THE FUNDING AND DEVELOPMENT OF COMMUNITY UNIVERSITY RESEARCH PARTNERSHIPS IN CANADA

Evidence-Based Investment in Knowledge, Engaged Scholarship, Innovation and Action for Canada's Future

Office of Community-Based Research
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The Office of Community Based Research at the University of Victoria

The Office of Community Based Research is a university-wide structure to facilitate research partnerships between the university and the community on issues of community priority. It is co-chaired by the Vice-President, Research of UVic and the CEO of the United Way of Greater Victoria. It also serves as the Secretariat for Community Based Research Canada and the Global Alliance on Community-Engaged Research. The web site can be found at www.uvic.ca/ocbr.

Community Based Research Canada

Community Based Research Canada (CBRC) is a network of people and organizations engaged in Community Based Research to meet the needs of people and communities. CBRC came into being through the Community University Expo Conference held in Victoria, BC in May of 2008. At that event a group of Canadian universities, research networks and community organizations launched CBRC. This coalition of Canadian universities, research networks, and community organizations is intended to enable and empower citizens across Canada to access, produce, and put into action knowledge that will make their communities more sustainable, fairer, safer, healthier, and more prosperous. See www.communityresearchcanada.ca

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Table of Contents

1.0 Executive Summary 4

2.0 Introduction 10

3.0 Strategic Emergence of Community University Research Partnerships Internationally 13

4.0 Analysis of Funding and Policies to Support Community University Research Partnerships 17

Research Councils 18

Social Sciences and Humanities Research Council of Canada 19

Canadian Institutes of Health Research 21

Natural Sciences and Engineering Research Council of Canada 23

Inter Council Partnerships 24

Other Federal Agencies 25

Governments 27

Provincial-Territorial Governments 29

Non-Governmental Support 31

5.0 Analysis of Community University Partnership Arrangements 34

Institutes and Centres that Support Community Research Partnerships 34

University-wide Partnership Structures 37

Multi-institutional Partnerships 40

International Examples 42

6.0 Conclusions And Recommendations 44

Appendix One:
Table of Funders 49

Appendix Two:
Table of Community University Research Partnerships 59

Appendix Three:
References 68

1.0
EXECUTIVE SUMMARY

Background

The purpose of this report is to map out the sources and types of funding that have been created to support community university research partnerships, describe the current state of development of arrangements between public post secondary institutions and community organizations, to collaborate in research and knowledge mobilization, and suggest some conclusions as to how effective partnership work of this kind might be strengthened in the future. The research was conducted by the Office of Community Based Research at the University of Victoria between February and April 2009 using existing publicly available sources of information, supplemented by feedback from key informants. It was commissioned by the Strategic Programs and Joint Initiatives Division of the Social Science and Humanities Research Council (SSHRC) and produced in collaboration with Community Based Research Canada, a pan-Canadian network of community university representatives.

Findings

The overall topography of community university partnerships consists of initiatives by Research Councils, governments, government-supported agencies, philanthropic and civil society organizations, and universities that serve unique objectives and needs in Canadian society that overlap in the field of community university partnerships to achieve common objectives. Research Councils are investing in knowledge creation and mobilization to advance the application of social, health and natural sciences to societal priorities. Government departments are creating partnerships with both community and higher education sectors to advance policy and program development to inform public policy and its application to contemporary social, health, economic and environmental challenges. Government supported agencies are leveraging relationships with higher education and civil society to achieve distinct mandates that require new knowledge and its mobilization in the public interest. Civil society organizations and philanthropic foundations are using research to generate both knowledge for practice by their practitioners in social, economic and environmental activities, and create opportunities for co-creating policy with government and other stakeholders that is evidence-based and builds on the experience of communities and their organizations to create and manage change. Universities are engaging in research partnerships

with communities and their various sectors (business, non profit organizations, local governments, Aboriginal and First Nations organizations) to enhance the value and relevance of their research and increase learning opportunities for their students. In continuing education and in experiential or service learning students and community members are developing new partnerships in research, learning and knowledge mobilization. There is an important overlap between these distinct interests in the use of community university partnerships to combine the "on-the-ground" role and knowledge of community practitioners and their organizations with the resources and capacity of higher education institutions to create and mobilize knowledge in both specific sectors or disciplines, and across disciplines. In the context of complex inter-related challenges that involve social, economic and environmental considerations in desired outcomes for Canadian society such as poverty reduction, social innovation, health promotion and environmental sustainability, it is not surprising that governments, research councils, public agencies, universities and civil society organizations are coming together to strengthen their relationships and opportunities for partnerships.

All three national research councils in Canada (SSHRC, CIHR, NSERC) have arrangements for funding community university research partnerships. These efforts have been supplemented by partnerships with governmental agencies, foundations and civil society that channel private and public investment in cost effective ways to produce results that contribute to social, health, and economic and environmental conditions in Canada and its communities. The SSHRC CURA program has built up a major area of expertise in effective applied research partnerships now being applied to other research programming. For the purposes of this report we have defined "community" as civil society, local government, First Nations and Aboriginal organizations and sectoral organizations (representing business or a particular population) at the local level.

There are four broad categories of community university partnerships in research that we have identified. We describe type one as individual faculty to community relationships that have been created without systematic institutional support. Type two are specific centres or institutes that support partnerships in their fields of interest with communities relevant to that interest. Type three is a systematic organizational structure operating on a cross-university basis to engage community partners in research of value to them and to the institution. Type four is a multi-higher education institution and community partnership to engage in research at a regional, national or international level on an ongoing basis. There has been growth and development in all of these areas of partnership activity, particularly in the purposeful development of cross-university forms of engagement with communities.

Conclusions

There is evidence of an impressive array of impactful knowledge creation and mobilization through community university research partnerships in virtually every sphere

of public activity to improve social, economic, health and environmental conditions and outcomes in Canadian society. There is, however, a need to consolidate and scale up effective practices across individual research efforts and disciplines, and strengthen arrangements through appropriate, participatory policies by funders and partners on community engagement and mechanisms for knowledge exchange and collaboration. This is particularly pressing in areas of inter-disciplinary research and policy development to address interrelated social, economic and environmental concerns that are fundamental to producing outcomes in sustainable development. Community and civil society, government, research council, and university partners need to be engaged in ongoing efforts to strengthen mutually beneficial relationships, processes, and mechanisms that grow and focus this emerging knowledge creation system.

A. We recommend that Research Councils continue to play a lead role in supporting community university research and knowledge mobilization partnerships, and strengthen that role by:

1. Investing in analysis and sharing of results and lessons learned of previously funded CU research partnerships (particularly from the CURA program) and the creation of an ongoing database and resource for sharing of experiences and results.

2. Supporting national networking of practitioners to increase excellence in CBR partnerships and practices, knowledge mobilization from CU partnership activities, and enhance tools, resources and outcomes.

3. Increasing the relative allocation of funds to community university research partnerships by Research Councils, including the introduction of community partners as eligible recipients of NSERC grant funding.

4. Creating a designated pooled fund for cross disciplinary CU partnership research across Research Councils.

5. Adjusting grant conditions for CU research partnerships to allocate more funds and leadership to community based organizations and ensure that the review and selection process is inclusive of civil society and community interests as well as academic interests.

6. Increasing funding for International CURA partnerships through IDRC and all National Research Councils.

7. Engaging other Federal Government agencies and departments in exploring opportunities for collaboration on horizontal evidence based policy development through community university research partnerships.

8. Examining ways of structuring other investments in universities and colleges to encourage community and civic engagement, and supporting institutional

innovation to create engagement structures and incentives for them in merit review, promotion and tenure structures.

9. Creating a pool of funds for seed or development grants that lead to larger CURA grants in the future.
10. Expanding the inclusion of non-academic and community research experts on peer-review panels.
11. Recognizing the importance of supporting the next generation of CBRers, targeted funds should be allocated to graduate student fellowships at the Masters and Doctoral levels.

Recommendations for Tri-Councils:

1. Hold a policy forum with a range of stakeholders identified in the paper to develop a CU Partnership Plan for 2012 (or another year where there will be an international event); desired result: a tri-council policy statement and secretariat on CU research.
2. Introduce a Tri-Council Funding Partnership mechanism to advance CU partnership; desired result: increased inter-disciplinary research with communities involved.
3. Hold annual event to share best practices, etc; desired result: increased capacity-building and innovation.

Recommendations for SSHRC:

1. Engage Council and SSHRC key stakeholders in articulating SSHRC's vision in CU research and its benefits to Canadians; desired result: a policy commitment to CU partnerships within SSHRC's mandate.
2. Develop mechanisms to encourage the "exchange" of practices amongst funded CURAs and new start-ups such as Web 2.0 wikis, symposiums, etc; develop a community of practice where knowledge and experience is shared; desired result: increased capacity building and innovation.
3. Work collaboratively with grant recipients to document the outcomes and impacts of CU partnerships, etc.; desired result: evidence to inform policy and seek additional funding.

B. We recommend the following action by other sectors we have identified in this report as being significant to the development of community university research partnerships:

1. Universities and colleges should examine how to expand innovation in their structures and systems of recognition and incentives (e.g. merit review, promotion, tenure) to strengthen community engagement.
2. Universities and colleges should examine ways to link up community service learning, community research partnerships, socially responsible community investment and procurement, and other forms of civic engagement.
3. Universities and colleges should invest in institutional support for CBR and KM as they do for technology commercialization and industry liaison.
4. Through Treasury Board and its remit to improve federal government grant and contribution arrangements, the federal government should seek to improve departmental support and arrangements for programs that support community university research partnerships.
5. Through the Council of Ministers of Education, provincial and territorial governments should review the role of that level of government in supporting community based research to achieve goals in Learn Canada 2020, including examples of initiatives such as those in Newfoundland and Labrador to encourage university engagement in supporting regional and community economic development.
6. Community Based Research Canada should work with partners across these sectors to encourage collaboration and learning (through events such as CUexpo), to further advance the field of community university research partnerships.
7. Support should be provided to Aboriginal, First Nations, Metis and Inuit organizations to strengthen arrangements for CBR led by indigenous peoples to generate knowledge for action by their governments and civil society organizations.
8. Support should be provided for organizations serving immigrant refugees and ethnic minority organizations.
9. Through leadership provided by Philanthropic Foundations of Canada, Canadian foundations should complement their investments in individual projects aimed at localized social innovation by partnering with the granting councils and academic institutions by investing in national structures that support networked community-university engagement, CBR and KM.

C. We recommend that follow-up to this initial study be organized by CBRC with Research Councils and IDRC to engage stakeholders with interest in CBR in co-producing an agenda for strengthening this emerging system of knowledge creation and mobilization. Follow-up should include the convening of a series of regional and sectoral stakeholder meetings leading to a national conference.

D. Finally, we recommend that Canada ensure it is learning from and exchanging knowledge about community university research and civic engagement with partners across the globe. Following on from the UNESCO Global Conference on Higher Education in 2009, we recommend that Canada seek agreement for a global process to exchange knowledge and learning to strengthen the relevance of higher education to sustainable development through community engagement.

2.0
INTRODUCTION

This Study was the result of discussions by the Steering Committee of Community Based Research Canada (CBRC)[1] on the need for a greater understanding of the growing scale, depth and impacts of community university partnerships in Canada that are undertaking research leading to knowledge and action on many of the pressing issues facing Canada and its communities.

Subsequent discussions on behalf of CBRC by the Office of Community Based Research (OCBR) at the University of Victoria with representatives of the Strategic Programs and Joint Initiatives Division of the Social Science and Humanities Research Council (SSHRC) resulted in a contract to carry out a first step in this agenda: this report on the development of community university research partnerships and their funding.

The purpose of this report is to map out the sources and types of funding that have been created to support community university research partnerships, describe the current state of development of arrangements between public post secondary institutions and community organizations to collaborate in research and knowledge mobilization, and suggest some conclusions as to how effective partnership work of this kind might be strengthened in the future. Parallel work is being carried out at a global level to provide an international comparison, and will conclude by March of 2010 (funded by the International Opportunities Fund of SSHRC and the International Development Research Council). For the purposes of this report we have defined "community" as civil society, local government, First Nations and Aboriginal organizations and sectoral organizations (representing business or a particular population) at the local level.

This study was undertaken during the months of February, March and April of 2009. The methodology has primarily been an analysis drawn from existing public information. Preliminary drafts of the text and recommendations were circulated to a number of well-known community-based researchers across the country, but we did not engage in an in-depth key-informant interview process. This is not an exhaustive or fully comprehensive report of the many sources of funding for community-university research partnerships. What we hope is that this will be seen as a solid start, a useful framework and will contribute to the case for further investment in community-based research,

1 Community Based Research Canada is a national network of community and university practitioners and their organizations. See www.communityresearchcanada.ca for more information.

community-university research partnerships and knowledge mobilization. We welcome reflections, thoughts on what is missing and indeed stories from your own experiences.

Community university research partnerships largely but not exclusively involve community based research as a distinct methodology that is participatory. The term "community based research" that is in use at the University of Victoria encompasses a spectrum of research that actively engages community members or groups to various degrees, ranging from community participation to community initiation and control of research. From a *university perspective*, community based research refers to a wide variety of practices and is supported by several academic traditions: Academic or scientific knowledge put at the service of community needs; Joint university and community partnerships in the identification of research problems and development of methods and applications; Research that is generated in community settings without formal academic links at all; Academic research under the full leadership and control of community or non-university groups; Joint research, which was conceived as part of organizing, mobilizing or social advocacy or action.

Community based research most often includes approaches such as collaborative research, partnership research, participatory research, participatory action research, or community based participatory research. Most feminist, queer, anti-racist, urban or rural planning research approaches draw on similar principles of engagement. Aboriginal scholars point to the importance of relationships and the acceptance of many ways of knowing as necessary steps before thinking about 'research'.

For the purposes of this report we have used a modified version of a definition published by Kerry Strand and others in their 2003 article, "Principles of Best Practice for Community Based Research":

> *Community Based research (CBR) involves research done by community groups with or without the involvement of a university. In relation with the university CBR is a collaborative enterprise between academics and community members. CBR seeks to democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination. The goal of CBR is social action (broadly defined) for the purpose of achieving (directly or indirectly) social change and social justice.*

There are obvious links between the theory and practice of community based research and with the theory and practice of knowledge mobilization and social innovation. These are discursive communities and communities of practice that are overlapping and interrelated. According to Peter Levesque, head of Knowledge Mobilization Works, and a former SSHRC Officer, the SSHRC interest in knowledge mobilization followed on and to some extent grew out of the earlier CURA investments. At the University of Victoria, the knowledge mobilization and the community based research functions at the

university levels are coordinated and supported as part of the same unit. Social Innovation, the term being promoted most notably by the J.W. McConnell Family Foundation, relates to the role of knowledge, action and transformations of systems that impede social transformation.

In the 2008 report *Momentum*, on university research and knowledge mobilization, the Association of Universities and Colleges of Canada (AUCC) highlights the importance and breadth of CBR in Canada. Located in 80 cities and towns across Canada, universities have ample opportunities to engage with these communities and surrounding areas. Universities work with communities on research programs and projects in a number of areas, including policies and planning, physical services, social services, arts and culture. Universities also work with a wide range of community partners in research aimed at addressing social issues and improving social services, in areas such as affordable housing, homelessness, crime prevention and public safety, addiction and substance abuse, poverty, immigrant settlement and adaptation, neighbourhood improvement, public health, and services for youth and for the elderly.

> *Community partnerships help universities to define and scope the research questions and provide access to research participants and sources of local expertise, as well as additional funding and in-kind contributions. In turn, universities provide communities with access to wide-ranging and in-depth knowledge and national and international expertise that informs and addresses community challenges and opportunities in a meaningful way. As universities and communities work together on research projects, they strengthen their collective capacity to solve current and anticipated problems, while contributing both to community development and to the advancement of the disciplines concerned…Many communities see universities as key to the growth of the local/ regional economy, and are working to develop effective strategies to leverage universities' engagement in research and talent development to maintain or enhance quality of life (AUCC, 2008, p.90-91).*

There are other forms of community university research partnership that do no use community based research as a methodology. These consist of transactional or contractual arrangements for the production of research studies for some mutual benefit to the university and community partner, but without any participatory methodology or arrangements that change the nature of the relationship between universities and communities.

3.0
STRATEGIC EMERGENCE OF COMMUNITY UNIVERSITY RESEARCH PARTNERSHIPS INTERNATIONALLY

Background: Strategic emergence of Community university research partnerships internationally

In the 1970s in the Netherlands, a structure called Science Shop was created to link academic research to community needs (http://www.livingknowledge.org). In Tanzania, India, Latin America and elsewhere, a new research approach called "participatory research", which recognized the knowledge creating capacities of community, organizations and social movements, was also gaining visibility (Hall, 1975). Flash forward 40 years, and we have the emergence of a second or third wave of research and knowledge mobilization initiatives that build on the early work of the Science Shops, the Participatory Research practitioners and others. It is promoted and supported by a new set of networks and structures such as Sciences Citoyennes in France (http://sciencescitoyennes.org); the Living Knowledge Network based in Germany (http://www.scienceshops.org); The Popular Education Network based in Scotland (Crowther, 1999); Community Based Research Canada (http://uvic.ca/ocbr); Community university Partnerships for Health in the United States (http://depts.washington.edu/ccph/); as well as the National CBR Networking Initiative (http://www.bonner.org/campus/cbr/home.htm) and the University-Community Partnership for Social Action Network (http://www.igloo.org/ucpsarnet). Additional networks and structures include the Society for Participatory Research in Asia (http://www.pria.org); The Global University Network for Innovation of Barcelona (http://www.guni-rmies.net); the Sub-Saharan African Participatory Research Network in Senegal; the Developing Research on Citizenship network based at the University of Sussex (http://www.drc-citizenship.org); Observatory PASCAL on Place Management, Community Engagement and Learning Regions (http://www.obs-pascal.com); the Australian University Community Engagement Association (Temple et al, 2005); and many other emerging networks. Between August of 2006 and May of 2008, representatives from many of these networks have been engaged in conversations about how best to support this emerging theory and practice of higher education community based research. *We now have an emerging space for the systematic sharing of experiences that did not exist in earlier years.*

Local communities in Canada face unprecedented challenges to their social, economic, cultural and environmental futures. These challenges range from growing poverty and homelessness in urban centres (Mackinnon, 2008; Brown et al 2008, Cunningham and

Walker, 2008; Cowan and Khandor, 2008; Walsh et al, 2008) to agricultural and rural decline (Neufeld, 2008; Barry et al, 2008) and from climate change impacts on northern communities to declining health in Aboriginal and First Nations communities (Cairo, 2008; Reading, 2002). Community based research (CBR) has become a major focus of community groups attempting to advance action on systemic change (Hall 2005), post secondary institutions concerned to advance knowledge to inform responses to challenges (Holland and Ramaley, 2008; Barnet, 2008), government agencies concerned to develop evidence-based policy (Shields & Evans, 2008; Israel et al, 1998), and philanthropic donors in the private sector concerned to invest in ways that will produce results (Judith Maxwell, Community Foundations of Canada, 2004). Recognition of the role of CBR in universities at international level can be seen in the Talloires Network (http://www.tufts.edu/talloiresnetwork), the Global University network for Innovation (http://www.guni-rmies.net) web site, the Living Knowledge Network (http://www.scienceshops.org) and in Australia and the UK (http://www.bton.ac.uk/cupp). A Global Alliance on Community-Engaged Research was recently launched as well (http://web.uvic.ca/ocbr/cuexpo/index.html).

Canadian Responses

Canada has responded to this demand for community based research with major investments in community university research partnerships through its research granting councils (Flicker et al, 2007). The Community University Expo conferences have also provided an opportunity to share learning and results (Clover and McGregor, 2008). However, there has been no systematic comprehensive research and knowledge mobilization initiative that focuses on the lessons learned and the application of best practices in community university research partnerships in Canada to the benefit of university, community, government and philanthropic interests (Flicker and Savan, 2005). Without this, Canada will continue to make siloed investments in CBR, will continue to duplicate efforts and will fail to capture key learnings. This paper seeks to address this challenge by taking a further step to understanding the nature of recent developments in funding and policies that support community based research and developments in the arrangements for community university research partnerships, and explores some of the opportunities to better maximize the outcomes of these arrangements.

What does it mean for Universities?

The interest and support for community based research, and to some extent knowledge mobilization, is an important component of the broader trend of increased attention to community or civic engagement in Canadian universities. As the current generation of university strategic plans in Canada is released, it is notable that language around community university engagement has become more prominent. The University of Victoria speaks of "civic engagement"; other universities use a variety of other expressions

from "social responsibility" to "local and regional engagement". The notion of a "third mission" for higher education (teaching, research and community service) with its narrower and separate realm of community service is being replaced by a variety of ways of expressing engagement with the community, which cut across both the research and the teaching functions.

Ted Jackson at Carleton University has conceptualized what he calls the "CUE (Community University Engagement) Factor" (2008, 1). He writes of the dynamic triangle of community university engagement being: community based experiential or service learning, community based research and community based continuing education. Community engagement is about the interaction of a variety of forms of engagement both with each other and with the academic mission of the universities. Continuing education is the grandmother of all forms of community engagement and arguably still represents the deepest set of community partnerships. It is as diverse and multi-faceted as the human imagination. Service learning, community service learning or experiential service learning has seen considerable growth across the country over the past ten years. Service learning is experiential learning for students who learn off-campus through action projects with community groups. UBC's Learning Exchange, where undergraduate students have opportunities to work in Vancouver's downtown east side, is one of the better known programmes, but the Canadian Alliance for Community Service Learning lists 26 service learning programmes in universities and colleges in every region in the country. Jackson calls on universities across Canada to "increase their CUE factors by deepening and broadening their teaching, research and volunteering activities with the external constituencies that have the greatest need for sustainable solutions to the challenges they face every day" (2008, 1).

The late Ernest Boyer at the Carnegie Foundation laid down some of the early conceptual foundations with his development of the concept of "engaged scholarship" (1996). More recently the Carnegie Foundation has offered what is the most widely adopted definition of engagement: "Community engagement describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Boyer, 2006). An emphasis can be seen on the concept of reciprocity. The Kellogg Commission on the Future of State and Land-Grant Universities (Kellogg Commission 1999) shifted the terms research, teaching and serve to the words discovery, learning and engagement. This is a strikingly different approach to the mission of the university as it creates ideas, which are no longer separate realms of knowledge creation. Discovery happens in all aspects of university work, from basic sciences to new approaches to HIV/AIDS. It happens in classrooms, laboratories, and businesses and in not-for-profit organizations. Learning is the same.

Community based research strategies offer ways for students to enhance their education through involvement in CBR projects. They offer a practical and powerful way to

use research to enhance the teaching role of our universities. They are effective strategies for leveraging local government, foundations, private sector and other sources of funding in the solution of local priorities.

What does it mean for communities?

The United Way of Greater Victoria has created what they call "Impact Councils" made up of agency leaders and CBR scholars from the University of Victoria. They are responsible for making decisions on how to spend roughly $6 million per year of community generated resources for the needs of the community of Victoria. Community based researchers work with the Impact Councils to provide research-based information about which investment strategies are more likely to succeed.

Universities are recognized as the key generators and care-takers of knowledge in our society. Policy decisions at the local, provincial and national level are increasingly made on the basis of evidence-based decision-making. The capacity to do rapid literature reviews, statistical analysis in varied ways and make sense of conflicting research on specific local issues can be dramatically augmented through practical partnerships with local universities. The many CBR and KM structures across the country from Newfoundland and Labrador, through Quebec, Ontario, the Prairies and BC offer "one-stop shopping" for community groups, businesses, local and provincial governments seeking ways to enhance their impact and effectiveness through better use of evidence for change. It might be argued that university knowledge assets and structures have been underutilized in the past because of the difficulty in finding the right person at the right time. University organizational culture is complex and difficult to penetrate even for those of us who work in them. CBR structures and projects create the bridge and ferries to connect the archipelagos of knowledge in our universities. CBR and KM strategies increase the impact of already existing knowledge, provide students and research faculty for priority local initiatives, build research capacity within our communities and create more interesting and relevant curricula for students who attend our universities.

4.0
ANALYSIS OF FUNDING AND POLICIES TO SUPPORT CBR

The following schematic identifies the emerging typology of arrangements for the funding and development of community university research partnerships in Canada.

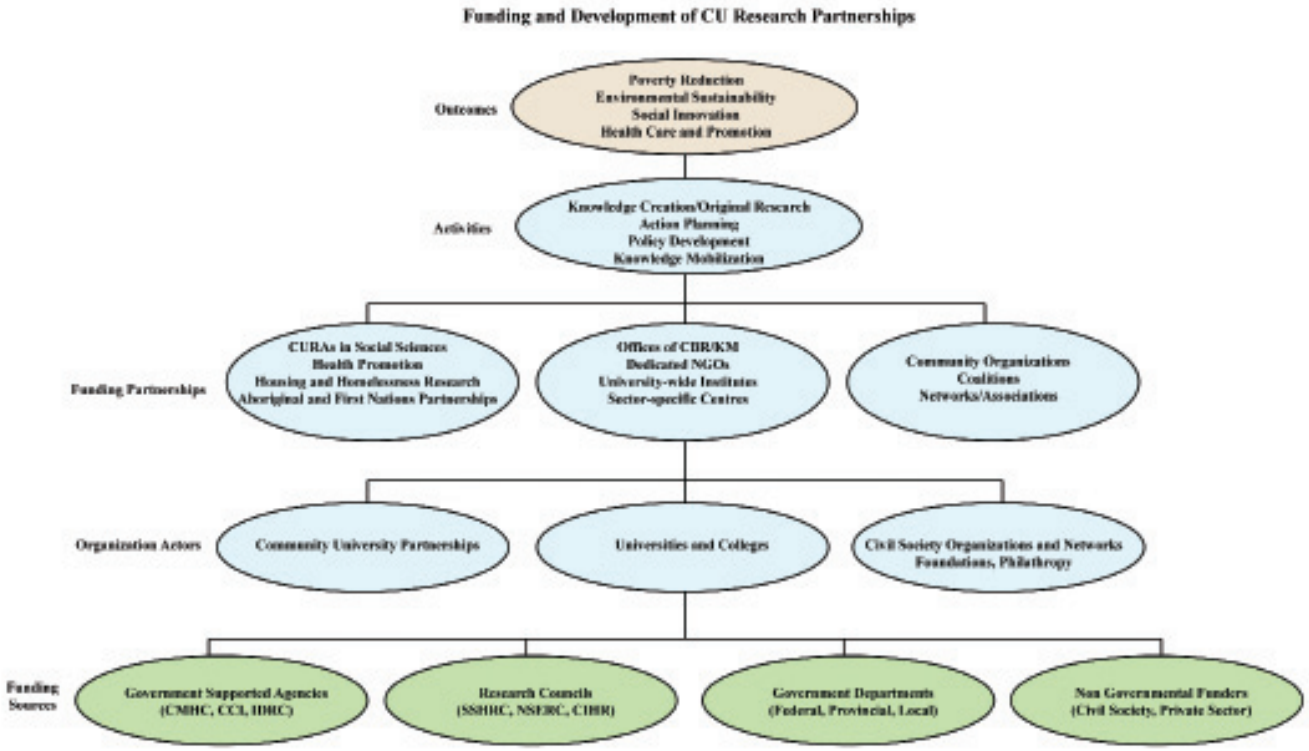

Figure 1. Funding and Development of CU Research Partnerships

There are three sources of funding in Canada for community university partnerships in research and knowledge mobilization. Research Councils or other government funded arms-length funding bodies that support community based research are one source. There are also federal, provincial and territorial government departments that directly fund community based research (that in some cases involve community university

partnerships), as well as non-governmental funding and support for community based research. The latter often open channels to philanthropic and private sector investment to engage communities, universities and other stakeholders. For each of these sources of funding our research has found increased investment in community university research partnerships that leverages the resources and infrastructure of higher education institutions together with the capacity of community/civil society organizations to apply knowledge to taking action on social, economic and environmental issues of importance to Cana¬dian society. There are also areas of funding and policy support with potential to engage community university research partnerships. A summary of the examples identified is attached (Appendix One).

The overall topography of community university research partnerships consists of initiatives by these sectors that serve unique objectives and needs in Canadian society that overlap in the field of community university partnerships to achieve common objectives. Research Councils are investing in knowledge creation and mobilization to advance the application of social, health and natural sciences to societal priorities. Government departments are creating partnerships with both community and higher education sectors to advance policy and program development to inform public policy and its application to contemporary social, health, economic and environmental challenges. Government supported agencies are leveraging relationships with higher education and civil society to achieve distinct mandates that require new knowledge and its mobilization in the public interest. Civil society organizations are using research to generate both knowledge for practice by their practitioners in social, economic and environmental activities, and create opportunities for co-producing policy with government and other stakeholders that is evidence-based and builds on the experience of communities and their organizations to create and manage change. There is an important overlap between these distinct interests in the use of community university partnerships to combine the "on-the-ground" role and knowledge of community practitioners and their organizations with the resources and capacity of higher education institutions to create and mobilize knowledge in both specific sectors or disciplines, and across disciplines. In the context of complex interrelated challenges that involve social, economic and environmental considerations in desired outcomes for Canadian society such as poverty reduction, social innovation, health promotion and environmental sustainability, it is not surprising that governments, research councils, public agencies, universities and civil society organizations are coming together to strengthen their relationships and opportunities for partnerships.

Research Councils

The three federally funded, independently governed research councils in Canada all have partnership funding programs that explicitly support university partnerships with community and other stakeholders. It is also important to note that the partnership

agenda within the three granting councils has been strengthened significantly by the creation of Vice-President positions for either Partnerships (SSHRC and NSERC) or Knowledge Translation (CIHR).

The Social Sciences and Humanities Research Council has been in the lead in community university research partnership funding, having an established Community University Research Alliance (CURA) program that, between 1999 and 2008, has awarded a total of 107 grants to community university research partnerships in a broad range of subject areas and disciplines of study in the humanities and social sciences (http://www.sshrc.ca/site/apply-demande/program_descriptions-descriptions_de_programmes/cura_idrc-aruc_crdi-eng.aspx). In addition it has made major in-roads in the past two or three years through high visibility of its President and VP-Partnerships in regional, national and international venues where research impact and direct benefits to economic, social and sustainability matters are being discussed. The purpose of the CURA program is to support the creation of community university alliances which, through a process of ongoing collaboration and mutual learning, will foster innovative research, training and the creation of new knowledge in areas of importance for the social, cultural and economic development of Canadian communities. The CURA program description suggests that many of the challenges in these areas of development are best addressed at the local and regional levels by local and regional groups that best understand the needs of, and the factors affecting, particular communities, and that issues which cut across geographic boundaries are also best addressed by post secondary institutions working closely with groups that represent particular communities of interest. In most cases grants are $200k/year for up to five years. This represents a total of $107m in committed investment in community university partnerships ($67m in actual expenditures to 2008)[2], that are required to demonstrate outcomes in original research, knowledge mobilization for community benefit, student training (which involves, on average, up to 50 students per CURA) and education. A further 284 "Letters of Intent" for CURAs were successful, involving a maximum of $20k for development of full proposals. In total, 703 eligible applications for CURAs were received by SSHRC from 1999 to 2008 (there was no proposal call in 2001 when the program was reviewed), of which 40% were awarded a development grant, and 15% were awarded a full grant.[3] In the 2004 "CURA Milestone and Year 1 Reports", CURA projects described a wide variety of knowledge mobilization plans for both academic and non-academic audiences, reflecting the wide variety of research projects. A total of approximately 400 events aimed at non-academic audiences and 250 events aimed at academic audiences were proposed.

This represents a significant explicit funding allocation and structure for community university research partnerships that has clearly resonated with research interests, and therefore generated a high demand and a very competitive funding environment, where

2 Data provided by the Strategic Programs Branch of SSHRC, March 2009.

3 The Year in Numbers, SSHRC, September 2008.

85% of eligible applicants are unable to achieve a full grant. However, the strategic importance of the CURA program needs to be placed in the context of overall funding and investment for university research and researchers. For example, over the period 1999 to 2008, SSHRC grants to individual scholars (students and faculty) amounted to $785m, nearly twelve times that of the CURA program. However, other programs of SSHRC explicitly support university research partnerships with communities and sectors. The Social Economy Suite, for example, involves over $12m in investment in one national and six regional community university research alliances, and involves over 300 researchers in community and university settings seeking to strengthen knowledge of the social economy sector and learn how it can provide an integrating approach to generate social, economic and environmental outcomes for Canadian society. The Metropolis Project is funded by SSHRC and a consortium of federal departments and agencies led by Citizenship and Immigration Canada and is built upon partnerships between all levels of government, academic researchers and community organizations in five Centres of Excellence across Canada. The Ocean Management Research Network, Public Outreach Grants, and Cluster Grants are other examples. There is evaluation evidence that this type of research is producing results for Canadians.

In the "Summary Report on CURA Visits in 2002", "all groups reported that it takes at least one year to establish good partnership dynamics, requiring multiple conversations to work through initial—and often considerable—differences of language and culture (academic/intellectual vs. community activist/front-line perspective), forge bonds of trust and arrive at a shared commitment to clearly articulated objectives. Most said that it was extremely important to have funding support to meet regularly during the initial and critical period of partnership development". In terms of funding, "there was unanimous agreement that three years of funding is insufficient, since the research really only begins to hit stride in year two. The report suggested five years be the minimum to make the investment of time and effort pay off. Many said that 10 years would be warranted, given the complexity of the issues being tackled". Following the review in 2002, which looked at the first two cohorts of CURAs, the grant period of tenure was changed to five years.

Most recently SSHRC with IDRC has launched an International CURA. Through this initiative, both SSHRC and IDRC are co-investing in twinning Canadian researchers and their community partners with low-and-middle income researchers and their community partners in innovative projects in the social sciences and the humanities. The funded projects partner Canadians with organizations and universities from Colombia, China, Caribbean Islands, Ghana, South Africa and other countries.

From an international comparative basis, preliminary research funded by SSHRC through an International Opportunities Fund grant, indicates that the CURA model is well regarded globally, and is the subject of replication efforts in a number of jurisdictions. In Ile de France, the French Department where the city of Paris is located, the Partnerships of Institutions and Citizens for Research and Innovation (PICRI) was

created in 2005 based in part on the SSHRC model.[4] To be eligible for PICRI funding, the research projects must have at least one partner from the Ile de France department, have a publicly funded research laboratory partner and a non-profit civil society partner. Since 2005 there have been 176 submissions with 41 projects approved. Of the 41 projects chosen, the administrative leadership has been provided by the civil society partner in 22 of the projects, by the academic partner in 19 cases and by co-leadership in the other cases. In particular, Asia, the United States, Brazil and the European Union have advanced initiatives to engage community university research partnerships, and there is growing policy and funding support from international development and United Nations agencies in development and social science domains. In addition SSHRC launched a pilot grant program in Knowledge Impact for Society that supported Knowledge Mobilization efforts by universities with community and sectoral partners.

We are therefore seeing an emerging centre of expertise in funding of community university research partnerships and associated knowledge mobilization partnerships at SSHRC that started with and continues with the CURA program, and has spread to a range of strategic research initiatives that combine the need for original research with knowledge mobilization and education for new and strategic challenges facing society, policy-makers, communities (of place, population and sector), and higher education. Demand and competitiveness for funding to these programs demonstrates the validity of these forms of applied research partnerships in a range of research and policy domains that are critical to the future of Canadian society, productivity and sustainability. There is also evidence that this research focus is producing results in key areas of societal interest, with outcomes in student learning, curriculum development, knowledge creation and mobilization, policy development, and strengthening effective practice in a range of critical subject areas, from immigrant settlement to economic and regional development, from Aboriginal social development to northern development. One area for future attention in these efforts is an investment in mechanisms to exchange knowledge amongst individual research projects, and a clear policy statement on community university partnerships and community engagement to guide further development and investment across SSHRC's current and future program areas. This would help build on the expertise and knowledge that has built up over several years at SSHRC and amongst its partners, and apply and scale up that knowledge to future needs and opportunities.

Canadian Institutes of Health Research

The Canadian Institutes for Health Research (http://www.cihr-irsc.gc.ca/e/37788.html) has a structure that explicitly engages health care stakeholders (including communities) in thirteen virtual institutes that direct priorities for the allocation of research resources in their domains (e.g. Aboriginal people, human development, population health). The

4 Gall, Eric, Glen Millot and Claudia Neubauer Participation of Civil Society Organisations in Research Paris: Science, Society and Civil Society. 2009

Institute for Aboriginal People's Health has established Aboriginal research centres with community participation. The HIV/AIDS community-based research program supports community-based research facilitator grants and a variety of other CBR granting opportunities. It is significant that community partners including HIV/AIDS movement organizations have been part of the peer review process within the CBR HIV/AIDS funding program for many years.

The Institutes have therefore incorporated many similar principles to those developed in CURA and other programs to facilitate community university research partnerships and invested in community-based researchers as part of a broader research partnership, most notably with HIV/AIDS organizations, and First Nations and Aboriginal peoples. The Institutes have released national Guidelines for Health Research Involving Aboriginal People. These guidelines specifically state that "communities should be given the option of a participatory-research approach" and that "research should be of benefit to the community as well as the researcher (http://www.cihr-irsc.gc.ca/e/29134.html). These guidelines could easily be applied to other CBR settings with some minor modifications.

CIHR`s Knowledge Translation Portfolio have developed funding tools such as the Knowledge to Action and Knowledge Synthesis grants which require knowledge user partners, who could be community-based. A knowledge-user can be, but is not limited to, a practitioner, policy-maker, educator, decision-maker, health care administrator, community leader, or an individual in a health charity, patient group, private sector organization, or media outlet. Knowledge translation (KT) is divided into two broad categories: end of grant knowledge translation and integrated knowledge translation (IKT). End of grant KT requires the researcher to develop and implements a plan for making knowledge users aware of the knowledge that was gained during a project. IKT requires researchers and knowledge users to develop partnerships and engage in a collaborative process with the overarching goal being the co-production of knowledge, its exchange and its translation into action. It draws on participatory research knowledge base. Another funding program that requires knowledge user partners is Partnerships for Health Systems Improvement (PHSI). PHSI supports teams of researchers and decision makers interested in conducting applied and policy-relevant health systems and services research that respond to the needs of health care decision makers and strengthens the Canadian health system. Partners could be universities, foundations, voluntary health charities, provider associations, other provincial government departments including departments of provincial governments not listed as competition partners, or the private sector.

There is also an annual CIHR Partnership Award, established in 2002, to recognize partnerships between organizations that exemplify excellence by bringing health research communities together to create innovative approaches to research, develop

research agendas that are responsive to the health needs of Canadians and/or accelerate the translation of knowledge for the benefit of Canadians.

At the international level, preliminary research (Peterson et al, 2003) indicates that community based partnerships in health research and delivery are the major priority for many international development, foundation, national and United Nations agencies. Socio-economic determinants of health are a major framework for health promotion, education, research and learning across the world and Canada has contributed to this effort and this framework.

Natural Sciences and Engineering Research Council of Canada

There is no explicit policy framework for community engagement at the Natural Sciences and Engineering Research Council (NSERC). However, the Council has some research partnership programs designed to stimulate research in Canadian universities and colleges that focus on working with non-academic partners in the public and private sectors to address research challenges of priority to the partners and participants. These programs build research collaborations that bring expertise from different disciplines and sectors together to identify and address common research issues and facilitate the transfer of academic research knowledge to enhance Canada's economy, society, or environment (http://www.nserc-crsng.gc.ca/Partners-Partenaires/Index_ eng.asp). The funding is in support of the university or college-based research activities with the expectation that the non-academic partners will bring their own resources to the project, there is therefore no funding provided to community partners. Participation by non-academic partners, including small local industries, community non-profit, co-operative, local/regional government or other not-for-profit entities, including First Nations and Aboriginal governments and agencies, is determined by the university recipient based upon the partner's assessed relevance to the research issue being tackled.

Examples include the engagement of some municipal governments in several of the NSERC industrial Chairs in drinking water and watershed management; Northern Research Chairs involve First Nations partners; Strategic Networks, such as the Canadian Aquatic Invasive Species network, involve not only government groups responsible for the policy and regulatory issues related to invasive species, but also groups such as the Ontario Federation of Anglers and Hunters. On the broader education side, this network has developed three museum exhibits about aquatic invasive species tailored to the Great Lakes and the east and west coasts. The international Barcode of Life Network, involves the participation of researchers and communities across the country and builds scientific and community knowledge about biodiversity. The recently funded Integrated Multi-Trophic Aquaculture network is another example of the involvement of small local companies in research designed to develop sustainable and more environmentally favourable aquaculture.

NSERC has two other funding programs from which community partners have benefited. The "Centres for Research in Youth, Science, Teaching and Learning Pilot Program" (CRYSTAL) has funded centres to improve the quality of science and mathematics education for young people inclusive of some community based organizations. Its funding has now been discontinued. The Intellectual Property Mobilization Program has also supported multi-sectoral partnerships to transfer intellectual property resulting from research from which there may have been some community benefit. This too has recently been terminated.

Inter Council Partnerships

The inter-disciplinary nature of challenges to social, economic and environmental conditions for Canada as a nation and its constituent communities and regions clearly present a need to break down sectoral and academic silos and achieve greater horizontal and vertical collaboration amongst academic research, policy and community interests. This need for an integration of human, social, economic and environmental knowledge and planning was most recently demonstrated in the multi-sectoral partnership involving First Nations, forest industries, non-aboriginal communities, and provincial and federal governments in coastal BC. The "Great Bear Rain Forest Agreements" set out a plan for evidence and eco-system based management in 6.4 million hectares of land in coastal British Columbia (an area equivalent in size to Switzerland). Research involving communities was a key input into the development of this initiative, some funded by foundations (see section below), some funded by research councils and some funded by government and industry stakeholders (http://www.forestethics.org/article.php?id=2290). One of the inputs into these developments was an inter research council partnership, "Coasts Under Stress", that involved funding from both NSERC and SSHRC (http://www.coastsunderstress.ca/home.php). The research partnership principally flowed funds to university researchers, but involved community partners as well in each of the "arms" of its "starfish" of research collaboration involving both West and East Coast Institutions. This is but one example of how inter-research council partnerships can generate partnerships and knowledge mobilization that provide one, amongst many, strategic inputs to the kinds of inter-disciplinary and multi-stakeholder initiatives now required to achieve agreement on planning in Canada's communities.

The Networks of Centres of Excellence (NCE), a joint program of the Natural Sciences and Engineering Research Council of Canada, the Social Sciences and Humanities Research Council of Canada and the Canadian Institutes of Health Research and Industry Canada (http://www.nce.gc.ca/) provide opportunities for local community organizations and municipalities to engage in research partnerships with universities.[5] Since 1989, the NCEs have covered topics of importance including the Canadian Water Network, and the Canadian Language and Literacy Research Network, which have

5 AUCC Momentum 2008 report on university research and knowledge mobilization.

included a university community research dimension. In 2006, three new networks engaging communities working in collaboration with universities were funded: the National Initiative for the Care of the Elderly, the Canadian Obesity Network, and the Promoting Relationships and Eliminating Violence Network.

In pursuing these kinds of approaches it has certainly helped that the three Canadian Research Councils have established collaborative mechanisms for ethics, executive planning (i.e. president and vice president meetings), joint funding, and a number of areas of agreed strategic collaboration and funding. In 2007, NSERC implemented a policy the allows up to 30% of the funding in a Strategic Project or Network to flow to SSHRC or CIHR researchers in recognition of the need for a more holistic approach to research problem solving. However, the cooperative programs of pooled funds from the research councils are all focused on allocations to universities. In only one explicit joint program of the Research Councils is community mentioned as a potential funded partner—"Forest Research Partnerships".

It is also notable that very few resources are deployed by research councils to link up community university research partnerships to share effective practices, research findings and their policy implications. The broader "learning community" of researchers, students, their institutions and community based organizations that participate in research partnerships represent a major resource of knowledge creation and mobilization that are currently fragmented and lack a core coordinating resource to enable horizontal learning and development amongst partners.

Other Federal Agencies

There are a number of other federally funded agencies incorporated outside of government departments that invest in applied research for policy and program development and are current and potential sources of support to community university partnerships.

The **International Development Research Centre of Canada** provides grants through the Canadian Partnerships Program to support Canadian researchers and civil society in direct partnership with colleagues in the south to find solutions to global and international development issues.[6] IDRC also partnered with SSHRC on funding an international CURA proposal call that extends the CURA model to international community university research alliances. The call for proposals for the International CURA was enthusiastically taken up by the Canadian research community and indicates a deep capacity in Canada for global community-research partnerships.

The **Canadian Council on Learning** (CCL) is an independent, non-profit corporation that promotes and supports research to improve all aspects of learning—across the country and across all walks of life. Funded by Human Resources and Social Devel-

6 See http://www.cd3wd.com/CD3WD_40/ASDB_SMARTSAN/IDRC.htm

opment Canada, CCL was created in 2004 and supported five "knowledge centres" in Aboriginal learning, adult learning, early childhood learning, health and learning, and work and learning (http://www.ccl-cca.ca/CCL/Home/index.htm?Language=EN). It has been announced that, given the uncertainty of continued funding for the CCL, the "knowledge centres" will be closed down by the end of June 2009. The council issued proposal calls through its centres for which community university partnerships were eligible. Each of the centres were managed through a consortium of organizations made up of community, stakeholder and university research interests. The Council has also had a specific "structured learning" initiative with provincial/territorial governments and education-related NGOs on research priorities for the formal education system (K-PSE). However, there is no specific focus in the CCL programs and "knowledge centers" on community university research partnerships, so evidence of community-engagement in research activity (other than as subjects of the research) is limited. There is also no specific objective within the Council's programs of building capacity for research amongst community and civil society organizations (a clear objective in SSHRC CURA and IDRC programs).

The **Canadian Millennium Scholarship Foundation** was launched in 2005 to provide bursaries to post secondary students in financial need.[7] Its funding ends in 2010. One of the many innovative projects that came out of the Millennium Scholarship Foundation was the LeNonet Project at the University of Victoria which linked Aboriginal students to community based research projects as a strategy to encourage community based research while increasing the chances of the students to excel in their studies at University. The CMSF has also funded a Research Program that advances the study of barriers to post secondary education and the impact of policies and programs designed to alleviate them. While mostly funding university-based researchers, the research program does include Aboriginal community partners in the "Making Education Work" program in Manitoba.

The **Canada Mortgage and Housing Corporation (CMHC)** is a government-owned corporation that provides mortgage loan insurance, mortgage-backed securities, housing policy and programs, and housing research. Since 1986, the Corporation has supported a National Housing Research Committee (NHRC) that has brought together representatives from all levels of government, social housing organizations and the housing industry, as well as academics and consumers to pursue four objectives: Identifying priority areas for housing-related research and demonstration; encouraging cooperation and partnership in research without duplication of effort; fostering broader support for housing research; and promoting the dissemination, application and adoption of research results. The NHRC is led by a Full Committee that directs various Working Groups dedicated to specific issues.[8] The CMHC co-chairs Full Committee

7 See http://www.millenniumscholarships.ca/en/research/index.asp

8 See http://www.cmhc-schl.gc.ca/en/corp/about/whwedo/crviheco/crviheco_002.cfm

meetings and three of the four Working Groups and provides the Secretariat that operates the NHRC. The committee explicitly includes CURA funded community university research alliances like the Winnipeg Inner City Research Alliance. The Committee has hubs, repositories of research information, and interactive networking resources. The Corporation has a small External Research Program (grants of up to $25k) for housing related research, based on an annual call for proposals (http://www.cmhc-schl.gc.ca/en/inpr/graw/graw_001.cfm). This is the only example of a Crown Corporation that provides ongoing funding for research networking inclusive of community (i.e. social housing users and organizers) in research and development.

The **Canadian Race Relations Foundation** is a federally legislated Crown Corporation that works to create a body of research and other funded initiatives to address systemic racism in Canada. The Foundation issues a national Request for Proposals (http://www.crr.ca/content/view/62/385/lang,english/) every two years, inviting community based organizations, activists, scholars and students and anti-racism practitioners working in the area of anti-racism in Canada to submit proposals (to a maximum of $30k) to undertake participatory action research (PAR).

Governments

Human Resources and Skills Development Canada provides funding for research and development through several national programs. It funds research on policy issues through Requests for Proposals that any private or public organization can respond to. Through its Social Development Partnership Program it funds not-for-profit organizations (including universities and colleges) for research and initiatives directed at the well-being of families and people with disabilities. Through the Workplace Skills Initiative (WSI) it funds demonstration projects that respond to a range of skills-related challenges in Canadian workplaces in order to improve productivity and position Canada to effectively compete in the global knowledge-based economy. Private, not-for-profit and educational organizations are eligible to apply. The Office of Literacy and Essential Skills issues proposal calls for funding for community based projects addressing the literacy and essential skills of adults, for which community non-profit organizations and educational institutions are eligible to apply. These programs encourage partnerships, but not specifically community university partnerships. HRSDC also funds the Policy Research Initiative that conducts research in support of the Government of Canada's medium term agenda. Its core mandate is to advance research on emerging horizontal issues, and to ensure the effective transfer of acquired knowledge to policy-makers. It supports collaboration and networking amongst research and policy interests, but not specifically community university partnerships.

The **Public Health Agency of Canada** funds Centres of Excellence for Children's Well Being involving both non-profit community agencies and universities, and other health stakeholders. The Centre for Excellence for Youth Engagement, for example, is based at

the non-governmental Students Commission of Canada and involves a range of community and university-based research and practitioner organizations. The Population Health Fund supports projects to increase community capacity to take action on the social determinants of health through a request for proposals from community non-profit and educational organizations that specifically increase inter-sectoral collaboration. Around $33.7m has been committed to this fund from 2009 to 2012 (http://www.tbs-sct.gc.ca/rpp/2009-2010/inst/ahs/st-ts01-eng.asp).

A number of **other federal departments** provide funding for community based research and development activities targeted at community not-for-profit organizations and public post secondary institutions in their respective mandates. Environment Canada, Heritage Canada, Agriculture and Agri-Foods Canada (through its Rural Secretariat and Cooperative Secretariat, for example), Industry Canada (and its Regional Development Agencies such as Western Diversification Canada), Public Safety and Emergency Preparedness Canada are amongst these federal departments that use contribution agreements to fund part of the costs of research and development inclusive of community partners. However, none of these federal departments have a specific focus on community university partnerships. Citizenship and Immigration Canada is a partner in the SSHRC funded "Metropolis" research initiative leveraging community university relationships to meet immigration planning and policy interests. Previous but now discontinued federal programs that actively encouraged community university partnerships included the National Welfare Grants program and the Office of Learning Technologies of HRSD. Both of these programs seem to have contributed to a legacy of community university research partnerships and innovation in participatory action research that has contributed some capacity to engage further in the CURA program of SSHRC and other forms of community university research partnership.

Action for Neighbourhood Change was a multi-partner initiative funded by three federal departments and is considered a model for horizontal support to and engagement in community based research and development, focused on sustainable community development and neighbourhood revitalization.[9] Unfortunately, the initiative was only funded for two years and ended in 2007. However, the United Way has continued to champion the legacy of the initiative and it has been the subject of continued work involving community university research for action in several communities.

Our scan of federal government agencies and departments indicates many opportunities to address national public policy issues through partnerships between universities, community organizations and other stakeholders. However, there is no framework for encouraging horizontal collaboration in investing in these kinds of partnerships amongst federal departments and agencies. Many individual federal programs and initiatives emphasize the importance of collaboration amongst community, government, and post secondary institutions, but do little to create a framework, or terms and con-

9 see http://www.anccommunity.ca/AboutANC.html#aboutnatl

ditions of funding, that explicitly encourage this approach. Policy and program documents of the federal government assert the interrelated and interdisciplinary nature of many national priorities for public policy. They also refer to the importance of multi-sectoral collaboration in addressing those issues (on climate change and sustainability, for example). However, the potential link between public post secondary education and community endeavours to address pressing public policy issues of poverty, sustainability, social inclusion and the well being of peoples and places is missing in both the policy and program instruments of our national government.

The Council of Ministers of Education (CMEC) represents provincial, territorial and federal jurisdictions in education and in 1999 initiated a "Pan Canadian Education Research Agenda". The research activities are focused on Aboriginal education, literacy, and access to post secondary education, with priorities such as healthy schools, teacher education, and special education.[10] The CMEC has includes education for sustainable development (ESD) as one of the key activity areas in Learn Canada 2020, its framework to enhance Canada's education systems, learning opportunities, and overall education outcomes at all levels. This includes a commitment to realizing UNESCO objectives on the role of education in sustainable development through research, collaboration, and the application of indigenous knowledge. The research collaboration being supported by members of the Global Alliance for Community Engaged Research (funded by SSHRC and IDRC), will be presenting a paper on the role of higher education in sustainable development at the UNESCO World Conference on Higher Education in July 2009 and there is potential for engagement with the Council of Ministers on this subject in the Canadian context.

Provincial-Territorial Governments

The Government of Ontario has a Ministry of Research and Innovation that supports investment and partnerships in research and development with researchers in the private sector and higher education. It supports one specific non-profit community based research and development centre based in Toronto, the MaRS Centre located in the City's Discovery District. The Centre works to connect science, technology, and social entrepreneurs with business skills, networks and capital to stimulate innovation and accelerate the creation and growth of enterprises. Partners include industry and financial sector associations, Toronto and Waterloo Universities and related research institutes, private foundations (McConnell and Tides) and the non-profit Centre for Social Innovation that works to support new ideas amongst community groups and social entrepreneurs for social, environmental and economic change.

The Ontario Trillium Foundation, financed by the Government of Ontario, has provided grants to community university partnerships for research and demonstration projects

10 See http://www.cmec.ca/Programs/data/research/Pages/default.aspx

in areas such as Community Economic Development. Carleton University, the Ontario Cooperative Association, and the Ontario Community Economic Development Network, for example, received funding for a multi-year partnership involving research, training, capacity building and knowledge mobilization which also leveraged support from the Federal Regional Development Organization in Ontario (FedNor).

The Government of Quebec's Ministère de l'Education du Loisir et des Sports operates a "Fonds des service aux collectivités du Mels"[11], a main source of funding for university partnership projects with community groups in Quebec. For more than 20 years, the Ministry has financed these partnerships in research and training to the benefit of community and collective well-being. The Fonds de Récherche sur la Societé et la Culture (FQRSC) (http://www.fqrsc.gouv.qc.ca/fr/accueil.php), financed by the Ministere du Développement Economique de l'Innovation et de l'Exportation,[12] supports university-community consultation projects through the program "Actions Concertées" (http://www.fqrsc.gouv.qc.ca/fr/subventions/programme.php?id_programme=8).

The Government of British Columbia has several ways in which it may fund community based research. One example has been carried out through the creation of a special CBR course at the University of Victoria. Called, "Graduate Studies 500" courses, the regional health authorities, the Ministry of the Environment and others in the BC government have funded a University of Victoria Professor to work with a group of students on a one-off course designed to answer research questions submitted by the Ministry or by community groups which the students then work on for academic credit. Funding from the BC Government has also come for students to do CBR research internships, which have been coordinated through the Office of Community Based Research at the University of Victoria.

The Ministry of Advanced Education issued a call for CBR research proposals to joint community university research teams in 2008 to conduct a research study on ways to increase Aboriginal student transitions from Secondary school to institutions of Higher Education. One study was led by the Indigenous Adult and Higher Learning Association with support from the Office of Indigenous Affairs and the Office of Community Based Research at the University of Victoria.

At the **Municipal** level of government, the Federation of Canadian Municipalities commissions research to support evidence-based policy development in key priority areas for municipal governments across Canada. There are no explicit frameworks for community university partnerships but many research initiatives encourage collaboration. Individual municipalities and their provincial and regional associations often benefit

11 Fonds des services aux collectivités (FSC): http://www.mels.gouv.qc.ca/ens-sup/ens-univ/financement/FSC/Guide_FSC_2008-2009.pdf

12 See http://www.fqrsc.gouv.qc.ca/programmes/doc_utiles/regles_generales.html

from and participate in community university research partnerships funded by SSHRC and CIHR.

Aboriginal and First Nations governments and their associations take a leadership role alongside Aboriginal academics and civil society organizations of Aboriginal, First Nations, Metis and Inuit peoples in advancing knowledge for action on Aboriginal people's issues in Canada. A number of institutes have been established that support these efforts and explicitly promote the importance of participatory action research that asserts the value of indigenous traditional knowledge, including the Institute on Governance (http://www.iog.ca/).

Non-Governmental Support

A number of private foundations and other types of non-governmental organizations are involved in support for community based research through funding programs and initiatives, sometimes involving explicit community university partnerships.

The **J.W. McConnell Family Foundation** supports a "Social Innovation Generation" initiative that involves community non-profit and university partners in addressing Canada's social and ecological challenges through promoting social innovation. The partnership involves the Foundation, the University of Waterloo, the MaRS centre in Toronto, and the PLAN Institute in B.C.

The **Laidlaw Foundation** in Southern Ontario provides grants for work on youth engagement and commissions community based research on related policy issues. Most funding recipients are community based organizations or intermediaries, however, collaboration with university-based researchers has been encouraged.

The **Atkinson Charitable Foundation** supports innovative Ontario projects in early childhood education and development, and organizing, research and education in economic justice and poverty reduction. Their work has included the development of an "Inclusion Task Force" to direct their work in social and economic justice involving university and community based activists.

The **Tides Foundation**, with offices in Ontario and BC, supports projects that contribute to environmental sustainability, social justice and strengthening charities and non-profits. Tides led the fundraising effort in Canada for the "Great Bear Rainforest Initiative" that involves a conservation financing package designed to enable First Nations to sustain their commitments to conservation outcomes through conservation management, science and stewardship jobs and restoration activities in First Nation communities, and community economic development. They have also financed research on "social financing" with university and social economy sector partners.

The **Shastri Indo-Canadian Institute** funds research and initiatives to support the creation of binational links between academia, government, the business community and civil society organizations in Canada and India (http://www.sici.org/about/).

A number of **Community Foundations** in Canada have been engaged in supporting community university research partnerships. The **Vancouver Foundation** has supported work by the Office of Community Based Research at the University of Victoria to support multi-stakeholder research and action on homelessness. Several Community Foundations have supported community based research on socio-economic indicators ("Vital Signs") to give communities an understanding of changing conditions.

The **United Way** has also taken a leadership role in encouraging and funding partnerships in taking evidence-based community action on social issues in communities in which they are located. The United Way organizations in Victoria, Kitchener-Waterloo, Montreal and Toronto are innovators in building these relationships.

Community Futures Development Corporations (funded by the federal government as independent not-for-profit agencies) have also taken a lead role in community based economic development planning and action, sometimes in collaboration with universities and colleges, involving research into economic transition and labour market development issues.

Other **non-profit associations and "intermediary" groups** play a role in raising and directing funds to community based participatory action research involving multiple stakeholders. **The Canadian Community Economic Development Network**, for example, has a research committee made up of practitioners and university based researchers that help develop research initiatives on issues such as social inclusion and poverty reduction that in turn share funds with practitioner organizations to carry out action research amongst a range of communities and other stakeholders, inclusive of university partners. **The Tamarack Institute for Community Engagement** has received funds from the J.W. McConnell Family Foundation, the Maytree Foundation, and the Social Development Partnerships Program of HRSDC to support community based research, action planning and knowledge mobilization in cities across Canada through the Vibrant Communities Initiative. **The Canadian Centre for Policy Alternatives** develops sectoral and community based research for evidence-based policy amongst a range of labour, community and university participants. **The Canadian Policy Research Networks** directs research studies built on partnerships on a range of emerging policy issues at the national and provincial level, inclusive of community, government, and university based research partners. **The Social Research and Demonstration Corporation** is a national non-profit and charitable organization that conducts research with expertise in designing, implementing, operating and evaluating large-scale demonstration projects involving multiple partners, and longitudinal evaluation.

A number of **credit unions and co-operative** organizations are also working to support community based research and action on social, environmental and economic issues as part of their mandate to invest in communities. Vancity Credit Union and its community foundation and Coast Capital Credit Union in British Columbia support and participate in community initiatives that include university partnerships. Assiniboine Credit Union in Manitoba, and Alterna Savings in Ontario provide grants for community development initiatives, as do others across the country The BC Institute for Cooperative Studies at the University of Victoria is a partnership between the University and the Cooperative sector, with both academic and practitioner representation on its board to direct ongoing research and development. The Canadian Cooperative Association directs a national research program funded by the federal Cooperative Secretariat.

Universities themselves have been increasingly investing in structures and initiatives devoted to community engagement and community based research. While much research activity is dependent on external dollars from research councils, there has been increased attention to creating structures within universities, or as arms-length NGOs, that leverage the internal assets of the institution and other research funding sources to strengthen community university partnerships. For example, The University of Victoria has set up an Office of Community Based Research to work across faculties and community stakeholders to foster research partnerships. The Harris Centre of Memorial University in St. John's, Newfoundland, coordinates university relations with stakeholders on regional policy and development. An assessment of these emerging structures and initiatives follows in section four of the report.

All of the identified areas of support for community based research have an informal relationship to developments within universities themselves to strengthen community engagement. There are, in effect, two major forces at work that are showing signs of potential convergence. On one hand, civil society has organized networks and associative arrangements to strengthen its capacity to conduct community based research and achieve social development objectives while balancing the need to co-create evidence-based policy with government that addresses complex and interrelated social, economic and environmental issues. These efforts have been supported by some government agencies, foundations, social economy organizations, and civil society itself (through its own revenue-generation capacity). As a result, Canada now has (in common with other countries throughout the world) sophisticated, albeit often under-funded, civil society sector-owned intermediary organizations and associations that carry out research and knowledge mobilization. At the same time, universities themselves have developed structures to engage in community university partnerships for research and knowledge mobilization on a more systematic basis. Therefore, there is potential to enhance outcomes of these efforts and trends across both sectors through strategic support that encourages convergence.

5.0
ANALYSIS OF COMMUNITY UNIVERSITY PARTNERSHIP ARRANGEMENTS

There are four broad categories of community university partnerships in research that we have identified.

- Type one we describe as individual faculty to community relationships that have been created without systematic institutional support, involving both transactional and community based research partnerships.
- Type two are specific centres or institutes that support partnerships in their fields of interest with communities relevant to that interest, mostly involving community based research partnerships.
- Type three is a systematic organizational structure operating on a cross-university basis to engage community partners in research of value to them and to the institution involving community based research.
- Type four is a multi-higher education institution and community partnership to engage in research at a regional, national or international level on an ongoing basis involving community based research.

We have found developments in all of these forms of partnership, and for the purposes of this project focus on the emerging nature of type two through four partnerships. We also reference two international examples to give a sample of the global growth in these forms of partnership. A summary of examples is attached (Appendix Two). This analysis is not a comprehensive inventory of these forms of partnership, but a first step to building such a database and portrait. There are many ways of categorizing or creating a typology of these partnerships, and the typology created for the purposes of this report is one that focuses on the scale and scope of community university engagement. Other recent research we have built upon, and which take other very important approaches to analyzing trends in community based research, include Brenda Roche's *New Directions in Community Based Research* (Wellesley Institute, 2008), and *A Snapshot of CBR in Canada* (Flicker S. and Savan B. Wellesley Institute, June 2006).

Institutes and Centres That Support Community Research Partnerships

The **Centre for Aboriginal Health Research at the University of Manitoba** initiates, coordinates and supports research and knowledge mobilization activities designed to

assist First Nations and Aboriginal communities and organizations in their efforts to promote healing, wellness and improved health services in their communities. The research program integrates both scientific and traditional Aboriginal approaches to produce new knowledge about health and health care in First Nations and Aboriginal communities (http://www.umanitoba.ca/centres/cahr/about/background.html). This centre is one of a number of examples of health promotion partnerships between First National and Aboriginal communities and university based researchers in health and social sciences, supported by both SSHRC and CIHR grants, in this case with endowment funding from the Assembly of Manitoba Chiefs and the Canada Foundation for Innovation. Similar research partnerships for Aboriginal health exist at several Canadian universities and represent a major example of Aboriginal community university research partnerships (including UBC, Dalhousie, Regina, Saskatchewan, the First Nations University, Ottawa, Toronto, McMaster and Laval).

Participatory Research at McGill (PRAM) is located within the Family Medicine Department at McGill University and supports researchers working in partnerships with those affected by issues being studied for the purpose of translating knowledge into action or change (http://pram.mcgill.ca/). Knowledge translation or moblization with communities is a major focus for the unit, reflecting this priority at its major funder, CIHR.

The **Community Based Research Laboratory** at the University of Victoria's Geography Department work with local communities to enhance equitable and environmentally sustainable lifestyles (http://cbrl.uvic.ca/en/welcome/about.html). Projects include the Participatory Sustainable Waste Management (PSWM) project, the sustainable fisheries project in Brazil, the solid waste management and binners projects in Vancouver and Victoria (Canada), and the global waste database.

The Factor Inwentash Faculty of Social Work at the University of Toronto supports research collaborations between the University and agency partners in the Greater Toronto Area that are concerned with the welfare of children and focused on developing joint research, dissemination and advocacy efforts (http://www.socialwork.utoronto.ca/research/intiatives/children/partners.htm). Community partners are involved in every step from deciding on which issues to research to putting results back into practice to evaluate their effectiveness.

Algoma University supports education and research in Community Economic and Social Development inclusive of community based research partnerships with First Nations communities (http://www.algomau.ca/view.php?page=ap_programDetails&id=5).

The **Community University Partnership** for the Study of Children, Youth and Families is based within the Extension Department of the University of Alberta in Edmonton and works to create community based research partnerships (http://www.cup.ualberta.ca/history).

The **Carleton Centre for Community Innovation** in the Faculty of Public Affairs and Management brings together academic research and knowledge dissemination in partnership with Canadian communities in ways that promote long-term sustainable and equitable development (http://www.carleton.ca/ccci/3ci.htm).

The **BC Institute for Cooperative Studies** at the University of Victoria, and the **Centre for the Study of Cooperatives** at the University of Saskatchewan represent community university institutes for research, learning and knowledge mobilization explicitly designed to integrate community/practitioner interests in the field of cooperative and social economics (http://usaskstudies.coop/ http://www.bcics.org/).

The **Social Economy Centre** (SEC) of the University of Toronto promotes and disseminates multidisciplinary research and policy analysis on issues affecting the social economy. The Centre is a unit of the Ontario Institute for Studies in Education and works with a range of community partners and stakeholders in the social economy.

The **Urban Institute at the University of Winnipeg** operates the Winnipeg Inner City Research Alliance with community partners to foster innovative research, training and related activities that work toward the social, cultural and economic development of Winnipeg's inner city communities (http://ius.uwinnipeg.ca/wira_overview.html).

The **Polis Centre for Ecological Governance** at the University of Victoria, with an original endowment from the Eco-Research Chair of Environmental Law and Policy, has created community university research partnerships, including a Community University Connections program to protect interconnected health and well being of individuals, communities and ecosystems, through scientific research that is: Ecosystem based; inclusive of local knowledge and expertise to the fullest extent possible; and respectful of local traditions and customary laws of Indigenous and local peoples.

The **Coady International Institute** at St. Francis Xavier University supports research, education, learning and knowledge mobilization on international development issues, with a focus on asset based community development (http://www.coady.stfx.ca/work/index.cfm).

Concordia University's **Institute in Management and Community Development** supports the building of democratic community structures and innovative programming that respond to challenging social justice issues facing communities. Through the Institute's creation of learning spaces, staff and volunteers from community based groups, academics, funders, and decision-makers are encouraged to share and explore ways of promoting citizen engagement, building alternative economic visions and developing strategies for environmental activism (http://instdev.concordia.ca/).

The Faculty of Architecture and Planning - Cities & Environment Unit at Dalhousie University aims to assist urban and rural communities develop strategies and designs that address local challenges and opportunities. Projects include physical, social, and economic

strategies to improve the community and build its capacity to develop and act on local solutions. In particular, emphasis is placed on actively working with communities using a community based approach to all projects (http://ceu.architectureandplanning.dal.ca/).

Brandon University's **Rural Development Institute** supports the Community Collaboration Project (CCP). The CCP is a program that includes regional round tables (RRTs) and works with steering committees to identify regional socio-economic challenges, find common solutions, and implement programs (http://www.brandonu.ca/rdi/ccp.asp).

There are many other examples of centres and institutes at Canadian universities that involve community research partnerships. Some are connected to one another in developing research ethics and protocols across universities to guide their partnerships. This is particularly significant with those research institutes that involve Aboriginal and health research. Also prominent as subjects or sectors in community based research partnerships are: Social work; community development; the social economy; environment; social welfare; children, youth and families; regional and urban development; international development; and human geography. What appears to be lacking in the general field of these partnership arrangements are mechanisms for networking and learning across university and civil society partners at the local level, and across fields of inquiry and action at the national level. The following sections look at broader engagement structures in this context.

University-wide Partnership Structures

In addition to centres within universities mainly developed to serve specific fields of study or academic disciplines, there are a growing number of partnership structures that are deliberately seeking to engage the whole or a significant scope and scale of university partnership with communities. Some of these have grown from an earlier project or focus within a faculty to become a resource to the whole university and a range of community partners. Some have come about as a result of corporate initiatives by universities to build on and engage the work of several faculties and centres in community based research. These initiatives show signs of a significant scaling up of community engagement and partnerships. In other examples we found independent non-profit agencies being formed outside of the university structure to scale up and promote earlier forms of partnership that were more specific in scope and nature within the university, to engage the whole university as a resource to communities.

The **Harris Centre at Memorial University** in St. John's, Newfoundland, co-ordinates and facilitates the university's educational, research and outreach activities in the areas of regional policy and development (http://www.mun.ca/harriscentre/mandate.php). It works with all faculties and departments within the university and serves as a point of access for all stakeholders seeking to work with the university in activities related to regional policy and development.

Service aux collectivites at the Universite du Quebec a Montreal is one of the oldest pan-university initiatives for community partnership (1979). It supports research partnerships, learning and knowledge mobilization between all university departments and a broad range of civil society, social movement and community partners (http://www.sac.uqam.ca/index.aspx?ID=accueil).

The **Community University Institute for Social Research** at the University of Saskatoon facilitates partnerships between the university and the larger community in order to engage in relevant social research that supports a deeper understanding of communities and opportunities for improving quality of life (http://www.usask.ca/cuisr/about/background.html). Its board has 50% community representation and 50% faculty with Co-chairs for the Institute from community and university partners.

The **Community Research Unit** (CRU), based in the Faculty of Arts at the University of Regina, builds relationships between community and faculty by facilitating community based research and community service-learning opportunities http://www.arts.uregina.ca/general-public/community-research-unit). The CRU facilitates community based participatory research by matching community groups interested in undertaking research with university faculty and student researchers.

Community University Research Partnerships Unit at the Centre for Urban and Community Studies of the University of Toronto works with a range of community partners and university departments to promote community based research and knowledge mobilization on issues of homelessness, poverty, social welfare and social justice (http://www.urbancentre.utoronto.ca/curp.html).

The **Universite du Quebec a Trois Rivieres**'s Community Intervention Project engages faculty, students and community partners in research, learning and education activities to support community and social development.[13] The **Urban Alliance** is a partnership between the City and University of Calgary that will integrate university research in nine areas to benefit the citizens of Calgary—social fabric and security, living spaces, natural environment, the consumption and disposal cycle, mobility, physical infrastructure, management and industry, workplace and governance (http://www.urban-alliance.ca/main.html).

The **Centre for Community Research, Learning and Action** is a research centre within Laurier University's Community Psychology Program, in the Faculty of Science. The Centre is dedicated to partnering with organizations and communities to promote understanding and action on community issues and community university collaborative research partnerships to advance community health and social justice (http://www.wlu.ca/homepage.php?grp_id=2615).

13 https://oraprdnt.uqtr.uquebec.ca/pls/public/gscw031?owa_no_site=352&owa_no_fiche=60&owa_apercu=N&owa_imprimable=N&owa_bottin=&owa_no_fiche_dev_ajout=-1&owa_no_fiche_dev_suppr=-1

The **Trent Centre for Community Based Education** connects students and faculty with local organizations to create community based research, service learning and experiential education opportunities that enhance the social, environmental, cultural and economic health of communities. The Centre started within the University and has now incorporated as an independent non-profit organization that works with and is governed by both university and community partners (http://www.trentcentre.ca/background.php). It collaborates with the U-Links Centre for Community Based Research that is a project of the Haliburton County Community Cooperative (also linked to Trent University).[14]

The **Centre for Community Based Research** is an independent non-profit organization in Kitchener, Ontario, that supports collaborative community based research with a range of community, government and university partners to strengthen communities through social research (http://www.communitybasedresearch.ca/index.html). It has been in operation for 25 years and is, as far as we were able to determine, the largest non-profit, community based research centre in the country. Some of the Centre staff hold teaching appointments at Wilfred Laurier University and the University of Waterloo. Many students from both Waterloo and Laurier have been involved in CCBE over the years.

The **Office of Community Based Research** at the University of Victoria is part of the Vice President Research division of the University, and works to engage all faculties and students in community research partnerships (http://web.uvic.ca/ocbr/). It has an advisory committee co-chaired by the Vice President and a community representative (at this time the CEO of the United Way of Greater Victoria) and facilitates community based research in areas that are priorities to local communities (such as in Aboriginal health, housing and homelessness, and food security). The University is also in the process of implementing a broader community engagement strategy which would be lead by a Steering Council on Civic Engagement.

These models of institution-wide community based research engagement share common objectives in broadening scale, scope and depth of partnerships to achieve evidence-based results applied to action amongst community and practitioner stakeholders. These efforts are diverse in the outcomes they seek to achieve. In some cases they are focused on policy outcomes, in some cases practice outcomes, in some business development, in others civic governance. In most if not all cases they share common characteristics in: providing learning opportunities for students in applied community research that contributes to their academic studies; providing research resources to communities of practice, place and population to enhance knowledge; and promoting partnership opportunities and resources of benefit to both community and university actors. At a more conceptual level these structures promote and use a common language and framework for the co-creation of knowledge. Its mobilization/application is deeply rooted in the history of participatory action research, social sciences and humanities, public education, and health promotion and are major factors in Canada's social history. However,

14 http://www.haliburtoncooperative.on.ca/ulinks/index.php

there is also some interesting diversity in the arrangements, involving for example: University based corporate structures; NGOs created by university community partners but outside the university structure; university-city government partnerships; broader university commitments to civic engagement across a whole range of functions.

Multi-institutional Partnerships

The fourth form of community university partnerships that have emerged partly from funding arrangements from research councils and at the international level (the IDRC) are multi-institutional partnerships that have deliberately set out to engage several community stakeholders and universities.

In Quebec, **L'Alliance de récherche universités-communautés** (ARUC) en économie sociale et le Réseau québécois de recherche partenariale (RQRP) involves multiple partners in research to support the social economy and is co-led by representatives of the Université du Quebec é Montréal and le Chantier de l'économie social, a network of networks of civil society and social economy organizations. The Université du Quebec en Outaouais, Sherbrooke, Laval, and Concordia Universities are partners.[15]

The **Wellesley Institute** is a non-profit and non-partisan research and policy institute that also provides training and capacity building and is focused on finding solutions to problems of urban health (http://wellesleyinstitute.com/about-us/what-we-do). Located in Toronto, the Institute has "visiting scholars" from several Canadian and international universities to help develop its work on the social determinants of health.

The **Community Based Research Network of Ottawa** works to increase the capacity of community based organizations in Ottawa to carry out research and evaluation and use evidence based information to more effectively serve the community and improve quality of life (http://www.spcottawa.on.ca/CBRNO_website/home_cbrno.htm). It facilitates research/evaluation partnerships and promotes sharing and dissemination of information and best practices among universities, community based organizations and the broader community, and is hosted by the Social Planning Council of Ottawa.

The **Toronto Community Based Research Network** brings together community practitioners, academics, funders and community members from across the GTA who are or have been involved in CBR projects. Its mission is to increase and sustain the capacity of local health and social service organizations and academic partners in the Greater Toronto Area to conduct effective CBR leading to evidence based action and policy change.

The **Canadian Social Economy Research Partnerships** involves several universities across Canada with community partners and practitioners to build ongoing research,

15 http://www.aruc-es.uqam.ca/Portals/0/docs/Information%20%28english%29.pdf

knowledge sharing and policy development to strengthen the social economy in Canada (http://www.socialeconomyhub.ca/hub/?p=353).

The **Vancouver Island Community Research Alliance** is an emerging partnership between the five public post secondary institutions on Vancouver Island in B.C. with a range of local governments, First Nations and Aboriginal groups, business and community groups. It aims to mobilize the research, training and educational capacity of colleges and universities in the region to support community efforts to create and manage change (http://www.portalberni.ca/node/288).

Social Innovation Generation is a national partnership involving the J.W. McConnell Family Foundation, the PLAN Institute for Caring Citizenship, the University of Waterloo and the MaRS Centre for Social Innovation and Entrepreneurship (http://www.marsdd.com/About-MaRS/Partners/sig).

York University supports a Knowledge Mobilization program in partnership with the University of Victoria to pilot a national network of policy and practice relevant to academic researchers who collaborate via university based knowledge brokers with government and community organizations from across the country (http://www.researchimpact.ca/home/). These knowledge mobilization partners are linked by a "Research Impact" web site and backed by a database with broadband and Web 2.0 tools to facilitate collaboration across the country to enhance public policy capacity in areas such as science and technology, environment, security, social welfare, immigration and settlement, health, education, arts and culture.

The **Canadian Alliance for Community-Service Learning** is the outcome of McConnell Foundation funding to 10 Canadian universities and colleges to expand community-service learning as a focus for community engagement (http://www.communityservicelearning.ca/en/). The Alliance, based at Carleton University, supports a parallel form of community university partnership engaging students in opportunities to work in service of communities at the same time as deepening their and community opportunities for learning. Community-service learning is often linked to community based research partnerships.

There are also a number of **Civil Society Networks and Associations** that support community based research, without a specific focus on community university research partnerships. These were referenced in section three of this report because they leverage funding from various sources, include their own revenue generation from the sale of goods and services for social benefit (social enterprises) and donations, and contribute to community based research that often includes university partners who provide additional resources and expertise. However, these civil society organizations are not primarily focused on research, but on a combination of learning, knowledge mobilization, advocacy, social movement building, and applied research to achieve specific social, economic and environmental objectives.

Our review of multi-institutional partnerships in community university research partnerships indicates that this is an evolving area of activity that has grown out of initiatives at the university level to take on greater scale and been enabled by Research Council support. These partnerships have taken the form of regional, provincial, national and international initiatives in distinct areas of collaboration. In two regions of Ontario, CBR itself has been the focus for the creation of local and distinct networks. In some cases CBR initiatives are led by public post secondary institutions. In others they are led by civil society organizations with specific connections to universities. In others they are led by civil society organizations without any connection to the public post secondary sector, but whose members and activists include students and faculty from that sector, and who look to encourage partnership activity to benefit their objectives.

This web of relations for community based research and knowledge mobilization represents a major unconnected resource to addressing key issues for Canada's future. Connecting up knowledge, action, planning, research and policy-development amongst university, college, government, private sector and civil society actors could produce major outcomes in directing and applying research to creating results.

International Examples

The Community University Partnership Programme[16] was created at the University of Brighton in southern England in 2003 with an initial grant from the Transatlantic Foundation and in the context of a visionary Rector at the time, Sir David Watson. CUPP currently has an annual central university grant of $500,000 for its core operations. It has engaged 130 academics, 1000 students and 500 community partners over the period of its existence. They support community needs in research, strategic planning, evaluation, and access issues in terms of negotiating the university. Projects engaged include mental health studies, health promotion, urban gardening, art and social integration, citizen action on climate change, family unemployment strategies and a large regional project covering three counties in the south of England, the Southeast Coastal Communities Project.

The National Coordinating Centre for Public Engagement is part of the Beacons for Public Engagement project which was launched in April 2008 and funded by the UK higher education funding councils, Research Councils UK and the Wellcome Trust. The four-year project aims to work with universities to increase the quality and quantity of their public engagement activities. Public engagement goes beyond the facilitation of research partnership to encompass a huge range of activities that bring university staff, students and the public together in two-way interactions that are mutually beneficial.[17] They stress the importance of strengthening what they refer to as engaged research (including the co-production of knowledge with end-users), knowledge exchange and

16 http://www.brighton.ac.uk/cupp/

17 www.publicengagement.ac.uk

engaged teaching and learning. There are six "Beacons" of public engagement in the UK at the Universities of Bristol, University of the West of England, University of Newcastle, University of Durham, University of Manchester, University College London, University of East Anglia, University of Wales and Edinburgh Beltrane.

Fondation Science Citoyennes (Citizen Science Foundation) was created in 2002 as a non-governmental organization for the democratization of science and scientific research. It aims to promote and extend the issues of democratic citizenship through debates, discussions and networking activities that seek to strengthen and better link science with the goals of a democratic and just society. Its board of directors is made up of distinguished scientists in France. Science Citoyennes has three central focuses for its work. First, bringing scientists and civil society actors together in issues of critical contemporary concern (social, medical, environmental). Second, create a common space for science and civil society to work together in areas that are fragmented politically and disciplinarily (ie: nanoscience, genetic modification or organisms, indigenous knowledge). Third is increasing the research or knowledge creation capacity of civil society organizations, regulatory bodies and trade unions, the creation of what they call "a third science".[18]

The 2008 World Report on Higher Education, researched and written under the direction of the Global University Networks for Innovation (GUNI), focused on the role of higher education in strengthening social integration and democracy, economic well-being and sustainability. They report on the growing discourse around the world on engagement and renewed examinations of the relationship of higher education to the societies within which they are located. One of the contributors to the GUNI report, Dr. Rajesh Tandon, President of the Society for Participatory Research in Asia and Chair of the Global Alliance in Community-Engaged Research has noted:

> *Inside the universities many more changes are needed. First of all, they must consider the different civil society actors as legitimate sources of knowledge and work together with them. There is a lot of analytical reflection and educational work outside the university. Secondly, universities have to reform their curriculum, including practical work as an element of learning. In many of our countries, universities only do classroom teaching, without practical immersion. In every subject you can learn from experience, from the field. Finally, the internal incentive structure for professors and researchers must include civic engagement and the co-production of knowledge with civil society.*[19]

18 http://sciencescitoyennes.org/

19 Tandon, Rajesh, Interview in the May 2009 GUNI electronic newsletter (http://www.gunirmies.net/),

6.0
CONCLUSIONS AND RECOMMENDATIONS

Funding from Research Councils, government agencies and departments, foundations and civil society organizations, the latter two categories notably channeling private sector and individual donations from Canadians, represent a substantial investment in community based research. University and community partnerships have emerged as an important point of organized and deliberately coordinated convergence between civil society organizations and the public post secondary sector. Many other stakeholders (in business and industry, in Aboriginal and First Nations communities, in local government, in the K-12 education sector) benefit from the outcomes of these partnerships and contribute to them.

The development of these partnerships has been assisted by the systematic institutional innovation of universities and colleges to create appropriate structures inside and outside of post secondary institutions. There is evidence of increased systematic investment by universities in these pan-institution engagement arrangements. There is also evidence of increased investment by civil society organizations in mechanisms and systems to partner for the generation of results and evidence-based knowledge mobilization for social and environmental innovation.

The Community University Research Alliance program (and related community partnership funding like that of the social economy research program) at SSHRC has contributed to supporting collaboration and convergence between community and university on community based research that addresses many of the pressing social, economic, and environmental issues facing Canada. Similar programming, particularly in Aboriginal Health, of the CIHR has made a similar contribution. These Research Council investments are small by comparison with their overall investment portfolios, but seem to produce disproportionate results in creating knowledge that is then applied to real and dynamic policy and action.

At the same time, investments for government agencies and departments at all levels of government are seeking efficient ways of generating knowledge for strategic policy and action on their separate (but often interrelated) public policy mandates. And foundations and civil society organizations have reached new levels of sophistication in creating mechanisms for using research partnerships to generate both the analytical tools and evidence-based evaluation to improve results and outcomes in their work to enhance social, economic and environmental conditions in their respective mandates.

Knowledge mobilization activity to translate research results into useable information for policy, planning and action is on the increase in all sectors of society. There is great demand to make knowledge more accessible to actors in complex, multi-disciplinary, multi-sectoral efforts to manage and create change. There is also great demand for learning and educational opportunities to equip people (students, faculty, community practitioners, sector stakeholders) to transform knowledge into practice and collaborative action. The fields of environmental sustainability and social innovation demand these kinds of learning and approaches, and engage business, industry, government, higher education and civil society in common efforts through necessity. Information technology plays a major potential role in both intra-learning amongst partners in a given initiative, and amongst extra partners engaged in expanding knowledge mobilization and community based research as a methodology to serve societal interests.

Canada is at a critical point in its evolution of a continuum of development of community based research, and community university research partnerships. Currently fragmented, these investments if better resourced and coordinated could create a major advantage for the nation to advance its knowledge based economy, society and education system. The linkage of the resources of the public post secondary system to the innovation potential of community and civil society organizations to apply research to action and planning, together with the potential for co-creation of evidence based policy development amongst governments cannot be underestimated. Added to these potential outcomes for encouraging community university research partnerships is the benefit of providing students and faculty in higher education with real learning and development opportunities that shape the future relevance and dynamism of education itself. The Community Service Learning movement amongst both educational institutions and community organizations has great potential to link community based research with community learning and civic engagement objectives.

There is evidence of an impressive array of impactful knowledge creation and mobilization through community university research partnerships in virtually every sphere of public activity to improve social, economic, health and environmental conditions and outcomes in Canadian society. There is, however, a need to consolidate and scale up effective practices across individual research efforts and disciplines, and strengthen arrangements through appropriate, participatory policies by funders and partners on community engagement and mechanisms for knowledge exchange and collaboration. This is particularly pressing in areas of inter-disciplinary research and policy development to address interrelated social, economic and environmental concerns that are fundamental to producing outcomes in sustainable development. Community and civil society, government, research council, and university partners need to be engaged in ongoing efforts to strengthen mutually beneficial relationships, processes, and mechanisms that grow and focus this emerging knowledge creation system.

Recommendations

Considering these conclusions, this report suggests some preliminary recommendations to strengthen what has been found in our research and begin to address some of the structural challenges identified.

A. We recommend that Research Councils continue to play a lead role in supporting community university research and knowledge mobilization partnerships, and strengthen that role by:

1. Investing in analysis and sharing of results and lessons learned of previously funded CU research partnerships (particularly from the CURA program) and the creation of an ongoing database and resource for sharing of experiences and results.
2. Supporting national networking of practitioners through Community Based Research Canada to increase excellence in CBR partnerships and practices, knowledge mobilization from CU partnership activities, and enhance tools, resources and outcomes.
3. Increasing the relative allocation of funds to community university research partnerships by Research Councils, including the introduction of community partners as eligible recipients of NSERC grant funding.
4. Creating a designated pooled fund for cross disciplinary CU partnership research across Research Councils.
5. Adjusting grant conditions for CU research partnerships to invest more equitably in community based organizations and ensure that the review and selection process is inclusive of civil society and community interests as well as academic interests.
6. Increasing funding for International CURA partnerships through IDRC and all National Research Councils.
7. Engaging other Federal Government agencies and departments in exploring opportunities for collaboration on horizontal evidence based policy development through community university research partnerships.
8. Examining ways of structuring other investments in universities and colleges to encourage community and civic engagement, and supporting institutional innovation to create engagement structures and incentives for them in merit review, promotion and tenure structures.
9. Creating a pool of funds for seed or development grants that lead to larger CURA grants in the future.
10. Expanding the inclusion of non-academic and community research experts on peer-review panels.

11. Recognizing the importance of supporting the next generation of CBRers, targeted funds should be allocated to graduate student fellowships at the Masters and Doctoral levels.

Recommendations for Tri-Councils:

1. Hold a policy forum with a range of stakeholders identified in the paper to develop CU Partnership Plan for 2012 (or another year where there will be an international event); desired result is a tri-council policy statement on CU
2. Introduce a Tri-Council Funding Partnership mechanism to advance CU partnership; desired result is increased inter-disciplinary research with communities involved.
3. Hold annual event to share best practices, etc; desired result: increased capacity-building and innovation.

Recommendations for SSHRC:

1. Engage Council and SSHRC key stakeholders in articulating SSHRC's vision in CU research and its benefits to Canadians; desired outcome: a policy commitment to CU partnerships within SSHRC's mandate.
2. Develop mechanisms to encourage the 'exchange' of practices amongst funded CURAs and new start-ups such as Web 2.0 wikis, symposiums, etc; develop a community of practice where knowledge and experience is shared; desired result: increased capacity building and innovation.
3. Work collaboratively with grant recipients to document the outcomes and impacts of CU partnerships, etc.; desired result: evidence to inform policy and seek additional funding.

B. We recommend the following action by other sectors we have identified in this report as being significant to the development of community university research partnerships:

1. Universities and colleges should examine how to expand innovation in their structures and systems of recognition and incentives (e.g. merit review, promotion, tenure) to strengthen community engagement.
2. Universities and colleges should examine ways to link up community service learning, community research partnerships, socially responsible community investment and procurement, and other forms of civic engagement.
3. Universities and colleges should invest in institutional support for CBR and KM as they do for technology commercialization and industry liaison.

4. Through Treasury Board and its remit to improve federal government grant and contribution arrangements, the federal government should seek to improve departmental support and arrangements for programs that support community university research partnerships.

5. Through the Council of Ministers of Education, provincial and territorial governments should review the role of that level of government in supporting community based research to achieve goals in Learn Canada 20

6. Community Based Research Canada should work with partners across these sectors to encourage collaboration, learning (through events such as CUexpo), to further advance the field of community university research partnerships.

7. Support should be provided to Aboriginal, First Nations, Metis and Inuit organizations to strengthen arrangements for CBR led by indigenous peoples to generate knowledge for action by their governments and civil society organizations.

8. Support should be provided for organizations serving immigrant refugees and ethnic minority organizations.

9. Through leadership provided by philanthropic foundations of Canada, Canadian foundations should complement their investments in individual projects aimed at localized social innovation by partnering with the granting councils and academic institutions by investing in national structures hat support networked community-university engagement, CBR and KM.

10. Through The Council of Ministers of Education, provincial and territorial governments should review the role of that level of government in supporting community based research to achieve goals in Learn Canada 2020, including examples of initiatives such as those in Newfoundland and Labrador to encourage university engagement in supporting regional and community economic development.

C. We recommend that follow-up to this initial study be organized by CBRC with Research Councils and IDRC to engage stakeholders with interest in CBR in co-producing an agenda for strengthening this emerging system of knowledge creation and mobilization. Follow-up should include the convening of a series of regional and sectoral stakeholder meetings leading to a national conference.

D. Finally, we recommend that Canada ensure it is learning from and exchanging knowledge about community university research and civic engagement with partners across the globe. Following on from the UNESCO Global Conference on Higher Education in 2009 we recommend that Canada seek agreement for a global process to exchange knowledge and learning to strengthen the relevance of higher education to sustainable development through community engagement.

APPENDIX ONE
TABLE OF FUNDERS

Research Councils

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Social Sciences and Humanities Research Council (SSHRC)			
Community University Research Alliance (CURA)	Research; Education and training; Knowledge Mobilization.	Development grant of up to $20,000; $200,000 annually for up to five years.	Applications must be submitted jointly by one or more postsecondary institutions and one or more organizations from the community.
Metropolis Project (CIC leveraged funding)	Research and policy development on population migration, cultural diversity and the challenges of immigrant integration in cities in Canada and around the world.	Up to $125,000; 12 to 18 months.	Researchers affiliated with Canadian postsecondary educational institutions are invited to submit a proposal. Successful applicants must seek affiliation with one of the five Metropolis centres.
BOREAS Histories from the North: Environments, Movements, Narratives	Provides opportunities for teams to carry out, in collaboration with Northern populations, research in human cultural development and societal adaptation.	Initial investment of $100,000 annually over four years, starting in fiscal year 2006-07.	Applicant must be affiliated with an eligible Canadian postsecondary institution. Co-applicants may be affiliated with Canadian or non-Canadian postsecondary institutions or with Canadian community organizations.
Canadian Social Economy Research Partnerships	Undertakes research as needed in order to understand and promote the Social Economy tradition within Canada and as a subject of academic enquiry within universities.		

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Major Collaborative Research Initiatives (MCRI)	Seeks to strengthen Canadian research capacity in the humanities and social sciences by promoting broadly-based research and unique student training opportunities.	Eligible proposals must be of such a scope that they require a minimum budget of $100,000 for each of the seven years. The maximum budget is $2.5 million over seven years.	Minimum of two Canadian postsecondary institutions must include sufficient members to cover the diverse perspectives and expertise required by the breadth of the research questions.
Natural Sciences and Engineering Research Council of Canada (NSERC)			
Collaborative Research and Development (CRD)	Program supports well-defined projects undertaken by university researchers and their private-sector partners.	Up to five years. Large or complex proposals $150,000 - $200,000.	CRD awards cover up to half of the total eligible direct project costs, with the industrial partner(s) providing the balance in cash and in kind.
Centres for Research in Youth, Science Teaching and Learning Pilot Program (CRYSTAL) (Discontinued)	Increase understanding of the skills and resources needed to improve the quality of science and mathematics education (K-12), and enrich the preparation of young Canadians in these foundation subjects.	Funding of up to $200,000 per year, for up to five years, for five or six centres.	Each centre will be hosted by one or more of the faculties of education, science and engineering of the lead university(ies). Partners from the "user community" must also be actively involved.
Intellectual Property Mobilization Program (IPM) Application Guidelines – Group Awards	Funding in partnership with universities, hospitals, and colleges to support activities related to managing and transferring intellectual property resulting from research falling under the jurisdiction of the three federal granting agencies.	Grants will be awarded for up to two years. While there is no limit on the amount of a request, it is anticipated that the awards will be between $100,000 and $400,000 per annum.	
Canadian Institute of Health Research (CIHR)			
Institute of Aboriginal Peoples' Health (IAPH)	Research to address the special health needs of Canada's Aboriginal people.		Established Aboriginal Capacity and Developmental Research Environments (ACADRE) centres.

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Anisnabe Kekendazone - Network Environment For Aboriginal Health Research (AK-NEAHR).	1) Biomedical research, 2) Clinical research, 3) Health services research, and 4) Social, cultural, environmental and population health research.		Each centre must include a volunteer advisory board with majority membership being from the aboriginal community, facilitate development of aboriginal health researchers, provide training opportunities for students, facilitate health research capacity development in aboriginal communities and organizations.
Regional Partnerships Program (RPP)	Build partnerships and support health research capacity development in less populous regions of Canada.	The ratio of co-funding is 1 CIHR dollar to 1 partner dollar with an annual maximum of $1,000,000 in CIHR co-funding for each of the original four provinces (Saskatchewan, Nova Scotia, Newfoundland and Manitoba) and $200,000 for the new provinces (Prince Edward Island and New Brunswick). Total annual commitment is $4,400,000.	
HIV/AIDS Community based Research Program	Capacity-building initiatives and research projects in two streams - Aboriginal research and General (non-Aboriginal) research.		A unique component of the HIV/AIDS Community based Research Program is the Community based Research Facilitators (CBRF) Grants.
Community Alliance for Health Research (CAHR)	Partnerships between research teams and community organizations which will foster high quality research and knowledge translation and exchange on pain.	Maximum amount is $500,000 per annum for up to 5 years. The total amount available for this initiative is $2.5 million.	Equal and active partnerships between a community organization(s) and research team(s) whose members are affiliated with local universities, hospitals or other institutions capable of conducting health research.

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
International Development Research Council of Canada (IDRC) - The Canadian Partnerships Program	Canadian researchers and civil society in direct partnership with Southern colleagues, find solutions to global and international developmental problems.	Various: 25 small grants every year, typically of CAD $20,000 to $30,000 (information management projects); 60 and 80 small projects supported annually, with grant amounts averaging CAD $5,000.	At least one institution registered in Canada and may also include one or more partner institutions from the Global South. University-Civil Society collaboration is encouraged.
FQRSC (ministère du Développement économique, de l'Innovation et de l'Exportation) - Actions concertées	Le programme Actions concertées vise à répondre à des besoins de recherche et d'innovation cernés par les milieux gouvernemental, communautaire, culturel et industriel, établis au Québec.	Deux soumissions de fournisseurs lorsque le cout de l'équipement demandé est supérieur à $20 000.	Bourse de maitrise, doctorale, postdoctorale; nouveaux professeurs-chercheurs; Projets de recherché; Synthèse de connaissances; Études exploratoires; Infrastructure; Soutien aux équipes.
The Canadian Council on Learning - 21st Century Learning Initiative	Focus on critical learning themes: Aboriginal Learning, Adult Learning, Early Childhood Learning, Health and Learning, and Work and Learning.		Operate five knowledge centres in five regions across Canada.

Government Departments

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Human Resources and Skills Development Canada (HRSDC)			
Social Development Partnerships Program (SDPP) under review	Improve life outcomes for people with disabilities, children and families and other vulnerable populations.	Maximum of five years Maximum level of multi-year financial support is $3,000,000 per fiscal year. Help to strengthen services and programs may be provided to a maximum of $2,000,000 per fiscal year.	National not-for-profit organizations to help increase their capacity in the areas of governance, policy and program development, community outreach, organizational administration and management.

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Office of Learning Technologies (OLT) discontinued	Innovation in skills development and learning enabled by technology; encourages collaboration among public and private sector organizations who want to use technologies to expand learning opportunities.	Variable	Cost-shared projects facilitate collaboration among community organizations, non-governmental organizations, learning institutions and educators, business, labour, governments and other public institutions.
Workplace Skills Initiative (WSI)	Demonstration projects which respond to a range of skills-related challenges in Canadian workplaces, in order to improve productivity and position Canada to effectively compete in the global knowledge-based economy.	Must not exceed a maximum of $3 million per year with project completion expected by March 31, 2010.	
Canadian International Development Association (CIDA)-Association of Universities and Colleges of Canada (AUCC) - University Partnerships in Cooperation and Development program (UPCD)	Funds projects between Canadian universities and education and training organizations in developing countries. The goal is to enhance the latter's institutional capacity to develop the human resources to address their countries' most important development needs in sustainable ways.	Tier 1 funds large multi-disciplinary projects to which CIDA contributes up to $3 million over six years; Tier 2 funds smaller and more narrowly focused projects, to which CIDA contributes up to $1 million over six years.	Activities involve teams at each of the partner organizations, making them institutional linkages.
Industry Canada			
Contributions Program for Non-profit Consumer and Voluntary Organizations	Strengthen consumer's role in the marketplace through the promotion of research and analysis; encouraging the financial self-sufficiency of consumer organizations.	Maximum contribution per project is $100,000. The maximum amount to a single organization per year is $500,000.	Eligible recipients are voluntary organizations that are incorporated as non-profit corporations in Canada

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
FedNor- Community Futures (CF) Program	Community planning and socio-economic development; develop human capital; institutional and physical infrastructure; entrepreneurship; employment; and the economy.	May not exceed $150,000 for the duration of the planning phase.	
Canada Mortgage and Housing Corporation (CMHC) - CMHC's External Research Program (ERP)	Research investigations on topics related to housing.	ERP grants, which may be up to $25,000, are available for a limited number of research projects each year.	
Heritage Canada			
Canada New Media Fund (Product Assistance; Sectoral Assistance) Administered through Telefilm	Further the development, production, and marketing/ distribution of high-quality, original, interactive or on-line Canadian cultural new media works, in both official languages.	$14.5 million dollars per year for a period of two years. Telefilm Canada will advance up to 50% of eligible costs, up to a maximum of $250,000 in development; up to 50% of eligible costs, up to a maximum of $550,000 development, production, and marketing each.	Canadian companies and/ or professional associations active in new media content production and distribution on-line, as well as companies that possess the expertise to create increased awareness for the Canadian cultural new media sector.
Canadian Studies Program	Accessibility of new quality learning materials and activities for use by educators and young Canadians.		
Environment Canada - Atlantic Coastal Action Program (ACAP)	ACAP involves 14 sites across Atlantic Canada - two in Newfoundland, two in Prince Edward Island, five in Nova Scotia, and five in New Brunswick. Each site has formed an incorporated, non-profit organization with its own Board of Directors, and each site maintains a full-time paid Coordinator and an office.	While Environment Canada contributes to project funding, community stakeholders contribute most of the resources through volunteer labour, in-kind contributions, and financial support.	

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Western Economic Diversification Canada			
Western Diversification Program (WDP)	Economic research in the areas of innovation, entrepreneurship and community economic development to provide a sound base for economic development in areas of importance to Western Canada.		Not-for-profit organizations such as: Industry associations, community and/or economic development organizations and research organizations; Post secondary institutions, health organizations/ regions engaged in research; Indian bands, as represented by their Chief and Council; Provincial or municipal governments, agencies, and crown corporations.
Urban Development Agreements - (Vancouver, Saskatoon, Regina, and Winnipeg)	Revitalizing the city's older neighbourhoods, encouraging participation in artistic, recreational and cultural activities, and promoting a positive business climate that attracts innovation.	$5 million from WD and $2.5 million each from the provincial and municipal government. WD participates as a federal partner in each agreement, allocating its funds toward projects and initiatives that support economic development in the respective cities.	
Indian and Northern Affairs - Large Energy Projects	Energy efficiency and renewable energy projects, with active Aboriginal and northern community involvement, which lead to concrete, quantifiable and verifiable GHG and CAC emissions reductions.	Clean Energy Initiative funding for a project will not exceed $250,000 for Large Energy Projects.	Projects must include initiatives that facilitate the engagement of Aboriginal peoples and northerners in energy-related activities, and facilitate community driven strategies for addressing the use and provision of energy.
Canadian Race Relations Foundation	Addresses systemic racism in Canada	Maximum of $30,000	CBOs, activists, scholars and students and anti-racism practitioners working in the area of anti-racism in Canada using PAR.

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Public Health Agency of Canada - The Population Health Fund	Increase community capacity to take action on the social determinants of health.	$33.7 m has been committed to this fund from 2009 to 2012	Involves non-profit community agencies and universities, and other health stakeholders.
Provincial			
Ontario Ministry of Research and Innovation - Ontario Research Commercialization Program (ORCP)	Medical discoveries and devices, and environmental and energy-related technologies.	Variable. $31.4 million has been committed to public research institutions and not-for-profit organizations through this program	
Ministère de l'Éducation du Loisir et des Sports – Fonds des service aux collectivities du Mels	Contributes to the social mission of universities in Quebec through participation and collaboration with community.	$550,000	

Foundations, Philanthropic Funders and Civil Society Investment

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Vancouver Foundation - Grants and Community Initiatives; Special Grant Programs and Partner Programs	Animal Welfare, Arts and Culture, Children, Youth and Families, Education, Environment, Health and Social, Development, Health and Medical Research, Youth Homelessness and Youth Philanthropy	Organizations should usually have at least 50% of their funding (cash and in-kind) in place when they apply.	Registered charities under the Income Tax Act; First Nations that may be considered a public body performing a function of government.
Saskatoon Community Foundation - Leadership Saskatoon	Community leadership; engagement, collaboration and inclusion.	Variable	
The Canada Millennium Scholarship Foundation - The Millennium Research Program	Advances the study of barriers to post secondary education and the impact of policies and programs designed to alleviate them.		

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Laidlaw Foundation - Youth-led Initiatives	Youth organizing in the arts, environment and community.	Catalyst Grants—up to $5000 Project Grants—up to $50,000 Project grants between 12 and 18 months.	Groups of young people aged 14–25. Youth-led. Generally located in the Greater Golden Horseshoe
Atkinson Charitable Foundation (ACF) – ACF Grants Program	Early Childhood Education and Development; youth at risk—Economic Justice; community and policy capacity to reduce poverty.		Ontario-based organizations that are registered charities.
Maytree - Refugee & Immigrant Grants	Reducing poverty and inequality; needs of immigrants and refugees; settlement in Canada.	Variable. Small projects from $2,500-$25,000 in under a year. Multi-year support is available.	Registered charities; Organizations.
Tides Foundation	Environmental sustainability, social justice and strengthening charities and non-profits.		Conservation management, science and stewardship jobs and restoration activities in First Nation communities, and community economic development.
Community Futures Development Corporations	Community based economic development planning and action.		Research into economic transition and labour market development issues.
Assiniboine Credit Union - Sustainable Community Grants program.	Provides accessible financial services for the well being of members, employees and community.		Support projects and programs that have a strong fit with at least one of the following focus areas: Community Renewal Environmental Sustainability Cooperative Development
Coast Capital - Community Investment Grants	Support local non-profit organizations that are helping families achieve economic success and quality of life.		

PROGRAM	RESEARCH ACTIVITIES	VALUE/DURATION	ELIGIBILITY
Van City Credit Union-Vancity Community Foundation	CED strategies, partnerships and advocacy; capacity building and well being; focus on affordable housing and homelessness, community asset building and non-profit social enterprise.	Partner with other funders. VCF annual grants budget is $250,000 and grants range from $500 to $20,000.	Provide advice, networking, advocacy support and educational materials.

APPENDIX TWO

TABLE OF COMMUNITY UNIVERSITY RESEARCH PARTNERSHIPS

Individual Faculty - Community Partnerships

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
McGill University Department of Family Medicine. Participatory Research at McGill (PRAM)	Participatory research in health care.		Network of multi-disciplinary researchers in the medical and allied faculties; Consultation with community organizations; Resources for communities engaged in research
Carleton University - Research Centre in the Faculty of Public Affairs. Carleton Centre for Community Innovation.	Social finance, community based economic development, and local governance and administration.	Bell Canada Community Economic Development Fund; the McConnell Foundation, Power Corporation, Royal Bank, Western Economic Diversification, DEC-Quebec, the Salamander Foundation, and the Ontario Trillium Foundation.	Research on access to capital, CED, regional development and governance technology employment and labour-management innovation.
University of Calgary. Centre for Child, Family and Community Research (ACCFCR)	Well-being of children, their families		Promoting effective public policy and service delivery to improve the well-being of children, families, and communities
University of Toronto. Centre for Community Partnerships (CCP)	Providing a central web-based clearinghouse for civic engagement opportunities offered at the University.		Support students, to connect with the community, and to assist faculty in creating service-learning opportunities.
University of Toronto. Centre for Urban Health Initiatives (CUHI)	Understanding of the impact of physical and social environments on the health of urban residents.	Variable. Seed grants to fund pilot projects.	Literature reviews, and partnership building in CUHI's research areas of interest.

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
University of Toronto. Medical and Related Sciences (MaRS)	The MaRS Centre—both a physical complex and as the hub for an extended virtual community.		Accelerate the commercialization of Canadian innovation by uniting science and technology with industry and capital.
University of Toronto. The Factor Inwentash Faculty of Social Work.	Welfare of children.		Focused on developing joint research, dissemination and advocacy efforts.
University of Toronto. The Social Economy Centre (SEC) of the	Social Economy.		Promotes and disseminates multidisciplinary research and policy analysis
University of Alberta. Community university Partnership for the Study of Children, Youth, and Families (CUP)	Development of children, youth, families, and communities		Early Childhood Development; Community Mapping; Immigrant and Refugee Populations; Preschool Development Screening Initiative; Mobilizing Knowledge About Development; Women and Children's Health Research Institute; Capacity-Building.
UQUAM. Service aux Collectivities	Community Services; support of research and issues of members of trade unions and community based social movements.		Several Quebec Universities including UQAM and Universite de Montreal.
University of Waterloo. Social Innovation Group	Vulnerable populations; social and ecological resilience.		1) Linking social and ecological resilience to strengthen the environment; 2) Re-engaging vulnerable populations to strengthen our communities

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
SFU Centre for Sustainable Community Development (CSCD)	Sustainable development of communities and community mobilization.		Research, training and advisory services throughout BC and Canada as well as internationally.
University of British Columbia Learning Exchange	Community outreach initiative located in the Downtown Eastside.		Activities are based on course-based service learning.
Concordia University Institute in Management and Community Development	Social justice issues facing communities.		Program in Non-Profit Management and Community Development; Resident Resource Person Program; Leadership and Capacity Building; Fundraising for Social Change; Streets Café Program
Dalhousie University The School of Planning - Cities and Environment Unit	Urban and rural CED		Involvement of Dalhousie students through work terms, volunteer projects, and directed studies supervision.
Centre for Aboriginal Health Research at the University of Manitoba	Promote healing, wellness and improved health services in First Nations communities.	SSHRC, CIHR, Assembly of Manitoba Chiefs and the Canadian Foundation for Innovation	Supports research and knowledge mobilization activities designed to assist First Nations and Aboriginal communities.
University of Victoria. Community Based Research Laboratory	Equitable and environmentally sustainable lifestyles.	Variable.	PAR, knowledge mobilization, capacity-building.
University of Victoria. BC Institute for Cooperative Studies	Cooperative and social economics.		Research, learning and knowledge mobilization.
Algoma University. Community Economic and Social Development	CBR partnerships with First Nations communities.		

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
University of Victoria. Polis Centre for Ecological Governance	CU program to protect interconnected health and well being of individuals, communities and ecosystems.		Ecosystem-based research.
St. Francis Xavier University. Coady International Institute.	International development issues.		Supports research, education, learning and knowledge mobilization.
Brandon University's Rural Development Institute. The Community Collaboration Project (CCP).	Information technology in community Web site development, Internet-based communication, and information sharing.	Environment Canada and Health Canada jointly fund the CCP, with additional support from the Canadian Rural Partnership Initiative of the Rural Secretariat and Manitoba Community Connections, and in-kind contributions from Manitoba Intergovernmental Affairs.	Regional round tables (RRTs) and work with the steering committee to identify regional socio-economic challenges, find common solutions, and implement programs.

University-wide Partnerships

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
University of Victoria. Office of Community-Based Research (OCBR)	Quality of life, food security, housing, climate change and sustainability, community mapping and Aboriginal health.		Community partnerships and networking; curriculum development.
UNBC. Community Development Institute.	Community capacity; community development:		Emphasizes capacity building, collaboration, complementarity, and classroom/Community Service Learning.
Trent University. The Trent Centre for Community Based Education.	Social, environmental, cultural and economic health of communities.		Student opportunities to work with community organizations in Peterborough/Haliburton

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
University of Saskatchewan. Community University Institute for Social Research.	Quality of life.		Matches students, academic supervisors, and community agencies to answer crucial research questions.
University of Regina. The Community Research Unit (CRU).	Participatory research support; quality of life.		Community based research; service-learning.
Vancouver Island University. Institute for CBR.	Community health, well-being and development; family, community, or social issues. community health, well-being.		Courses including in-class, project-based, and field courses.
MUN. Harris Centre	Educational, research and outreach activities in the areas of regional policy and development.		Serves as a reliable point of access for all stakeholders seeking to work with the university in activities related to regional policy and development.
University of Winnipeg. The Urban institute - The Winnipeg Inner-City Research Alliance (WIRA)	Wide range of topic areas, and focuses on issues identified as most important by the community.		
University of Toronto - Centre for Urban and Community Studies	Urban development, policy issues and the quality of life in cities.		The Community / University Research unit promotes the exchange of knowledge between the university and community agencies and associations.
l'Université du Québec à Trois-Rivières. The Community Intervention Project; Picom: projet d'intervention communautaire	The goal of the program is to contribute, in the long run, to increase the capacity of professionals to work in co-operative and interdisciplinary projects related to social and community development.		This activity allows the students and community partners to engage jointly in a structured step aiming to improve the quality of life of a targeted community.

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
University of Calgary. Urban Alliance	Social fabric & security; living spaces; natural environment; consumption and disposal; mobility; physical infrastructure; management & industry; workplace; and governance.		Connects researchers to stratgeic issues facing Calgary; encourages multi-disciplinary solutions; builds a network of relationships; connects funding leverages to research.
Laurier University. Centre for Action Research and Learning.	Community issues; community health and social justice.		The Community Research and Action – P3 project;; Toronto Teen Survey (TTS); Poverty Policy Project (P3).
Laurier University and the University of Waterloo. The Centre for Community Based Research (CCBR).	Social change and the development of communities; people with limited access to power and opportunity.		CBR with a range of community, government and university partners to strengthen communities through social research.

Multi-institution Partnerships

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
Canadian CED Network. CSEHub and Canadian Social Economy Research Partnerships.	Social Economy; Knowledge mobilization; Public Policy.	SSHRC; membership-based	Database and communication system to promote awareness and understanding of the Canadian SE and to advance research and teaching programs.
U-Links Centre for Community Based Research.	Social, cultural, environmental, and economic development in Haliburton County.		Students are matched with community organizations in the Haliburton area.

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
The Wellesley Institute - Planning for inclusive neighbourhoods (U of Toronto).	Collaborative work that is commissioned, and community-academic initiatives that are supported through our grants program, and training for CBR practitioners.		Development of community-driven research proposals addressing relevant urban health issues; fund small, targeted research studies; advice on policy implications and knowledge exchange; training program on how to conduct CBR.
York University. Knowledge Mobilization program.	Enhance public policy capacity in areas such as science and technology, environment, security, social welfare, immigration and settlement, health, education, arts and culture.		Collaboration via university based knowledge brokers with government and community organizations from across the country.
Canadian Alliance for Community-Service Learning.	Community-service learning.		Opportunities to work in service of communities at the same time as deepening their and community opportunities for learning.
Shastri Indo-Canadian Institute - Partnership Development Seed Grant.	Scholarly activities which will foster the creation of new knowledge and contribute to formal institutional research agreements or other long-term partnerships	Up to $20,000.	Binational seminar, conference, meeting, or other activities that: build awareness of potential collaboration opportunities with Indian institutions; Canada-India research collaborations and their impact on society.
Tamarack – An Institute for Community Engagement - Learning Centre and Vibrant Communities Program	Reduce poverty and improve quality of life.		KM; help communities increase their power through learning.

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
The Community Based Research Centre - The Sex Now Survey; Totally Outright; The Summit; HIV Community Based Research Network:Research Ethics Boar	Gay Men's Health with initiatives on HIV prevention, gay men's health and leadership development for gay youth.		On line Library of HIV community based research. Hub for studies, tools, links and resources in CBR and HIV.
Canadian Centre for Community Renewal (CCCR) - Community Resilience Project	Economic and social vitality of rural communities across Canada and the United States.		Community Resilience; Training and education; Community economic development planning; Building partnerships and alliances
Canadian Centre for Policy Alternatives - Manitoba Research Alliance on Community Economic Development in the New Economy	Social Economy, CED		Assess the practical impacts of the New Economy on disadvantaged rural, urban and northern communities in Manitoba.
Across Boundaries (AB) - The Mental Health and Justice Initiative (MHJI)			Mental health centre which provides a range of supports and services to people from racialized communities in the Greater Toronto Area (GTA).
Vancouver Island Community Research Alliance.	Supports community efforts to create and manage change.		Partners with secondary institutions on Vancouver Island with a range of local governments, First Nations and Aboriginal groups, business and community groups.

NAME/PARTNERS	TYPES OF RESEARCH	SOURCES OF FUNDING	KEY ACTIVITIES & OUTPUTS
L'Alliance de recherche universités-communautés (ARUC) en économie sociale et le Réseau québécois de recherche partenariale (RQRP).	Research in Social Economy.		Co-led by Universite du Quebec a Montreal and le Chantier de l'economie social; partners include the Universite du Quebec en outaouais, Sherbrooke, Laval, and Concordia Universities are partners
Community Based Research Network of Ottawa.	Aims to increase the capacity of community based organizations in Ottawa.		Facilitates research/ evaluation partnerships and promotes sharing and dissemination of information.

APPENDIX THREE

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