding with the launch of demonstration project partners, Vibrant Communities Saint John and the University of Saint John New Brunswick's new city-wide poverty reduction strategy. Project partners will have the opportunity to explore another partner's successes and challenges more in-depth while measuring project impact and reviewing our collective knowledge of models of community campus engagement. The meeting will support the CCE evaluation efforts of CFICE by continuing work on assessing CCE models.	
Poverty Reduction	POV15-2	Using CCE to Build Capacity for Poverty Reduction	Pathway to Potential	University of Windsor	This project will support the Pathway to Potential and University of Windsor partnership in their efforts to further develop a local poverty reduction strategy for research, evaluation, and policy influence. The project involves consultations with key stakeholders, a comprehensive scan of local resources, and research on relevant CCE models. The work will result in an inventory of existing and potential human and financial resources for supporting poverty reduction work and advocacy in Windsor, Ontario.	(Planned) Report Database of Poverty Reduction human and financial resources Meetings
Poverty Reduction	POV15-3	Impacting Community Strength and Sustainability: Community-Campus Engagement at Station 20 West	Saskatoon Poverty Reduction Partnership, Station 20 West	Community-University Institute for Social Research (CUISR), University of Saskatchewan	This project examines CCE at the Station 20 West Community Enterprise Centre. The centre is designed to improve quality of life, increase food security, and reduce income and health disparities in an inner city where disadvantage correlates with record-breaking crime statistics, poor political participation, health, and employment outcomes. The study explores the effectiveness of the CCE partnership in supporting innovative capacity building that strengthens inclusive and sustainable communities; the impacts of co-location on service delivery; and the impacts of academic presence on the CCE partnership and service delivery. The study will also support the development of a framework for measuring future impacts and outcomes of the partnership that may be applicable to urban centres across Canada.	(Planned) Policy briefs Presentations Journal Article Toolkits/facts sheets Case studies
Poverty Reduction	POV16-1	Possibilities for Expanding and Extending Health Care Benefits for All of Ontario's Low Income Workers	Hamilton Roundtable for Poverty Reduction (HRPR)	McMaster University	This research project will assess the costs and challenges of extending healthcare benefits to all low-income Ontarians. The research will support the Hamilton Roundtable for Poverty Reduction in their efforts to lobby the Ontario government for extended health benefits that will improve the health of low-income Hamilton communities.	(Planned) New partnerships (e.g. w/ Centre for Health Economics and Policy Analysis) Report Statistics Policy brief



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Poverty Reduction	POV16-3	Impacting Community Strength and Sustainability: Community-Campus Engagement at Station 20 West	Saskatoon Poverty Reduction Partnership Station 20 West	Community-University Institute for Social Research (CUISR), University of Saskatchewan	Extention of POV15-3 Peter approved by email October 28, 2015	
Poverty Reduction	POV16-4	A Road Map to Evaluating Collective Impact in Saint John, New Brunswick	Living Saint John	University of New Brunswick, New Brunswick Community College	This project supports the development of a road map and report for Living Saint John that will assist them in developing an adaptive, flexible, and iterative evaluation framework suited to a collective impact CCE model. The evaluation framework will allow Living Saint John to evaluate the impacts of their work to break the cycle of generational poverty in Saint John, New Brunswick.	(Planned) Road map Report Workshop on systems mapping Meetings
Violence Against Women	VAW14-1	Documenting the stories and experiences of long-time violence against women activists in Ontario	Harmony House	Carleton University	This project documented, through video-taped interviews, the experience and knowledge of five long-time VAW activists in Ontario. These women, who were founders of the feminist anti-violence movement in Ontario, are now retiring or have already retired from their paid work in the movement. These oral histories capture the wisdom of key figures in the Ontario VAW movement and documents their experiences as advocates, the lessons learned, and their practical and theoretical understandings of the work they did. This project was hosted and coordinated by Harmony House Ottawa, a VAW community partner.	Video interviews Documentary (planned future release)
Violence Against Women	VAW14-2	Picking up from where we left off: Core documents of the 90's Canadian VAW Movement	Vancouver Rape Relief and Women's Shelter	Carleton University	This project entailed collecting relevant policy pieces, VAW movement documents and knowledge from the last active period of the Canadian VAW movement (mid to late 1990s) in order to develop a comprehensive and accessible database of important documents and policy pieces (to be developed). The goal of this project is to preserve a detailed history of the last period of concerted activity (activists, policy makers and academics) on VAW in Canada so as to provide a base for renewed action. The database will be accessible to students, activists, academics and policy makers and a report will be written on the chronology of events and their significance. The report will also be made easily available.	Database/bibliography of VAW documents
Violence Against Women	VAW16-2	Evaluating Community Impact Training Conference		Carleton University	This project supported Anna Przednowek's attendance at Evaluating Community Impact Training, hosted by Tamarack in Montreal October 17-19, 2015.	



Hub	Project #	Title	Community Partner(s)	Academic Institution	Description	Related Outputs
Violence Against Women	VAW15-1	NWAC database re-research on Violence Against Aboriginal Women and Girls	Violence Prevention and Safety, Native Women's Association of Canada (NWAC)	Carleton University	NWAC had the start of a database on MMIWG. This project will update the database on an ongoing basis and will include much more comprehensive information. This information is essential to enable NWAC to respond to media and government and others on this key VAW issue in Canada, as well to inform their strategy and policy advice on this issue.	(Planned) Updated database material Report
Violence Against Women	VAW15-2	NWAC Materials Update	Violence Prevention and Safety, Native Women's Association of Canada (NWAC)	Carleton University	This project supports the Violence Prevention and Safety officer at the Native Women's Association of Canada (NWAC) in revising and updating NWAC educational and advocacy materials, including: a Violence Prevention Toolkit; a Community Resource Guide; a Youth Council Violence Prevention Toolkit; a resource addressing Aboriginal Gang Violence; and a resource on Aboriginal Lateral Violence. This work will increase NWAC's effectiveness in educating the public, serving Aboriginal communities, and advocating for better services in response to violence against Aboriginal women and girls in Canada.	(Planned) Updated educational and advocacy materials Report
Violence Against Women	VAW16-1	DVDRC report-Reviewing the Implementation of Recommendations from the Domestic Violence Death Review Committee.	Harmony House	Carleton University	The project supported Harmony House and a coalition of community organizations and activists, Action Research Change (ARC), in their work to produce a review of the implementation of recommendations made to different ministries, public services, and other institutions by the Domestic Violence Death Review Committee (DVDRC) of the Office of the Chief Coroner for Ontario between 2007 and 2012. CFICE will assist with processing information from collected documents and preparing the resulting reviews and reports as needed.	Report Report Card Presentations
Violence Against Women	VAW16-3	Steering Committee In-Person Meeting	All VAW partners	Carleton University	This "Steering Committee In-Person Meeting" initiated and coordinated by the academic partner in coalition with other community-based anti-VAW project leads and partners, provided an opportunity to review VAB HUB -community partnership projects including completed projects, ongoing projects and get feedback and input on new proposed projects. Further, the community-education partnerships developed a plan of action for the remainder of the CFICE project timeframe.	Meeting minutes
Violence Against Women		Evaluating the partnership - Interviews with Steering Committee members.		Carleton University	Interviews will be conducted with all of the members of the VAW hub steering committee on their experiences with community /academic partnerships. All of the steering committee members have extensive experience with these partnerships. The interviews will provide the basis for the evaluation of the VAW hub. A report and an academic article will be produced based on the material from these interviews.	Report



Appendix V - CFICE Year 4 Evaluation Questions

Defining Value and Measuring Impact:

1. Why have you been involved in this community-campus partnership?
2. How do you define the partnership/project's value for you/your organization (whether faculty member, student, CBO, etc.)?
3. What aspects of the partnership directly contributed to the value that you experienced?
4. What do you think have been the main impacts of your partnership and how would you measure them?

Barriers and Enablers to Community-Campus Partnership Projects:

5. What were your initial goals for this specific partnership project and were they achieved?
6. Drawing on your experience in this project, what have been the major enablers for achieving these goals?
7. Drawing on your experience in this project, what have been the most significant barriers to achieving these goals?
8. What other issues had an impact on whether or not your goals were achieved?

Sharing Power and Control:

9. How were responsibilities and resources shared among the various partners in your project?
10. If there were any challenges, how were they addressed?
11. To what extent were members of communities who may not typically participate in community-campus partnerships (i.e. 'marginalized communities') involved in determining the direction of your project?
12. What challenges arose in the context of this participation, and how were they addressed?

Models, Design, Governance of CCE:

13. As your project progressed, did you make any changes to the way your partnership was organized? If not, what would you change if you could start again?
14. Did any specific ethical issues arise in the context of your community-campus partnership (e.g. around how information would be gathered and shared), and how were these issues addressed?
15. Do you expect the work of this partnership to continue into the future? Why or why not?

CFICE Contributions:

In what ways has CFICE contributed to your work to date? Please be as detailed as possible.

Appendix VI- CFICE Phase II Organizational Structure

