

**PASCAL International Observatory and the
Centre for Policy Studies in Higher Education and Training, University of
British Columbia**

International Conference on

**Community Engagement and Service:
The Third Mission of Universities
May 18 to 20, 2009**

Program abstracts for: Panels, Presenters and Poster Sessions
(Listed in alphabetical order)

1. PANELS

Panel 1:

University Continuing Education in Canada: Where It's Been, Where It's Going

University continuing education units, under various names and in various eras, have always focused on community engagement and service, sometimes referred to as “the third mission” of universities. This is true in Canada, as in many other countries. However, the way in which this mission has been addressed and continues to be addressed has evolved with the evolution of Canadian society and the evolution of the overall mission of universities within that society. This panel will discuss how this evolution has occurred over the past century and a half, how university continuing education (UCE) units are addressing the “third mission” at present, and likely directions for further change in the immediate future.

Panel members will address the following sub-topics:

Walter Archer, Academic Advisor, Adult Learning, Faculty of Extension, University of Alberta, will give a general overview of the evolution of university continuing education in Canada, with particular focus on the period before 1950.

Katy Campbell, Dean, Faculty of Extension, University of Alberta, will discuss implementing the new community-university engagement model while leading one of the few continuing education units that is also an academic faculty.

Heather McRae, Program Director with Continuing Studies, University of Victoria, will share findings from a qualitative case study about the role of university continuing education units in community-university partnerships, outlining some of the challenges and opportunities in establishing sustainable civic engagement approaches.

Tom Nesbit, Director of the Centre for Integrated & Credit Studies and Associate Dean of Continuing Studies , Simon Fraser University, will discuss the particular role that continuing education centres in downtown areas, remote from the main campus of their institutions, can play in addressing the third mission of universities.

Judith Potter, Dean of Continuing Education, McGill University, will discuss issues around addressing the “third mission” while leading a cost-recovery continuing education unit.

Panel 2:

Community Based Research as Community Engagement: Tales from the Field, University of British Columbia

In this panel, we will discuss our approach to 'community engagement' through community-based research (CBR) and other activities, with an emphasis on social justice. We call for a critical orientation to such engagements, one that begins from the recognition of inequalities and the kinds of conditions required for mutually respectful and beneficial relations between universities and non-academic communities. We will explore the different meanings of community engagement and service; the outcomes (anticipated and not) of these engagements; the conditions which support and create barriers to mutually respectful and beneficial relationships with community.

Panelists:

Shauna Butterwick, (Panel Chair) Associate Professor, Educational Studies, UBC will outline a recent project with the Filipino community that shows how CBR and participatory action research (PAR) are significantly powerful ways to educate, mobilize and build community.

Nora Angeles, Associate Professor, UBC (Women's studies, Asian studies, & CARP) will speak about her project "Leveraging Learning from the Philippine Planning Studio Course: From Community Service Learning to Public Pedagogy and Action".

Gillian Creese, Professor, Sociology and Director, Centre for Women's and Gender Studies, will discuss her CBR work with Umoja, a local non-profit organization in Vancouver that works with African immigrants and runs a school in Uganda.

Wendy Frisby, Professor, Kinesiology & Women's Studies, UBC will explore her experiences of doing feminist participatory action research, linking municipal recreation departments and community centres with marginalized women.

Penny Gurstein, Professor and Director, School of Community & Regional Planning- SCARP, UBC is currently the Director of SCARP. A primary focus of the school is to educate planners in how to effectively engage communities in social and environmental issues affecting their lives.

Pilar Riaño-Alcalá, Associate Professor, Social Work, UBC and **Francisco Ibañez-Carrasco** (BC Persons With AIDS Society) will discuss their experiences with teaching community based research (CBR) in a broader context of a public pedagogy as a movement of making knowledge public.

Panel 3:

Regional engagement on the cross - Why does it seem such hard work - and how can it be 'mainstreamed'?

This panel

- (a) explains briefly the Pascal International Observatory's Universities Regional Engagement (PURE) project developed during 2008 and running through 2009-10
- (b) probes behind widely acknowledged ideas about engagement to ask about the persisting difficulties encountered in turning principles into good practice
- (c) invites comment on and discussion of the project, how it is developing and how it should prove useful to the different regions in the present and possible future cohorts of participating regions.

Part (a) sketches the main features and outcomes of the OECD project that reviewed the contribution of higher education to regional development in 14 regions in 2004-07, explaining how PURE grew out of that work but differs in philosophy, design, methodology and intended outcomes. It explains the diversity of the regions involved and the intention to develop and use benchmarking tools to enable both regions and universities to monitor and improve their progress across a range of social and civic as well as economic purposes. Networked peer learning and its application to develop better practice are distinctive features of the PURE approach.

The second part of the panel addresses (b). It asks in turn why engagement is such hard work for both regions and universities. In the case of the latter, it considers in turn several major trends affecting most universities in most parts of the world, summarised as Massification, Managerialism, Marketisation, the Global Canvas, Academic Traditionalism, Interactions between each of these with resulting amplifications, and finally the HE System level.

It concludes with the proposition that the notion of a Third Mission of Universities needs to be developed more assertively, in effect redefined and repositioned as the First Mission of Universities. It can thus provide a rationale and orientation for modern universities *and university systems* that guides and informs decisions and choices about their more traditionally established teaching curriculum and research activities – the conventionally understood first and second missions. The paper will encourage attention especially to the question whether the global financial and economic crisis that has swept the world since late 2008 is changing or will change how universities and regions perceive their world and work together; or will it be essentially business as before?

Panelists:

Chris Duke, Academic Director, Pascal PURE Project, UK

Alison Bowerbank, Team Leader, Thames Gateway and Olympics Directorate, Department for Communities and Local Government, UK

Anders Olsson, Varmland, Sweden

Frank Youngman, Deputy Vice-Chancellor, University of Botswana

Panel 4:

Enhancing Policies for Community-University Engagement at the International Level: The Creation and Work of the Global Alliance for Community Engaged Research

This session will share information about the creation of the Global Alliance for Community Engaged Research, the partnerships and networks which are part of the Global Alliance and about the work being done to create a policy framework for enhancing the role of higher education in civic or community engagement.

The group will share the draft policy framework that is being developed for input into the World Conference on Higher Education organized by UNESCO in Paris in July, 2009.

Panelists:

Budd L Hall, Director, Office of Community-Based Research, University of Victoria and Executive Member of the Global Alliance for Community Engaged Research

Lean Heng Chan, Universiti Sains Malaysia and Coordinator, Asia for the Global Alliance for Community Engaged Research

Maeve Lydon, Associate Director, Office of Community-Based Research, University of Victoria

Panel 5:

Sector Strategies in Regional Development: Models and Strategies for Postsecondary Education

Sector initiatives help unemployed and underemployed workers find jobs and advance their careers while improving regional economies by addressing labor market needs in targeted industry sectors. Sector initiatives seek to influence the way in which employers, educational and training institutions, and public policy operate with respect to the workforce. They work on the supply side of the labor market by equipping workers with workplace basics, helping them acquire the skills they need to obtain and retain good jobs and advance within target industries, and by supporting them in overcoming a range of obstacles to economic advancement. On the demand side, sector programs seek to influence norms and practices that affect the ability of disadvantaged workers to gain training and employment, succeed on the job, and advance in the labor market.

Many regions throughout the U.S. are embracing sector initiatives as a means to create opportunities for upward mobility among low-wage, low-skill workers while providing companies with the talent they need to thrive in a knowledge economy. This session will blend the perspectives of researchers and practitioners in providing an overview of how sector strategies are being used in the U.S. to pursue regional economic and workforce development objectives. It will focus on specific strategies being used by community colleges and four-year institutions to implement sectoral approaches, and focus on one state's approach to fostering sector-based initiatives as a regional workforce development strategy. Discussion with session participants will elicit other experiences with sector-based strategies.

Panelists:

Paul Crawford, Director, Community College Relations, Northern Illinois University, USA

Elise Lowe-Vaughn, Director, Workforce Operations, Colorado Department of Labor and Employment; Chair, State Workforce Liaisons Association, National Governors Association, USA

Diana Robinson, Associate Director, Center for Governmental Studies, Northern Illinois University, USA

Moderator: Patricia Inman, Associate, PASCAL International, USA

2. PAPER PRESENTATIONS

Seth Agbo, Chair, Department of Lifelong Learning, Lakehead University, Ontario

The University-based Researcher in Indigenous Communities: Participatory Research as a Dialogue for Redefining the “Other” in University-Community Relations

Research in indigenous communities around the world has been on the attack as representing academic thought that has invented the ‘other’ as the object of research. This paper describes a three-year project funded by Canada’s Social Sciences and Humanities Research Council (SSHRC) to utilize participatory research methods to investigate the development, evolution and educational role of an innovative digital high school that provides an alternative delivery model for high school students in 16 remote and isolated Aboriginal communities in Northern Ontario. The project is a collaborative study between university-based researchers and Aboriginal communities to investigate key aspects of Aboriginal knowledge and culture that communities see as reflecting the curriculum needs of Aboriginal students, as well as the effective digital tools that would enhance and extend the delivery of the curriculum. Working collaboratively with members of the communities that have the Internet high school classrooms, the research team used a participatory research framework to investigate key aspects of Aboriginal knowledge and culture that communities see as reflecting the curriculum needs of Aboriginal students, as well as the effective digital tools that would enhance and extend the delivery of the curriculum. The study documented what Aboriginal people perceive as top community priorities for their children’s high school education, and proposed strategies that would help close the achievement gap between Aboriginal and Canadian mainstream students. This paper looks more closely at 1) how the issues originated; 2) the functions that university and community researchers played in the process; 3) strategies; 4) the understanding of power relationships; 5) the prospects for collective learning; and, 6) the production of knowledge that is linked to action.

The findings indicate that the Internet high school should aim at a two-way approach or bi-cultural education by creating a frontier of learning where there is the need to go beyond Aboriginal traditions and culture and to encourage a cross-fertilization of insights, practices and mental prototypes of different cultures and technology. Community viewpoints indicate that children’s survival and advancement in a modern knowledge-based world economy lies in equipping them with the skills and technology required to survive and flourish in the mainstream Canadian society. Whereas communities viewed proficiency in the basics important, they indicated that a crucial instrument for acquiring the skills, language, and technology necessary to compete in the knowledge-based economy lies in some of the ideals of the indigenous culture. The findings also suggest that in order for Aboriginal students in remote and isolated communities to advance harmoniously and steadily in the modern world, they should clearly identify themselves with their cultural heritage while gaining proficiency in the basics of reading, writing, math, technology, and science. A two-way approach to schooling should then involve the reinforcement of the children’s cultural identity as well as a level of proficiency in each culture in order to make a living in present-day Canadian society.

Eugenia Arvanitis, Co-ordinator of the National Quality Assurance Office, General Secretariat of Lifelong Learning and co-authors Chryssie Vitsilaki, Vice-Rector of Finance and Development, Director of Undergraduate and Postgraduate Gender Studies Program and Persa Fokiali, Assistant professor, Department of Preschool Education and Educational Design, Aegean University, Greece

Universities And Regional Development. The Case Of The University Of The Aegean In The Island Of Rhodes

It is well accepted that regional universities have a variety of roles that go beyond the mission of academic excellence. Research in this topic reveals that there is a strong impact of regional universities on local economies while also playing a proactive role as stakeholders in social and cultural enhancement. While this holds in general, it becomes of particular importance in the case of universities established in islands with economies strongly dependent on tourism. Here, endogenous inputs are scarce, production is seasonal, quality of human capital is low and, with the exception of tourism, the opportunities for economic, social and cultural development are limited.

With the above in mind, this work is an exploration of the extent to which regional universities in such islands are contributing to specific crucial developmental parameters. Adopting a case study approach, the paper focuses on the effects of a regional university, the University of the Aegean, on the economic, social and cultural development of the island of Rhodes.

Following a short review of the academic debate on this subject, the empirical part, through a series of indices, examines the effects of the University on the island's population, employment, domestic expenditure, seasonality, social and cultural life. The main conclusions support the view that, not surprisingly, the University acts as an important key-driver of the island's development.

John Atherton, Chair, Directing Committee of LEED, (Local Economic and Employment Development Programme), Organization for Economic Cooperation and Development (OECD), Paris and Director General, Active Employment Measures, Skills and Employment Branch, Human Resources and Skills Development Canada, Ottawa

Regional Development, Innovation and Universities

This speech will outline some of the main conclusions from the work of the OECD Local Economic and Employment Development (LEED) Programme on how universities engage with industry and contribute to local innovation and economic development. The speech first identifies today's knowledge-based economy as the main element underlying the increased university-industry collaboration efforts. The second part of the speech casts light on three main approaches with which universities interact with businesses: technology licensing, incubators, and collaborative research programmes. Examples of concrete programmes will be provided along with relevant potential challenges with each approach. Finally, the speech outlines four main conclusions on university engagement with industry aimed at the promotion of innovation and local development. First, the optimal mix of knowledge transfer mechanism will change depending on the type of the university concerned. Second, outcomes will also be different depending on the quality of research within the university. This does not mean that only top-notch universities should run innovation-oriented programmes, but rather that the nature and scale of such programmes should change depending on the characteristics of the university. Third, university incentive structures need to be rethought and redesigned so that academic staff is more motivated to work proactively with local businesses. Fourth, when promoting innovation, universities should gear their support towards those businesses which show the highest potential to innovate or that are ready to undertake innovation projects. This will avoid the ineffective dispersal of limited resources.

Janet Atkinson-Grosjean and **Conor Douglas**, Translational Genomics Research Group, WM Young Centre for Applied Ethics, University of British Columbia

The Third Mission And The Laboratory: How Translational Science Engages And Serves The Community

'Translational science' is a dialectical process that helps move research results from the academic laboratory into the world. The university has traditionally played a role in facilitating translational practices; however, the recent emergence of regional 'boundary organizations'--such as Genome BC, Genome Prairie, and Genome Atlantic-- in Canada's research environment is reshaping this role. These regional bodies have taken an active and direct position in attempting to steer the translation of academic science, in some ways supplanting the university in the race to build 'learning regions' and 'knowledge clusters'

We will report on three years of mixed-methods social research investigating how a large-scale network of biological scientists, funded by Genome Canada, translates basic research from university laboratories towards different spheres of application and use. We will show that translational science fulfils the mission of community engagement and service in a variety of critical ways: one, by directing academic research discoveries towards clinical practice and application (clinical translation); two, by helping move innovations into the market place (commercial translation: a form of technology transfer); and three, by contributing to community interests and the common good (civic translation).

The body of the paper focuses on the practices of civic translation. While the clinical and commercial pathways are well-established and recognized, civic translation is as yet underappreciated in science policy and funding, and remains largely unrecognized in university reward structures. The civic pathway includes contributions to public policy; construction of freely available research tools, and engaging in meaningful discussion and debate with citizens about the direction, content, ethics, costs, and benefits of scientific research. We argue that the value of civic translational activities such as these needs to be recognized and fostered, and suggest that they are fundamental to cultivating 'learning cities and regions'. Finally, if the value of civic translation receives more recognition then, we suggest, the social returns on public investments in university research will be more broadly understood.

Harry Ballis, Associate Professor, Monash University Gippsland Campus, Australia

University-Community Engagement for the Long-Term

Alongside research and teaching, community engagement has become a core activity of universities and especially for regionally located universities and campuses where it becomes a ubiquitous participation. However, the nature of the university-community engagement is now hotly debated as the academic community seeks to advance beyond "talk about" engagement to better understand and assess the practice.

For example, Gunasekara (2006) questions the extent to which the idea of community/regional engagement is embraced by all sectors of the university community rather than being merely a vision embraced and promoted by senior management. Eversole and Allison (2008) challenge scholarly communities to consider the extent to which engagement remains "university-centric" or becomes "mutual", "reciprocal" and "embedded" within communities. Others see a need for a comparative evaluation of a university's engagement performance through benchmarking (Garlick and Langworthy 2008; Langworthy 2008; Hudson, Craig and Hudson 2007). Holland (1999) argues that notwithstanding the popularity of the notion of university community engagement, it remains relatively "murky" with "no idealized or prestigious institutional models to emulate". Thus a search has begun to identify examples of best practice in engagement (Holland 2001). This paper draws on Eversole and Allison's (2008) notion of the "embedded university" to discuss the Gippsland Education Precinct; an initiative that involved all levels of government (federal, state and local), and the major education providers in the region (Central Gippsland TAFE, Gippsland Group Training, and Monash University).

This multi-sector operation is located in a purpose-built facility in the very heart of Monash University's Gippsland Campus and took almost ten years to develop from conception to implementation. Now in its third year of operation

the Education Precinct was conceived as a strategy to address some serious education challenges facing the region, including low school retention rates, low academic performance and one of the lowest rates of progression to university study in Victoria. The Gippsland Education Precinct is looked upon as a model for addressing education needs in regional areas and presents an opportunity to assess the importance of ensuring the university engagement responds to community needs, the importance of working closely with all levels of government and the relevant authorities, and the imperative of embedding the initiative in the community. This paper proposes to outline some key principles of university engagement that proved critical in the development and implementation of the Gippsland Education Precinct.

Jean Barr, Emeritus Professor of the University of Glasgow, UK

Developing Regions, Revealing Common Sense.

Whilst many more people now receive a higher education we still do not have that educated public about which Alasdair MacIntyre wrote two decades ago. Drawing on philosophical analysis and empirical research this paper argues the need for a new 'philosophy of common sense' to underpin the third mission of universities, a mission which comes in many guises.

The influence of the Scottish Philosophy of Common Sense on post-colonial nineteenth century North America was immense, especially in Canada where it was used to uphold a conservative social ethic and to gear the life of the mind to the world of business. Service to the community has a long tradition in Scotland's ancient universities. The Scottish philosopher George Davie speaks of this tradition in terms of the 'democratic intellect' and maintains that the critical role of education can only be fulfilled through engagement with the wider community. The Scottish men of letters were engaged in a project: a self-conscious attempt to glorify the Scottish nation, post-union with England, through the publication of learned books and successful teaching. In pursuit of this project of 'regional development' their influence on the world (for good and ill) has been immense.

The paper proposes a new project for the democratic intellect which breaks out of its national frame and is more expansive and inclusive than the original. At the heart of the idea of the democratic intellect is the notion that the production of knowledge needs to be open to common modes of experience as much as ordinary experience is porous to the influence of disciplinary and scientific knowledge. Through focussing on examples drawn from adult education practice, community arts, and social movement activities (such as the labour and women's movements) I propose a new 'settlement' between universities and their communities around the idea of the democratic intellect.

Don Black, Director, Community Programs, UBC Continuing Studies and Director, Education Programs, VANOC, Vancouver

The Vancouver 2010 Winter Games And The Threefold Mission Of The University

This panel presentation provides a preliminary overview of how the Vancouver 2010 Olympic and Paralympic Winter Games have engaged with the traditional threefold mission of the university: research, teaching and community service.

Universities have played a major role in the staging of recent Olympic and Paralympic Games. Games Organizing Committees have drawn on universities and colleges to provide many critical services, including sports facilities, accommodation, and student volunteers.

But the Olympic and Paralympic Games have also been a direct and indirect catalyst for new projects and initiatives in the core areas of university research, teaching and community service.

This presentation describes how the Vancouver 2010 Games has directly engaged the traditional threefold mission of the university, focusing on three 2010-related projects.

The three projects are:

- Olympic Games Impact (OGI) Project (research)
- E-Legacy Online Resource Project (teaching)
- University Dialogues: Olympic and Paralympic Themes (community)

While relatively modest in scope, each of these Games-related projects is directly related to the traditional mission of the partner universities and has the potential for post-Games legacies.

Ann-Kristin Boström, (and co-authored by Mohamed Chaib, Helene Ahl, Christina Chaib, Ingela Bergmo Prvulovic´, Rune Petterson), National Centre for Lifelong Learning (Encell), School of Education and Communication, Jönköping University, Sweden

Universities Regional Engagement in Regional Settings in Sweden and the Case of the National Centre of Lifelong Learning, Encell, Jönköping University

This paper will give the background to the Swedish regional cooperation between universities and the regions as well as an overview of the recent developments and a practical example from the County of Jönköping.

The Swedish government has placed emphasis on lifelong learning since the end of the 1960s, when the minister responsible for education at the time, Olof Palme, introduced the concept of recurrent education at a meeting of OECD ministers of education. Policy in that time was much based on research, especially of Torsten Husén. In 1968 he published his article “Lifelong Learning in the Educative Society” where he discussed formal education in relation to vocational education and foresees that the future will require a longer period of formal education and education during different phases in life. More recent policy documents in Sweden regarding lifelong learning have largely appeared in the period since 1991 after Sweden became a highly decentralized country. The Local Government Act (1991) gave the municipalities and the county councils the option to implement their own organisational structures. There is no upper age-limit for commencing university studies, so that even after the official retirement age, there are opportunities available for senior citizens to commence studies at this, or some other, level.

There are different ways of cooperation between universities in Sweden and the surrounding region where they are situated. This paper will focus on Jönköping University and the surrounding region. Jönköping University is organized as a foundation and is characterized by three focused profiles. First there should be an international dimension in all activities, secondly there should be an entrepreneurial spirit and thirdly there should be collaboration with the surrounding society. The National Centre for Lifelong Learning, Encell, is situated in Jönköping University. Encell works in close collaboration with several other actors, nationally and internationally, in order to create research platforms and environments through partnerships and networks. Therefore Encell is an active partner in cooperation between regional bodies, trade and industry, educational actors, institutions etc. One example is the cooperation between companies and Encell regarding competence development, both non formal and informal, in relation to the workplace. This model, called Growing-by-Learning is carried out in close relation to workplace activities, and is based on the company’s operations, in terms of location as well as content. There is

also cooperation with learning centres in the region and a Master education with a specialisation in pedagogy of professional life, aimed at people working in human resources, contiguous education and teachers.

Beatrix Bouwman, North-West University (NWU), Institutional Office, Community Engagement, South Africa.

Positioning Of A South African University As A Partner For Sustainable Development.

History has bestowed to South Africa many poor and deprived people with extensive needs. An estimated R300 billion (+/- \$30 billion) was spend in 2007 in this sector, but the impact remains minimal. Reasons for this are discussed.

Stakeholders expect that universities being public institutions engage with their environment. The university community seeks, by virtue of its expertise and engagement in society, to act as a human development agent. Community engagement activities are sometimes characterised by fundraising campaigns, or by implementation of expertise that can involve minimal charges for direct costs, but are generally performed on a not-for-profit basis. We recognise our role in development and capacity building through teaching/learning, research and community engagement. Currently at NWU more than 213 development projects exist. Sources of income are differentiated from 3 money streams and the not-for-profit activities are separated into the following groupings:

Professional advice (not-for-profit)

Community service

Subsidised developmental engagement

Developmental activities with a recruitment focus.

To ensure impact, specific communication and negotiation approaches are required and addressing the needs of the community is paramount. With sustainability as key ingredient to development, various resources are presented. Our role can be seen as any combination of the following: - a funding coordinator, facilitator, aggregator, implementer or just doing monitoring and evaluation of community development projects.

Implementation of our expertise is done on a multi-disciplinary level that contributes beyond teaching people to fish, we want them to be empowered to the extent that they can revolutionise the fishing industry.

Local legislation has unlocked a potential source of development funding that can be leveraged from industry partners, our unique platform for ensuring sustainable development is discussed. Lessons learned from a very successful and sustainable project shall be presented.

Carolyn Broadbent, Australian Catholic University, Canberra, Australia

University-Community Partnerships That Work: Creating A More Socially Inclusive Community Through The Clemente Australia Program

This paper reports on the development of an effective partnership that brings together a multi-campus Australian university, community agencies, and members of the wider educational community, to provide a university-approved course in the humanities to members of the community who have experienced various forms of marginalisation in their lives. The program, known as the Clemente Australia program, seeks to address the social injustices often experienced by marginalised groups in Australia today, through the provision of quality educational experiences within a supportive environment. Since 2004, the program has received favourable media coverage and this has encouraged a positive response from government, community, and corporate groups.

The paper provides an overview of the context and development of the Clemente Australia program, with specific reference to its implementation at the University's campus in Canberra, Australia. The discussion focuses on the development of organisational procedures required to implement the various units of the course; the selection process; the teaching and learning strategies utilised; the role of the learning partners in supporting the participants; and the challenges encountered by both the participants and the presenters in regard to assessment, individual learning styles, and behavioural management issues.

It is argued that through the adoption of a strengths-based operational model, the Clemente Australia program has created a framework for purposeful engagement in learning, the development of new knowledge and skills, including the use of ICT, and productive social interactions, which assist the participants to gain in confidence and sense of self-efficacy to achieve goals not previously considered. In this way, the program has the potential to have a positive impact on the participants' overall health and well-being.

Finally, the paper details the way in which the program has grown and, through evaluative processes, undergone modification in the two years since its inception. Involvement of the partners in new research initiatives and provision of adult and community education programs to support learning between the academic semesters are also discussed.

David Charles, Director (and co-authored by Paul Benneworth, Catherine Hodgson, Lynne Humphrey)
(Knowledge, Innovation, Technology and Enterprise) KITE, Newcastle University, UK

One Country, Many Systems: Community Engagement In England & Scotland

There is an emerging strand of university engagement that is oriented towards excluded communities. One major stream of work in this area has been around what has been called "widening participation" in England and "Widening Access" in Scotland. However, a key problem facing excluded communities is the fact that they lack social capital, and in particular the internal and external connections to influence others taking decisions of interest to them. This paper presents results of a project to identify forms of university engagement that seek to help build social capital and foster communities of practice across the university- community divide.

We examine how universities are working with excluded communities in three regions of the UK, the North East, the North West and Scotland. These are three regions with relatively high levels of deprivation: old industrial regions which have suffered gravely from deindustrialisation. These regions suffer both from inner city poverty as well as outlying deprivation in former one-industry towns in rural areas, as well as remote rural areas. These regions have the kinds of problem communities which could potentially benefit from a concerted service effort from universities.

The study has been based around empirical research on all 33 universities in the three regions. For each institution, representatives were approached at three levels, university senior managers, staff responsible for outreach or engagement work, and academics active in working with excluded communities.

For the first stage of the analysis we identified the differing kinds of activities taking place in the various institutions under the rubric of community engagement. This forms the basis for a later analysis of the kinds of community engagement taking place, and whether they are able to build linkages with more core university missions. We identified eleven distinct kinds of community engagement taking place within universities where there was a clear and identifiable link with core missions.

In the course of the research we also encountered six basic rationales for engagement – the stories told about why universities engaged – which corresponded with three different levels of ‘management’ within the university. These rationales will be presented and the implications of each explored in the context of case studies.

The paper concludes with a discussion of the implications of the forms of engagement for the management of the university.

David Charles, Director, (Knowledge, Innovation, Technology and Enterprise) KITE, Newcastle University, UK

How To Benchmark University – Community Interactions

This paper presents the approach to university-community benchmarking as developed for the PASCAL PURE project, and based on earlier benchmarking approaches developed for the Higher Education Funding Council for England. The rationale for benchmarking is presented along with a range of different approaches before a detailed presentation of the PURE methodology.

The objective is to give individual HEIs a means of assessing their regional impact. The key challenge is to highlight not just linear relations between an HEI and its region, but also a wide range of strategic interactions. Strategic priorities for regional engagement should be regional development processes which link between, for example, economic development and educational attainment, or community regeneration and the formation of new firms.

The tool assesses whether or not, across a broad range of processes, an HEI contributes significantly to regional development. It does not assess how well managed it is, nor its success in educational or research terms. Not every HEI will want to contribute in all possible ways identified. All HEIs will have a combination of strengths and areas of lower contribution. The latter may be strategic choices rather than weaknesses. What is important is that HEIs seeking to contribute to particular regional development processes should aim to achieve good practice.

Julia Clark, Consultant Clinical Neuropsychologist, West Dunbartonshire Acquired Brain Injury Team and Honorary Senior Lecturer, Department of Psychological Medicine, University of Glasgow, and **Susan Lennie**, Assistant Psychologist, West Dunbartonshire Acquired Brain Injury Team, UK

Learning to Live with Brain Injury

Scotland has many problems when attempting to disseminate health education. The contrast is stark between treatment in modern city hospitals, using advanced technology and miraculous brain surgery, and the community, where the economics are those of a third world country and education beyond the age of fifteen unusual.

This paper describes the militant development of education for a network of non-specialist community brain injury services that was not driven by the educators but by the people themselves. This area of strong union membership, community solidarity and indestructible family ties responded with enormous determination in order to prevent social exclusion of those who had suffered brain injury.

Only one day stands between being a patient in a Neurosurgical Unit or Brain Injury Rehabilitation Centre and being back home in the community. The high level of medical expertise is left behind and without the understanding of medical terminology and knowledge of evidence based rehabilitation techniques the social care system is in danger of providing care that is rudderless.

There have been repeated failures to maintain successful community rehabilitation services since the 1972 Mair Report. Lack of a sustainable education process is a key factor in this failure. Development of a National Managed Clinical Network for Brain Injury in Scotland is already targeting medical education. However rehabilitation rests in the hands of the ordinary man and it is essential to establish sustainable medical education links via the University of Glasgow not for the professionals but for the people

Harley d'Entremont, Professor, Political Studies, Laurentian University, Ontario

Inter-University Partnership For Community Engagement: A Case Study Of Canada's French-Language Minority

Much of the literature regarding the "third mission" of universities focuses on the economic development aspect of that mission. However, this is not to suggest that other types of engagement are excluded. The OECD guidelines for their case studies explicitly refer to social, cultural and environmental developments. Moreover, much of this literature deals with individual universities and the impact they have on a specific geographical area, or "their region".

Canada presents an interesting case study of how a group of higher education institutions have developed institutional structures to respond to the demands and needs of their communities, the French-language minority communities outside of Québec. There exists many French-language minority communities outside of Quebec, from Newfoundland to British Columbia, totalling approximately 1 000 000 in population. These various communities (regions) are organized at both the provincial and national levels.

A number of universities consider that they have as part of their mission a responsibility to those minority French-language communities. These universities range in size from less than a 1000 students to more than 30000 students, from primarily undergraduate institutions to research intensive universities. Many of these organized themselves in a loosely-structured association in 1990. This association evolved into a well-structured organization of thirteen French-language or bilingual universities outside of Quebec. Moreover, another association of ten higher education institutions, including colleges, has been established to respond to community needs in the health sector.

This paper will address the relationship between those universities and the minority French-language communities outside of Quebec, as well as the relationship among the universities themselves. It will also explore the relationship between Canadian public policy and the development of inter-institutional structures to respond to some community needs.

Andrea Detmer, Valencia University of Technology; **Jose-Gines Mora**, Institute of Education, University of London; **Carlos Ochoa**, University of the Basque Country, **Marian Iriarte**, University of the Basque Country, Spain (co-authored with **Julio Grao**, University of the Basque Country and **Maria-Jose Vieira**, University of Leon, Spain)

University-Business Partnerships: Some Examples Of Good Practices

This paper will present the result of a project which has been carried out in several European countries. The project has analyzed all kind of partnerships in 18 universities from six countries. First the national and regional contexts were analyzed. Second, the project mapped all type of partnerships developed in the universities. Third, a selection of good practices was deeply analyzed. Four, an analytical framework for analyzing the partnership was

developed and tested in a small region with several universities. Methodology and main conclusions of this project will be presented.

John Dingwall, Senior Policy Analyst, Association of Universities and Colleges Canada (AUCC), Ottawa, Canada

Momentum: The 2008 Report on University Research and Knowledge Mobilization

This presentation provides an in-depth account of Canadian R&D with particular emphasis on the activities of the university sector. It also examines how several drivers of change will impact university research in Canada and internationally in the years to come. The presentation explores how Canadian universities collaborate with other sectors, looking at the breadth and depth of research partnerships, the mechanisms and programs that support them, and the opportunities and challenges they face. In particular, it focuses on partnerships involving three types of communities: *communities of place, cultural communities, and communities of purpose*. The presentation concludes with an assessment of how Canadian universities, located in 80 cities and towns across Canada, have increasingly become key to the prosperity and quality of life of these communities.

Ron Faris, President, Golden Horizon Ventures, British Columbia

Learning Communities in British Columbia: Lessons Learned over a Decade

The author has worked with a variety of learning communities in rural and urban British Columbia over the past 11 years. Throughout the period he and his community colleagues have been informed by leading-edge theory and best practice in learning community development from Australia to Europe and the UK. In B.C. emphasis has been on building bridges between aboriginal and non-aboriginal communities as well as seeking engagement and partnerships of all five community sectors (civic, economic, public, educational, and voluntary) that work together for lifelong learning and eco-justice for all. This Powerpoint presentation will feature lessons learned as well as possible trends in this field.

Margo Fryer, Director, and **Danielle Blond**, UBC Learning Exchange, University of British Columbia

How To Strengthen The Third Mission Of The University: The Case Of The UBC Learning Exchange

The UBC Learning Exchange is a community-university engagement initiative based in Vancouver's Downtown Eastside, a neighbourhood that is well-known as Canada's poorest. Since its inception ten years ago, the Learning Exchange has offered free educational resources to hundreds of Downtown Eastside residents. Storefront programs include computer and Internet access and training, an ESL program that trains and supports local residents to act as peer facilitators for English conversation groups, seminars led by UBC faculty, and other special events. The Learning Exchange also brings UBC students into the community where they do volunteer work in inner city schools and non-profit organizations. More than 1,000 UBC students engage in Community Service Learning every year through the Learning Exchange and its affiliate, the UBC-Community Learning Initiative. Increasingly, students' volunteer work is being integrated into academic course work.

With the success of the Learning Exchange, and especially the rapid growth of its Community Service Learning programs, the university is calling for this kind of community-engaged activity to be "scaled up." In order for this to

happen, community engagement has to become more widely practiced within the university. But what are the most effective ways to achieve such a change?

This paper will use the case of the UBC Learning Exchange as the foundation for a discussion of community-university engagement as a strategic priority for the academy. The paper will: outline the challenges that can be encountered in making connections between a research-intensive university and a marginalized community; explore the metaphors that underlie traditional and more innovative approaches to community engagement; and examine the implications of these challenges and metaphors for attempts to legitimize “service” in academic institutions.

Hartej Gill, Assistant Professor, Faculty of Education, University of British Columbia

Co-Creating And Researching Educational Leadership Communities Through Social Justice

This presentation will provide an overview as well as some preliminary research about two pilot courses which were implemented as part of the M.Ed program in Educational Leadership at UBC. The main focus of these courses was to engage in the possibilities of co-created educational research with the goal of shifting and transforming educational environments into socially just and equitable spaces for/with diverse school communities.

Drawing on the form and content of post-colonial and decolonizing scholars, the first course EADM –501 involved extensive community interaction in order to begin to plan, implement, and research co-created leadership inquiry projects in the area of social justice. Participants’ leadership projects and research reflected a critical engagement with leadership theories and social justice issues while addressing district/school/community educational needs. In this manner, leadership projects and the resulting research was co-created *with* school communities and involved an activist approach that worked to build empathic understandings of the histories and experiences of marginalization, colonization, modernity, exploitation, violence, coloniality (Mignolo, 2002) and their continuing impact on present day, institutional, social, political and economic inequalities.

The second course EADM-553 (in term two) involved participation in experiential leadership opportunities *with* school communities (“field experience”) through the co-implementation and co-research of leadership projects. The goal of this course was to implement and research the co-created leadership projects planned in term one. Participants engaged as activists and researchers in the process of co-creation and information sharing (e.g. at staff meeting, PAC meetings, student councils etc. as needed and appropriate), consultation, collaboration co-implementation and co-research of community based/co-designed and community relevant leadership projects. At the end of the second term, course participants along with school communities shared their research at the school/district level. All participating school/university members were invited to attend.

Preliminary data from participant reflections and interviews revealed some of the complexities involved in co-created research as part of these pilot courses. In particular four main themes emerged: A greater awareness of one’s social locations; the importance of school communities as informants and theorists; the tensions and “messyness” involved in being insiders/outside of co-created community research and the ethics of institutional behavioural ethics reviews and time restrictions in co-created community research. This presentation will discuss the pilot courses as well as some of these themes in greater detail as a way of contributing to the field of social justice and transformative leadership praxis in higher education.

Robert E. Gleeson, Director, Center for Governmental Studies, Northern Illinois University, USA

The “Third Mission” and the History of Reform in U.S. Higher Education

Discussions among academics about the “third mission” in U.S. higher education are too often described as controversial. It is often argued that increased attention to the “third mission” represents an unwanted intrusion of outside interests into the inner workings of colleges and universities. This paper reviews the history of reform in U.S. higher education and argues that social, professional, and community engagement have played key supportive roles in the evolution of most parts of the modern American university. In most cases, external actors did not need to break down doors to get onto campus. They were invited guests. Highly engaged relationships, led by academics and often devoid of self-questioning controversies, have been integral to the history of program development, degree requirements, curricular change, teaching & learning methods, and research agendas in almost every field of study since the late 19th century. In light of these conclusions, the paper describes several hypotheses for explaining why the perception of controversy is high today, and suggests some recommendations for diffusing the sense of conflict that exists.

Hugo Gutierrez (Ahumada), Professor, Department of Social Development and Citizenship, Tecnológico de Monterrey, Mexico

The Social Community Service Programs as Generators of Citizenship Values: The Case of the Community Outreach Program “Mexico Rural”

Mexico’s constitution establishes that, in order for any college student to graduate, he or she must first comply with 480 hours of free professional services to the community, the spirit of such a law was the need to rebuild the country during the post revolutionary era, it all started with students in the national university and other state institutions of higher learning.

But why is it necessary for students in private universities to be concerned with those issues? It is clear how the students of public universities would have that obligation since it is the state who is subsidizing their college education (to a larger or lesser extent), but what is then the extent of the obligation for private universities. One of the questions and comments I have heard over and over again is that the latter should only have the obligation to finish school and become professionals who are useful to society whilst the former , should repay taxpayers through free services for the needy.

Private universities in Mexico have not characterized themselves on being generators of social change, before the weakening of the Mexican State by the di facto powers; such institutions have a specific opportunity to take part in generating social cohesion needed to face national and global issues. In such events, some universities have adopted integral strategies in forming the new generations of Mexican citizens and leaders, those strategies have an ample range of action and go from comprehensive courses which analyze the most diverse set of issues that have confronted, are confronting and will confront Mexican society, Mexico’s development and its path in the acquisition of a more participatory and committed civil society to the creation of community outreach programs that give alternatives for the search of the social and economic development of marginalized communities in rural and urban areas, to the interaction of both.

Jason Heffner, Research Associate, Department of Education, Smith College, Massachusetts, USA

Completing the Global Development Circle: Higher Education and their Host Communities in Partnership with Developing Countries

Within the international debate on the effectiveness of western governments' foreign assistance programs there is scant discussion of developing new models of service delivery that tap the extensive resources and knowledge in higher education institutions and the communities in which they function. Reform proposals are focused mainly on governmental structures with recommendations to improve personnel resources rarely extending beyond creation of larger government teams. The debate around aid effectiveness, as well current political and financial developments present a rare but welcome opportunity to introduce bold, nontraditional ideas into the discussion. One such idea positions higher education institutions in a substantive leadership role, and collaborative relationship with their host community, to create multisectoral, sustainable partnerships with communities in developing countries to address social development issues. These partnerships, grounded in educational principles and practices transform international development from a collection of "poverty-reduction" activities to an integrated "community advancement" undertaking. This model presents a new vision for global development. A hitherto underutilized set of practitioners are engaged, and new standards, business methods, and benchmarks developed. The session will include a review of the model, its rationale, supporting concepts, values, financial framework, organizational and technological structures, and entry points for engagement.

Vivian Hermansen, Director, Aboriginal Education, North Island College, Campbell River, British Columbia

The New Relationship

The New Relationship is being forged between Aboriginal people and the Government of British Columbia in Post Secondary Education through the Aboriginal Post-Secondary Education Strategy and Action Plan. A key aspect of the New Relationship is the respectful, inclusive engagement of Aboriginal people and communities in the planning of social and economic policy and programs that shape their lives and choices including strategies and actions toward increasing access, retention and success for Aboriginal learners.

Provincial and federal policy combined with models of development and local engagement provide the setting for negotiating respectful places to live and learn through education. In a federal policy environment involved in a process of repatriation of education back to First Nations control, community interactions are increasingly with entities such as Tribal Councils, First Nations Health and Education Authorities or First Nations Economic Development Corporations and the nature of engagement can be that of formalizing organizational interests in areas of mutual collaboration.

North Island College (NIC) is actively engaged in the forging of the New Relationship and has provided educational programs and services for Aboriginal people for over twenty-five years. The college operates in a combined urban and rural/remote 80,000 sq. km, region on Northern Vancouver Island and the Central Coast of British Columbia, and provides basic education, vocational and academic educational opportunities in the traditional territories of thirty-five First Nations from the Nuu-chah-nulth, Kawakawa and Coast Salish traditions.

Over time NIC has developed programming and services that provide culturally respectful content and methods of delivery. NIC is increasingly positioned for sustainable partnerships with First Nations and this presentation explores protocols and practices in the negotiation of respectful, sustainable institutional places to live and learn by exploring three dimensions of this institutional praxis:

- *What do we mean when we say community?*
 - *What is the nature of engagement with community?*
 - *By what definitions/mechanisms/protocols is the development considered to be sustainable?*
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Melvin B. Hill, Jr. (co-authored by LaVerne Williamson Hill), University of Georgia, Athens, Georgia, USA

Designing Faculty Reward Systems as a Means of Promoting the Third Mission of Universities

Ernest Boyer and others have recognized that the collective knowledge and creativity in universities and colleges throughout the world have potential for solving society's political, economic, and social problems. The importance of the partnership between college and community is frequently referenced by university presidents in speeches and reports and is often promoted by politicians as both essential and productive. Historical collaborations between university scholars and community groups have proven beneficial for both groups.

Colleges and universities frequently promote "service" as the "third mission" of their institutions – equal to teaching and research. However, this "third mission" does not receive the attention it deserves. Much of this discrepancy in mission commitment can be seen in the university and college system of faculty rewards and promotion. Faculty members will devote their time and talents to those activities which will be rewarded in the promotion and tenure process. Most current faculty promotion and tenure systems fail to recognize the value of the important "third mission" of service. Even those faculty members who might prefer to be involved in service or applied scholarship may not pursue this work since its pursuit will ultimately not advance their careers. Therefore faculty members who would prefer to engage in applied scholarship find little encouragement in the academic setting.

This paper will discuss this problem with regard to the following specific areas: 1) the current difficulties inherent in the faculty reward systems which fail to recognize the value of applied scholarship or the scholarship of engagement, 2) historical issues which have prompted these difficulties and interfered with their resolution, 3) current motivations for institutions to explore alternative approaches to promoting the scholarship of engagement, and 4) ways in which faculty reward systems can be modified to encourage applied scholarship research to the benefit of faculty, institution and community.

Catherine A. Odora Hoppers, South African Research Chair in Development Education, University of South Africa

Community Engagement as Restorative Action: From Altruism to a New Social Contract between Universities and Society in Africa

Community engagement takes the understanding between universities and communities from a supply driven idea of 'service' to a mutually and reciprocally determined 'demand' in problem identification and resolution. But this "third leg" of the university mission continually bypasses a critical terrain of the philosophy and therefore the methodology (as opposed to method), that should inform and sustain this engagement. In parts of the world where the university sits uncomfortably in relation to the society which surrounds it, and whose aspirations it is supposed to embody and espouse, universities have been unable to use the freedom they have claimed for themselves, to explore all knowledge resources available to the improvement of the human condition.

The second but related issue relates to memory. By taking community engagement as restorative action is meant that the bringing together of different stakeholders to the table to discuss the future of regions take into account prior mistakes, errors and even offences that may have committed knowingly or unknowingly in the entire development enterprise. Taking human development as restorative action, 'restorative action' itself becomes an outcome of restorative justice. Success is then measured not in terms of the volume of new initiatives, but also how many harms are repaired or prevented in the process of making new initiatives. It is argued therefore that in order for community engagement to be sustainable within a project of social justice, PASCAL's notion of 'learning regions' will have to be expanded from a spatial demarcation to a consciousness as to content or the integrity of the agenda that informs the linkage. In the African context, the distance between universities and society is also an

ethical one, in which universities need to make explicit their position in relation to the toxic practices and ideologies of development that has led to massive cognitive injustice, and epistemological disenfranchisement of immeasurable proportions. The issue then becomes: what is the nature of the social contract that should inform the new partnerships between universities and society to turn the centuries of awkwardness into a profound, healing-guided dialogue? What should constitute the ecology of this new relationship, and what strategies should be adopted to ensure the institutional un-learning, and re-learnings that should be anticipated?

Patricia Inman, Associate, PASCAL International, USA

Regional Clusters: Institutionalizing University Engagement

Engaged universities share these qualities:

- A clear commitment to the basic idea of engagement.
- Strong support for infusing engagement into curriculum and teaching mission.
- Remarkable diversity in approaches and efforts.
- Response to community needs.
- Leadership support. The focus on developing learning communities within the community as well as the university must be a prime consideration.

Universities institutionalize such engagement through:

- Establishing a separate entity to serve as the linchpin for current and future civic initiatives and activities throughout the university.
- Expanding community partnerships.
- Enhancing institutional incentives for civic engagement.
- Developing necessary assessment and evaluation.

While most universities establish a separate department it is only through complete institutional integration that community collaborations are effective. University research needs to be grounded in community-defined issues. This presentation addresses how we define the issues, how we analyze community assets, how we can provide community engagement through student and faculty activities, and how universities can provide evaluation for continuous community engagement.

Finally, implications for institutional engagement are discussed. These include:

- Universities, community colleges, and community-based organizations will need to find their niche in this process. Engagement is difficult and can be best served by diverse agency involvement. This allows for stakeholders to become visible leaders.
 - As a university does not function as an isolated cell, a regional orientation, integrating rural, suburban, and urban needs is crucial. Looking at *regional* resources and interdependencies makes sense not only practically, but also ethically as environmental concerns are discussed in a larger context.
 - Institutions of higher learning must find ways of providing incentives for engagement.
 - Universities must decide if such engagement can best be addressed through a separate Center. Other suggestions are community initiative through an existing department, or integration throughout the university through an advisory board.
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Stephen Kendall and Maria Kukhareva, University of Bedfordshire, UK

***Swifter, Higher, Stronger* - using the Olympic Games to drive up educational aspiration: a study of the BOOST Young Ambassadors Project, Bedfordshire, UK**

This workshop looks at how a British university is working in partnership with Aimhigher (a national widening participation project), local and regional government agencies, and young people themselves to exploit the opportunities afforded by the London Olympic Games, to promote educational aspiration and achievement.

The 2012 Games offer an unparalleled opportunity to help young people rise to the challenges they face. The emphasis on personal excellence within the Olympic ideal can inspire young people to be the best they can. However, the focus on education by policy-makers and agencies orchestrating the Games and their legacy has been muted and narrow, given the scale of the opportunity.

The scope to use the Games to drive up educational attainment among young people, especially those from deprived social backgrounds, has been recognised by only a small number of projects. Among these is the Young Ambassadors Project, organised by the University of Bedfordshire, Aimhigher and the Bedfordshire Olympic Opportunities Support Team (BOOST). The Young Ambassadors, who come from a wide range of social backgrounds, including a number in public care, will work with their peers in schools and colleges from now until 2012 and beyond to raise aspiration and encourage enhanced educational attainment.

The project has three main outcomes:-

- 1) the young people's findings from their investigations in Beijing
- 2) the formation of a cadre of Young Ambassadors to deliver an aspiration-raising programme to their peers in schools and colleges; and
- 3) the establishment of a new partnership which brings together local professionals from the University, further education colleges, schools and local government.

This workshop focuses on and evaluates the progress of the project, proposing a model for universities' use of major events to enhance their community engagement, transferable to other contexts.

Nirmala Lall, Doctoral student, Leadership Studies, University of Victoria, British Columbia

Measuring the Impact of Community-University Research Partnerships: Theories, concepts, tools and practices

"The stage appears to be set for the generation of new information and new knowledge about the process and outcomes of university-community partnerships." (Rubin, 2000). Over the last decade, education institutions in the United Kingdom, Australia, and the United States, increasingly involved in university-community partnerships, have recognized the need to develop evaluative frameworks. Some of these approaches to measurement have progressed significantly with collaboration and funding, and are reflected in recent publications by Garlick & Langworthy, 2008; Gelmon, Seifer, Kauper-Brown & Mikkelsen, 2005; Holland & Ramaley, 2008; and Pearce, Pearson & Cameron, 2007. In addition, exponentially expansive use of the Internet and more recently, the development of Wiki software which is used to encourage open involvement in research by creating and editing information on web pages have increased accessibility to numerous measurement tools (Hart, Northmore & Gerhardt, 2008). Such a plethora of research and information provides higher-education institutions and their community partners with a variety of resources to assist them in measuring engagement. However, no single approach can be fully applied outside of its intended context (Garlick & Langworthy, 2008; Hart, Northmore &

Gerhardt, 2008, Holland & Ramaley, 2008, Pearce, Pearson & Cameron, 2007; Gelmon, Seifer, Kauper-Brown & Mikkelsen, 2005). Therefore, in order to measure the impact of community-university research partnerships, universities must modify existing evaluation resources to develop an informative and suitable model (Hart, Northmore & Gerhardt, 2008).

My research focuses on a critical assessment of the tools used to recognize excellence and measure the impact of community-university engagement. It will combine an in-depth critical assessment of the literature in this rapidly evolving field and apply selected tools to study the impact of the community-university research partnerships developed through the office of Community-Based Research at the University of Victoria in British Columbia, Canada.

The purpose of this paper is to discuss theories, concepts, tools and practices which contribute to the process of evaluating community-university research partnerships. This paper is directly related to the conference's sub-theme, 'Universities and Regional Regeneration and Development' since its focus is on the impact of community-university collaboration.

Norman Longworth, Professor, University of Stirling, UK and **Mike Osborne**, Professor, University of Glasgow, UK

PENR3L - A PASCAL European Network Helping Universities to build Learning Regions

This paper argues that universities have much to contribute to the development of 21st century Learning Cities and Regions from the standpoints of research, teaching and their increasingly important commitment to the growth of the communities within which they reside. It points to how, in Europe, it leads to the need for a dynamic network of practitioners and expertise centres that can vastly increase this aspect of social capital through cooperative links. It describes the PENR3L network of Lifelong Learning Regions developed from a project funded by the European Commission, the activities it envisages and the sustainable outputs it seeks to create.

Barry Lowe, Principal Lecturer at Thames Valley University, London, UK

Collaborative Partnerships With Civil Society: A Model For Linking Universities With Their Communities

This paper will describe an integrated programme that develops mutually beneficial linkages between academics, their students and civil society organisations. The programme, run by Thames Valley University in the UK, connects staff and students with non government organisations (NGO's) in relationships that transfer the university's expertise in exchange for building awareness among the students of the role of civil society, and about the issues - both national and global - that civil society organisations address. The project also teaches the students and the importance of philanthropy. At the same time the university addresses its mission to serve its community and making its resources - both human and physical - available to organisations engaged in charitable work.

The programme, involving undergraduate and postgraduate students enrolled in media subjects, provides project-based consultative services for NGO's. These services can include the development of a website and other interactive media, the production of a video documentary that promotes the NGO's cause, the design and implementation of a publicity or marketing campaign, and other media-related professional services. The students' involvement in an integral part of their studies and their engagement with the NGO is part of the assessment

strategy for their course. The academics play a coordinating role in the delivery of the project, deploying their expertise to ensure the quality of the project.

The programme also accesses regional development funding that compensates the university for the time its academics spend on the projects. This funding - administered by the London Development Agency - supports three way partnerships between NGO's, local businesses and universities.

This paper will describe some recent examples of activities under this programme. In one project a group of postgraduate students, studying corporate communication, delivered a project for an NGO that is dedicated to removing landmines from the world's former battle zones and rehabilitating landmine victims. This project involved the participation of a commercial partner.

Karen McArdle, Senior Lecturer, University of Aberdeen, UK

Developing a Discourse of the Postmodern Community Development Professional and the Link to Practice.

In this paper, I seek to clarify and promote the implications of postmodernism for the generation of social capital in community work professionals. Social capital is used here to mean social networks and the associated norms of reciprocity, as defined by Putnam (2000). Critiques of Putnam from a feminist perspective also inform our discussion. It is a concept, which comes in many different shapes and sizes. I use it here to refer to the shared discourses of community development that may develop, bringing with them shared identity and a mutual and coherent theoretical underpinning of community practice. This generation of social capital of this kind will be of interest to managers, colleagues, educators and employers of community development workers. This work draws on my reflections of community development work beginning in the 1980s in rural Australia and my current work in urban and rural Scotland educating community development workers. This paper will contribute to the discussion of the links between university and local and regional development.

The term postmodernism does not refer to a unified movement. It is rather, a general term originating as a critique of modernism (Usher and Edwards: 1994). Commentators comment on the difficulty defining postmodernism as it spans so many dimensions of our society. Usher and Edwards, for example, signal how postmodernism challenges existing 'concepts, structures, and hierarchies of knowledge' (Usher and Edwards : 1994 : 3). Milliken (2004) refers to a massive change along the lines of a global paradigm shift, 'a sweeping set of worldwide changes in the public domain brought about by challenges (specifically, questioning the nature of truth and knowledge) to the prevailing orthodoxies of Western society.' (p.9) The term, as Milliken points out, appears in a varied range of contexts. Yet, as Burkett (2001) indicates, the contemporary context of community practice remains theoretically underdeveloped. In terms of thinking about postmodernism's significance for the practitioner, we need to recognise our own presence in the postmodern movement. We need to recognise that theorising is linked to our way of practising.

The future for the community worker, I suggest, is to manage the boundaries between the old and new forms of knowledge in ways that have their origins in the work of many years, using new ways of theorising to link to the generation of social capital and implementation of community initiatives. As employers, managers, educators and colleagues of community learning and development workers, we need to explore the dimensions postmodernism opens for the profession; indeed, we may view the profession as being ahead of its time. How may the profession develop discourses that relate to a postmodern society? This paper seeks to provide practical examples of the ways in which new discourses of community work may be linked to practice, in particular linked to ways of generating social capital.

Gordon T Mellor, School of Physical Education and Sports Sciences, University of Bedfordshire, UK

A Community Focused Approach For The London 2012 Olympic And Paralympics Legacy

The third London Olympic Games that takes place in 2012 offers a unique set of challenges. Not only does the current economic situation facing the UK demand considerable resourcefulness in budgeting, but the demands to create a sporting and cultural legacy have never been more important. The Games of 1908 and 1948 were marked successes for the host city London, but the context was very different indeed. Modern Britain cannot match the super-power standing of China that facilitated the impressive Beijing Olympics and Paralympics of last summer. The summer Olympics and Paralympics of 2012 will be very different. Not only is the quality of the competition important, but it is the legacy that will provide the measure by which Britain will judge the worth of the 21st Century London games. The provision of access to community sport and activity available for all those who wish to undertake it, regardless of ethnicity, age, whether able bodied or with disability, is a long standing aspiration amongst British policy makers. However the reality of this provision has often fallen far short of the fine rhetoric. Either left to the private and commercial sector or operated through very small, often under-funded local government departments, community sport provision is something of a 'Cinderella'. We are aware of what is needed but we have been unable to put in place effective programmes in anything other than a piecemeal manner. Community sport has been highlighted by policy statements addressing the legacy thus it has become necessary to re-evaluate the way we address this provision.

The School of Physical Education and Sports Science in Bedford has identified a need for suitably qualified, appropriately experienced, and critically reflective graduates to work in the community in the sports leadership roles that the Olympic legacy will demand. Starting in September/October 2009 the BA(Hons) in Sport and Community Leadership will prepare students through a generic sport programme together with a specifically focused strand of study that encompasses the Sports Leaders UK Level 3 Award in Higher Sports Leadership; working creatively with diversity; and intellectual critique through the study of community cohesion, sport equity and sustainability. Using vocational experience as an important underpinning for the academic content, these undergraduates will have the opportunity to prepare themselves specifically to undertake leadership roles in community sport and active lifestyle provision. It is in large part the effectiveness of the young professionals who will be prepared through this type of programme, that will determine the success of the London 2012 legacy.

Kathryn Mohrman, Director, University Design Institute, Arizona State University

Public Universities And Regional Development

Public universities in North America, and increasingly worldwide, are engaged in service to their communities. While context and practices vary with location, higher education institutions can learn a great deal from experience elsewhere.

The University Design Institute, a joint project of Arizona State University and Sichuan University in China, has collected 15 case studies from seven countries as examples of university-community collaboration. From policy entrepreneurship in water pollution problems to technology-delivered education for rural residents, the case studies demonstrate the scope and variety of community engagement.

The proposed paper compares these case studies in order to generalize about successful strategies for community engagement. The presentation will focus on the process of engagement and the factors that successful projects

seem to have in common—institutional and project leadership, adequate funding, new tools, and so on. The international nature of the 15 case studies supports the broad reach of PASCAL and the goals of the conference.

Iain Morrison, Head of Lifelong Learning, Student Support and Development, UHI Millennium Institute, UK

Community Engagement and Service: the core mission of UHI – University of the Highlands and the Islands

For centuries the people of the Highlands and Islands of Scotland have aspired to create a university and thus UHI Millennium Institute has an extensive and intriguing history which dates back to the 14th century. UHI currently provides access to university-level education through a distinctive partnership of colleges, research institutions and rural learning centres.

It is transforming the economic, social and cultural life of the Highlands and Islands by creating a university for the region which builds on local roots in education and research, offers relevant, situated curricula and a blended learning delivery pedagogy that suits the needs of its communities.

Designated a higher education institution in 2002, since August 2008 UHI has had the power to award its own degrees; a major step towards establishing the University of the Highlands and Islands.

For UHI, the “third mission” is at the heart of its aspirations to be a distinctive and innovative regional university of national and international significance: a university with a pivotal role in the educational, economic, social, cultural and environmental infrastructure of its region and which reaches out to the people of the Highlands and Islands and the rest of the world through its research and teaching. With a history of regional depopulation, a low wage labour market and major demographic challenges, it is a project with lofty regional regeneration and development ambitions. This paper will describe:

- the context for the development of the University of the Highlands and Islands;
- how the UHI project has grown from within its community;
- the structural, governance and curricula links to its community; and
- the evidence as to whether it is meeting its ambitions for community engagement and service.

Balázs Németh, Associate Professor of Lifelong Learning, Faculty of Adult Education and HRD, University of Pécs, Hungary

Learning to build Learning Cities and Regions: A Challenge for Higher Education in Networking for Adult and Continuing Education in order to Provide Attractive and Relevant Programmes. Some Characteristics of the Pécs Learning City-Region Forum.

I recognise learning cities-regions as a model to change regional networking into a more viable frame of partnership based upon real needs of the public locally through organic exchange of ideas and by sharing responsibilities. However, it is a huge constraint, for both individuals and communities in the post-socialist political, social and economic environment to reconstruct, build and maintain a civic society. Thereby, higher education has been trying to recognise a combined role to serve the society and the economy at the same time through education and research and a third mission characterized by new networking and networking tools. Therefore, higher education must act as a partner in new social and economic environment as part of the knowledge economy that

needs lifelong learners and learning organisations. One of them is the university with new and renewed extramural tasks and tools to be found for that purpose promoting adult learning and continuing education and training within the learning city-region frame.

Hungarian universities are, I have experienced by participating university lifelong learning networking, ready for new directions to take, nevertheless, national lifelong learning strategy development has not recognised higher education as a part of a lifelong learning regional development actor even if many declarations and charters on LLL indicate a clear way to go forward.

I will be presenting and reasoning some key steps and issues of the establishment and formation of the learning city-region forum in the City of Pécs having been co-ordinated by the Faculty of Adult Education and HRD of the University of Pécs.

M.M. Omran, President and faculty member, and (co author A.Naeji, Official and student affairs deputy) Iran University of Science and Technology – Behshahr branch

Universities and Regional Regeneration and Development in Iran

Iran as a developing country selects the knowledge based model (KBM) for its development. Country demographics show that Iran has one of the world's youngest populations. Because of these reasons, higher education development is the axle of regional development in the country .So that within the past three decades, universities and institutions have an exponentially growth. The number of students increases from 175600 to 3400000. The number of faculty members increases from 10416 to 53635 and the number of universities and institutions from 244 to 2154. More than 80 percent of these increases occur in the small and medium cities for the regional development needs. The universities developments model in the lower developed cities divides to 6 types. In the type 1, a great university in the capital Tehran or other large cities make a new campus in the lower developed cities and support it as a mother. In the type 2, the higher education's ministry establishes new university in the lower developed regions. In the type 3 higher education's ministry allows people to establish private universities and institutions. In the type 4, a private holder organization named AZAD University establishes more than 300 hundreds branches in lower developed regions. In the type 5, a public holder university provides distance learning with more than 510 centers. And in the type 6, a public holder organization provides technical courses and programs in lower developed regions.

In this paper we discuss these types of universities developments and their effects on the regional developments. Finally we explain a case study. It is about Behshahr branch of Iran University of Science and Technology (IUST)

Stephen Owen, Vice President External and Legal Affairs, Community Relations, University of British Columbia

The Role of Universities in Building Social Capital

Social capital comprises the norms of behaviour and the processes of accommodation that enable a community to progress in the face of complexity, and even conflict. This presentation will consider the unique role that a university can play as a facilitator of social capital, drawing on its institutional independence, substantive expertise, and objectivity.

Lynn Parker, University of Teesside, UK and **Ruth Williams** Centre for Higher Education Research and Information, the Open University, UK

Higher Education and Regional Transformation: Social and Cultural Perspectives

Recent studies suggest that social inequalities in educational attainment in the UK show no signs of narrowing (Iannelli, 2007) and that the knowledge-driven regeneration of declining industrial regions is stumbling over an overwhelming dependency on public funding. In this context, policies on higher education in regional environments have turned to debates on engagement, citizenship and the concept of public good to rejuvenate discussions of the mediating mission of universities between local and global forces (Bjarnason & Coldstream, 2003; Calhoun, 2006). These debates have challenged the more narrowly defined economic concerns of the past two decades to focus on local initiatives and partnerships aimed at combating social exclusion.

This paper draws on ESRC-funded research that explores the role of universities in regional processes of social and cultural transformation. It discusses findings from four case studies, in the North East and North West of England, London and Scotland, on the range and nature of initiatives and partnerships in which universities are involved with socially disadvantaged groups, and the perceptions held by 'external stakeholders' about the cultural and social impact of universities on local and regional communities. A more in-depth exploration of the issues emerging from one of the case studies – in the North East – will be discussed, and from the university's perspective.

Olga V. Perfilieva, Researcher, State University – Higher School of Economics, Institute of Sociology of the Russian Academy of Sciences

Assessing Capabilities Of Regional Universities To Contribute To The Small Regions' Development And Regeneration In Russia

The paper turns to the analysis of impact regional universities made to the social and economic development of the concrete region.

The region chosen for the analysis, the Republic of Adygeya, represents the mountain areas of the South Federal District of the Russian Federation. Stipulated by its geographical location the Republic has set up strong economic, social and cultural linkages with its neighboring regions and federal centre with highly developed trade relations, intensive working migration, and interregional social binds. There are two universities concentrated in the capital of the Republic, the Maykop City, and a number of other higher education institutions are spread out across the territory. The Republic addresses the needs in higher education as well as in post-graduate programmes and research for the population within and beyond its territory providing equal chances and multiple choices.

The analysis is based on the integrated assessment of higher education institutions regional engagement where possible forms and strategic areas of cooperation of HEIs with region are evaluated.

The methodology has let to define the needs and opportunities of relatively small region such as the Republic of Adygeya to intensify its current and future development on the basis of HEIs' potential and its rational and efficient realization; and to suggest a number of related policy recommendations.

The main questions for the analysis are: to what extent the size of the territory could foster the transition of the concrete region to a learning region? Is there an obvious relation between the level of HEIs concentration and the territory development and regeneration? Does impact made by regional universities to the regional development always bases on the intraregional cooperation and networking?

Janet Pinder, Head of Research (CCLL) BeWEHL Initiative Manager, Centre for Community and Lifelong Learning, Newport, Wales, UK

Contexts Of Learning - Life Worlds And The Learning Context - Really Relevant Relationships Between HE Their Communities - Appropriate And Inclusive Provision Supporting Disadvantaged Women.

The BeWEHL project was established as a social action research project looking at the impact of learning on the health and wellbeing of women in marginalised areas. The projects target group has successfully included educationally, socially and economically women across the city of Newport (South Wales) providing them with unusual levels of support to enable them to engage with education, from basic skills, to OCN to HE4 and to degree level and raised employment potential.

As a social action research project BeWEHL started at the roots of the communities it served. Using a blank canvas approach initial work focused on working in communities with individuals and through focus groups to identify what would encourage women to participate and what pedagogical and didactic methodologies could be developed to achieve efficacy in excluded individuals and promote their participation in FE and HE and the wider economy. The outcome of this research phase is a teaching and learning style which contextualises the learner from within her lifeworld to provide appropriate support and teaching styles.

The project has been uniquely successful with participants taking and achieving degrees, taking ACCESS in HE and gaining employment in community development or taking up voluntary work.

The paper will discuss the methodologies developed, the adaptive and reflexive nature of the work in developing contextualised community earning programs and curriculum as well as securing retention and progressing individuals with low expectations and aspirations from basic skills to HE and back to the community.

James A. Powell, Pro-Vice-Chancellor (Enterprise & Regional Affairs) & Professor of Academic Enterprise, Salford University, Greater Manchester, UK

Towards better Leadership Governance and Management in University Reach Out to Business and the Community – An UPBEAT Approach

The presentation and paper would be based on the Leadership, Governance and Management (LGM) practices I have observed in 150 cases of best practice cases of University Reach-out, in 25 British and 10 other European Universities over the last four years on a research project funded by the Higher Education Funding Council of England. For the present context I particularly explored the exemplary practices of sixteen academic leaders of successful community/social/business enterprise developments as chosen by the peer lead academics in the core universities taking part in the study – Lancaster, Westminster, Leeds Metropolitan, Teesside and Salford Universities or the University Partnership in Benchmarking Enterprise and Associated Technologies (UPBEAT). 132 of these cases are shown on our web site whose URL is www.upbeat.eu.com to access the success case stories please use my e-mail address as your entry name and the password, 'upbeat123'. This extremely successful research shows the necessary characteristics academics have to develop with respect to LGM if they are to develop enterprise projects that have mutual benefit to universities and their strategic external partners across a breadth of Outreach, or as I prefer to call it 'higher academic enterprise'. Success seems to occur when both universities and their partners have a high commitment in working together, commit to projects which all believe worthy, and adopt creative leadership principles, especially through the implementation of 'virtuous knowledge sharing' – a two way, deep and iterative discussion, rather than the traditional one way technology transfer. The case studies also found even traditional academics can be coached to become the creative leaders

of academic outreach projects that are 'fit-for-purpose', enabling developments to flourish in the global knowledge economy. I have videod sixteen of the exemplary leaders and this material will make the basis of a most compelling and highly illuminating presentation, which will further reveal the potential of high quality leadership, governance and management in University Reach-out for those universities who wish to lead a modern renaissance for their city regions.

Rod Purcell, Head of Adult and Continuing Education, University of Glasgow, UK

University Community Engagement: Community Development and Regeneration

This paper discusses a case study of community engagement work undertaken at the University of Glasgow with non traditional learners from areas of social exclusion. The taught courses focussed on community development practice, and being work based sought to make a distinct and sustainable contribution to the programmes of local regeneration agencies and community activism. The courses were focussed on equipping students to become professional community development workers, using a practice methodology which combined educational process of Paulo Freire and the structural analysis of Gramsci.

The paper draws on previous research on student experience and current research on the impact of these courses in a local authority area. It explores the extent to which the BCLD programme has influenced community development and regeneration practice. Such influence can be considered under four themes:

1. How the working of the BCLD programme shaped the practice of community based agencies through partnership working.
2. How student practice placements and research projects influenced agency practice
3. The impact on community practice from the graduates of the programme
4. Wider effects on the local economy and general community capacity

These questions are discussed in the context of local and national policies and how the practice developed from the course sometimes conflicted with both local and national regeneration policy.

Whilst it is clear that a lot of the impacts from the course on the community were often unplanned and not predicted, hindsight allows us to reframe our understanding of the processes that took place, achievements made and opportunities missed.

Jim Randall, Professor, International Studies Program, University of Northern British Columbia

The Role of Service and Community-Based Research in Tenure and Promotion: An Analysis of Canadian University Agreements

The increasing attention paid to community engagement by universities, and more specifically by community-based research undertaken by university scholars, has raised a number of questions and concerns about the policy context for these activities at universities. One commonly raised concern has been that the formal evaluation processes and procedures for promotion and tenure at universities marginalize the role of both service and community-based research that is undertaken by faculty members. Based on a cross-sectional and longitudinal analysis of Faculty/Collective Agreements at Canadian universities, this paper critically examines these concerns. Specifically, the paper addresses two questions: 1) Are there any underlying patterns surrounding the evaluation of

service and community-based research for purposes of faculty tenure and promotion at Canadian universities?, 2) Has the growing importance of service and community-based research been reflected in changes to the language of faculty tenure and promotion articles in Faculty/Collective Agreements?

Liska Richer, Integrated Studies in Land and Food Systems, UBC (co-authored by Brenda Sawada, Manager, Social Ecological Economic Development Studies Program - SEEDS), UBC Sustainability Office

Advancing the Sustainability of Complex Institutions: The University of British Columbia Food System Project

This session describes a multi-stakeholder, community based action research project - the University of British Columbia Food System Project (UBCFSP). This project was initiated by the UBC's Faculty of Land and Food Systems and the UBC Sustainability Office and is aimed at the transition to a campus wide sustainable food system. Over the last eight years, our campus food providers, producers, waste managers, planners, and others have worked towards this goal in partnership with academics and students. The project has involved over 1450 students working on interdisciplinary case studies which address themes ranging from food policy, sustainable food procurement, and waste management to climate change. The project emerged from the recognition that our food system faces increasing threats to its sustainability, at global, national and local levels. A fundamental assumption of the project is that universities play a significant role in perpetuating these problems and at the same time can mobilize to address them. Findings indicate that the investigation into our university's food system sustainability through this project's participatory methodology have contributed to the creation of consensually-agreed upon principles of a sustainable food system and the design and implementation of targets, strategies and action plans which have increased the sustainability of our campus food system. We will describe the process that led to the emergence of the UBCFSP, key findings, challenges, accomplishments, future plans and will engage participants in activities related to the project.

Ettore Ruggiero, Direttore UNIVERSUS, Scuola di Management & Technology, Italy

University Business schools for Learning Regions: Roles and aims. An Italian Experience and Perspective".

We still have the concept of "Americanisation" as a shadow over our business schools. Business schools and MBA programmes developed in the United States and spread all over the world and in Europe with the same standards and models based on profit. Should European schools and other schools in the world follow a different approach based on "local values"? The issue becomes bewilderingly complex and leads back to the fundamentals: who and what are business schools for?

In the 1950s and 1960s the expansion of business schools was largely limited to Europe but by the end of the century, after the collapse of communism and the intensification of globalisation the MBA has conquered the world... just like Coca Cola or MacDonal'd's. And what about in Italy? They are few, mostly concentrated in the North, many programmes are inappropriate to the Italian environment and system of SMEs and there is a lack of real recognition of the role of management education by opinion leaders, entrepreneurs and politicians. Because of the hyper-competition in the world market, everywhere, sometimes business schools are "more business and less school", just focusing on how to produce profit, and to be as competitive as possible is the management philosophy that they teach and produce. Which competences do we need to beat the global/local crises? Which knowledge

production do we need to force? Which role should we give to young or new business schools based in regions that need to be more developed?

There is a strong relationship between university business schools and their mother institutions, the universities. Could they have the role, alongside universities, as the heart of the knowledge driven economy according to the need of communities and the regional development? Or are they still based (as in Italy) on the models and paradigms of Fordism? One opportunity is to build the school as a “meeting place”, (in a real sense and using the virtual net) somewhere where people (entrepreneurs, professionals, teachers, students, public officials) want to interact and learn, to share and produce knowledge.

We are trying to build our business school – as well as our training programmes - as an “agora”, opening up spaces, opportunities, itineraries of learning for new knowledge in the region. At Universus we try to reflect in our actions the philosophy of not only being a regional leader but also open to the world. That is why we are cooperating for human and social capital development in a region “on the road to development” as Puglia is, we are planning programmes and tools: to develop communities, to share different knowledge between sectors and organisations, to improve communication models of listening and effective communication. We are very conscious of our role as a business school (a model which is easy to transfer into any other “regional” context) as a pole of attraction for best competences, a regional lab aimed at:

- Improving the ability of a region to progressively develop its cultural fabric and managerial skills;
- Encourage a positive atmosphere and trust between people. The economic transactions of a region and between regions are developed only in the context of a positive network of relationships or, rather, with a sufficient degree of trust in the reciprocal actions of the key economic players. It is this trust that is necessary for producing collaborative and positive actions in moments of uncertainty, such as the present crisis.

A business school in a learning region must guide new generations and managerial classes to assume responsibility for choices based on sustainability and the common good.

Christopher Shepherd, Pascal Board Member, UK

The 2012 London Olympics: Opportunities to improve the standard of living in London’s East End

The London Olympics for 2012 are located in the East End of London in a region which has large areas of multiple deprivation, high ethnic diversity and extremely poor housing. The London bid was therefore based on the opportunity that the Olympics presented in providing a legacy of better living conditions and improved outcomes for the people of the East End.

Much of the investment in the Games is concentrated on the construction of the Olympic park and neighbouring facilities. Whilst these will provide a strong legacy for the sports men and women of the future, their impact on the wider community is less certain. Similarly the development of skills in the construction industry will benefit many of those currently unemployed but large numbers of residents will not benefit directly from developments.

However there will be a large number of visitors to the Olympic Games from other parts of the UK and from overseas and they will need accommodation in London. Many will want to be near the Olympic park and will have restricted budgets. Plans have therefore been drawn up for a programme to encourage residents in the East End to host visitors in their own homes on a paying basis and use the income to improve their homes to a decent standard in advance of the visitors arrival where that is appropriate.

This programme will ensure that visitors enjoy a good experience living within easy reach of the Games whilst giving many people in this deprived area of London an opportunity to improve their living standards and their long term prospects.

Erik Wallin, Associate Professor, Lund University, Sweden

The Third Mission And Societal Entrepreneurship - On Strategies And Business Models To Promote Societal Entrepreneurship As Part Of The Third Mission

Societal entrepreneurship differs from traditional entrepreneurship in a number of ways, one of them being that the primary objective is *not to make money* in the short term but to make a substantial *change of society* in longer terms. Often the idea is to *prevent bad things* from happening in the local context more than to *invent new good things* for the global market. Societal entrepreneurship draws also heavily from the humanistic sciences and arts rather than from natural sciences and technology in order to create totally *new kinds of experiences* by producing exciting events that *break the rules* of conventional architecture, art, film, theatre, music, games, tourism and other expressions of human culture and social life.

In this paper we investigate how universities can contribute to a higher quality and volume of societal entrepreneurs in general and in relation to the third mission in particular. We explore some of the characteristics of the growing *creative industry* in general and *experience-based learning* in particular. Experience-based learning is considered to be very appropriate for the generation of societal entrepreneurship competence and is further discussed in relation to lifelong learning, workflow learning, informal learning and other types of modern learning activities. A draft to a curriculum for professional societal entrepreneurs is presented and discussed using the Swedish *ERIBA* model for the creative industries as a framework for the contents and the format of such an expression of the third mission. The conclusion is that we need a more profound change of our current educational system in order to cope with experience-based learning for societal entrepreneurship as part of the third mission. A possible strategy and business model for university-related and experience-based learning of societal entrepreneurship is presented and discussed in relation to the current Lifelong Learning Program within EU.

This paper is a work-in-progress report from an investigation of a number of related R&D efforts and initiatives that all are trying to identify and implement new strategies and business models for the promotion of societal entrepreneurship in relation to the third mission of universities.

Brad Washington, Doctoral Candidate, School of Education, University of San Francisco, USA

An Alignment of Mission and Faith: A Review of Community Service at Catholic Universities in Northern California

The proposed paper will investigate how Catholicism informs the mission and goals of community service in higher education. For the purpose of the study, two private universities in the San Francisco Bay Area of the United States that make an explicit link between religious faith and community service will be reviewed. To gain a greater insight on how each university approaches its third mission, an historical overview of the universities, how community service is defined, interviews with school leadership, and its integration of community service with its students will be covered. The role of community service through interaction with each university's city and surrounding neighborhoods will serve as the focal point for the study. However, consideration will also be given to the international efforts of each institution to link its mission to serve the global community. Instead of presenting the resulting research in a contrast and comparison framework between the two universities, the study will give equal time to the unique community service put forward at either institution. The research will also delve into how an institution of higher education's faith-based approach to community service may leave its students, faculty, and

administrators empowered, discouraged, or apathetic. The identification of the institutions within the study will be under fictitious names unless written permission to be cited is granted by both universities.

Bruce Wilson, Professor, School of Global Studies, Social Science and Planning, RMIT University, Australia

Social Processes In Regional Development

Progress in both research and policy development with respect to regional development has been hindered by a lack of clarity about concepts which purport to describe the significance of its social dimensions. Concepts such as social capital, social cohesion, social inclusion, for example, contribute to confusion about the extent to which they overlap or even contradict each other, and pose difficulties in understanding the significance and character of social processes in different regional or national settings.

This paper will draw on a range of theoretical perspectives, including analyses presented in previous PASCAL publications, to explore these issues. A number of recent projects in Melbourne, Australia, will provide context and evidence for an exploration of a more consistent conceptual vocabulary in describing the 'social' in regional development, and explaining the significance of diverse aspects of social processes.

It is proposed that a more rigorous conceptual framing is critical to understanding why an emphasis on economic development alone will always have only partial benefits. A more systematic social analysis is important not only in the design and planning of development initiatives, but also in cognate research activity, and in project implementation. It has implications for policy-makers, researchers and program implementation officers.

David Yetman, Manager, Knowledge Mobilization, Harris Centre, Memorial University, Newfoundland, Canada

Universities Impacting Society: An Evaluation Framework for Knowledge Mobilization

There are few examples of knowledge mobilization evaluation whereby university research impacts society. Indeed, in a synthesis study of evaluation assessments of Knowledge Transfer and Exchange processes, Mitton et al. (2007) generated a meager list of ten studies with rigorous KTE evaluation out of an initial match of 4250 abstracts. Most examples highlight the impact of a single study, or program of research projects, on a specific public policy or regional development outcome and many are found in the health or industry sectors. The Harris Centre of Memorial University of Newfoundland was created to link the University with its surrounding communities to enhance greater collaboration, and to mobilize the voluminous amount of knowledge (both research and research expertise) from the institution to community. In four short years of existence the Centre has studied and developed unique knowledge mobilization programs impacting Newfoundland and Labrador policy, programs and culture. With a broad mandate to connect faculty, students and staff with community organizations, government and citizens, it is difficult to ascertain the effect on policy change or regional development. However, in an attempt to do so, the Harris Centre recently developed an elegant evaluation framework to measure the impact of its knowledge mobilization processes. The framework presents an overarching logic model that collectively integrates program specific evaluation designs and relates program specific outputs and outcomes to the Centre's vision of a prosperous and sustainable Newfoundland and Labrador society.

Yetman will be presenting on the evaluation framework and providing examples of knowledge mobilization impacts. The Harris Centre evaluation framework goes beyond the instrumental impacts of research and includes indicators of cultural change, capacity building and transformational effects as outlined by Davies et al. (2005) in their assessment of non-academic value of academic research.

3. POSTER PRESENTATIONS

Mary G. Curtis, University of Texas at Brownsville, USA

REACH OUT and READ: A Prescription for Literacy

This poster session outlines the relationship between pre-service teachers at the University of Texas at Brownsville (UTB) and pediatric clinics in their efforts to target emergent literacy skills. Pediatric clinics, who service large number of low income families, may apply to become members of the Reach Out and Read (ROR) network. The ROR network is growing across the United States and encourages reading skills as a prescriptive measure to help low income children become ready for school.

UTB includes community service in its mission statement. All faculty, staff, and students are encouraged to participate in projects that bring the university's expertise into the community. Pre-service teachers spend plenty of hours observing in public schools, but it is not until their Student Teaching semester, that they have the opportunity to interact with parents and children. ROR provides university pre-service teachers with the opportunity to bring their teaching skills, management techniques and collaborative efforts to the community earlier in their education program. It is a unique program that opens a new avenue of community service for our students.

This poster session details the experiences of pre-service teachers enlisted as reading role models in pediatric clinics. In this delivery model, the pre-service teachers model reading aloud for the parents while engaging children in literacy activities. Afterwards, the pediatricians present the child with a book to keep and prescribe reading with the child to the parents. This model is a win-win-win situation. The children receiving a learning activity while waiting for the doctor, the parents receive exposure to literacy strategies, and the pre-service teachers receive experience with both parents and children.

Guidelines from the Reach Out and Read program will be provided. Also, reflections from the pre-service teachers will be presented.

John MacKenzie, Lakehead University (and co-author David G. Farrell, Northwest Training and Development), Ontario

The Tacit Knowledge Economy: Displaced Workforce as Empowered Agents of Innovation

This poster presentation details adaptations of transitioning resource-based workers within an emerging knowledge economy. Many have written off the resource sector in their quest to groom Northwestern Ontario's new knowledge economy. However, the forest and mining sectors are contributing to an innovative economy. Furthermore, a transformed local workforce is essential to support the emerging technologies and enterprises developing from innovative research responding to gaps left by the decline of commodity based manufacturing. For example, recent research into bio-refinery options demonstrates the value of forestry workers' tacit knowledge and the synergetic support of related technologies. Additionally, the research identified that attaching a new refinery to a digester currently producing market pulp will significantly reduce the projected billion-dollar expenditure.

The presentation is in two parts. The first details skills and knowledge needed to make resource-based workers employable and resource industries more innovative. It is ethnographic, reflecting a thirty-year, multifaceted career within industry, higher education, NGO's and corporate consulting. The second part details barriers and opportunities transitioning resource-based workers experience within higher education. It is phenomenological, updating a 2007 study of nontraditional undergraduate students with 2009 interviews of a displaced transitioning

forestry worker from the original study and with a focus group from Lakehead University's Mature Student Association.

A conceptual framework on lifelong learning, learning regions, and human and social capital informs the presentation. The presentation is designed to foster dialogue on the link of higher education to tacit and explicit skills and knowledge needed for individual transformation within a transitioning environment. The presenters' goal is that tacit knowledge, the genius in us all, is recognized and developed to the benefit of all.

Margo Fryer, Director, UBC Learning Exchange – hosted by **Danielle Blond**, UBC Learning Exchange

Community Service Learning at UBC: Projects, Outcomes, and Resources

The UBC Learning Exchange is a community-university engagement initiative based in Vancouver's Downtown Eastside. The Learning Exchange offers various educational programs at its Downtown Eastside storefront including free computer and Internet access and training as well as an ESL conversation program. The Learning Exchange also brings UBC students into the Downtown Eastside and other neighbourhoods in Vancouver where they volunteer in a variety of non-profit organizations and inner city schools. Each year more than 1,000 UBC students are involved in the community. Increasingly, students' experiences in the community are being integrated into academic course work, an approach to experiential education called "Community Service Learning." The poster session will focus on the Community Service Learning programs organized through the Learning Exchange.

Visitors to the poster/display will be able to view a short video that outlines the key dimensions of Community Service Learning and shows examples of community projects done by students during UBC's annual Reading Week projects. A second short video gives a more in-depth portrayal of the outcomes of one particular Reading Week project that culminated in a Math Fair at an inner city elementary school. Visitors will also be able to browse through and give feedback about the new interactive website being created to share resources related to Community Service Learning practice and scholarship and to build community among all those who engage in Community Service Learning: students, faculty, and staff from community organizations and the university.

Jorge E. Garcia, Retired educator, California, USA

A Survey Of Third-Age (Lifelong) Learner Issues In Community Bands: Social Capital, Activity Theory, And Differentiation.

The phenomenon of "community bands" has begun to grow in the United States of America and, in particular, southern California. There are eleven such community bands currently active within a geographical demographic of approximately sixty square miles around Los Angeles, California. Because many third-age learners, commonly known as "senior citizens" (and, for the purposes of this study, age 55 and older), are active in these organizations, particular areas of study in third-age learning, and, therefore, lifelong learning, can be investigated.

Research has revealed that attitude development and measurement need to be treated as a major component of music education. Other researchers have commented that Third-Age Learners will become a considerable and increasing part of everyone's experience and therefore society needs to adjust the cultural requirements of members of this group.

Research has showed that third-age learners' activities are evolving from passive to active. In addition to this element of self-efficacy, other areas have been studied such as activity theory and differentiation, which are also

bi-products of retirement activities moving from passive to active. Social capital is an element that populations have been interested in for some time, but with the rising numbers of “senior citizens,” that population is searching for social contact in increasing numbers.

The purpose of this survey is to investigate the attitudes of third-age learners who are active in these community bands. Questions on the survey cover areas included in the preceding paragraph and: attitudes, motivation, economic issues, skills and skill training, preferences, and values that draw these third-age learners to these organizations. Data collected will be helpful to educators in understanding the motivations of third-age learners and providing experiences and opportunities to serve the needs of this growing population.

Kim Maclean, Faculty Coordinator, StFX Service Learning Program, St Francis Xavier University, Nova Scotia, Canada

Students as Community Builders: The Impact of Academic Service Learning in One Community

Service learning is an innovative approach to higher education teaching where students work with community members to address local needs, and where academically rigorous assignments are designed to link those experiences back to specific classroom learning outcomes. The movement began in the US, where it is largely informed by the work of Ernest Boyer who re-examined the role of universities in America and argued that universities must see themselves as citizens of broader communities with responsibilities to those communities (Glassick, 1999). Boyer (1996) called for universities to facilitate a “scholarship of engagement” by “connecting the rich resources of the university to our most pressing social, civic, and ethical problems” (p.18). According to Boyer, community service integrated in a meaningful way with academic learning is one way that campuses can fulfill this obligation.

The StFX Service Learning Program is now in its 12th year of operation, working with approximately 800 students from 16 disciplines and approximately 60 non-profit community partners per year. Service learning supports local community development by building equitable, reciprocal campus-community partnerships, increasing community capacity, and facilitating knowledge exchange. The long-term intent is for students to become more engaged community members: more knowledgeable about the non-profit sector and more actively involved in their communities.

This poster will describe research currently being undertaken at StFX which examines the benefits and challenges of participating in service learning from the perspectives of our community partners. StFX is developing its own evaluation model drawing from the literature and in consultation with local community partners. A summary of the research findings to date will be provided. Preliminary findings suggest that community agencies perceive there are both social and economic benefits associated with service learning.

This research will interest faculty and administrators who are seeking strategies to help universities become more active partners in community development.

Don Nance, Executive Director, Training and Technology Team, Wichita State University, USA

Building Community through the Celebration of Hope - a Kids Art Calendar

Wichita State University (WSU) is an urban-serving research institution located in the largest city in Kansas. A commitment to the goals of engaging communities is central to the mission of WSU. This proposal for a poster

session presents one example of engaging and building a community. The community, in this instance, is based on common experience and needs rather than on geography.

The project of community engagement and service, Celebration of Hope, began with a single community mental health center, a handful of kids with mental health issues and a willingness of a university, WSU, to organize an art show to display the children's art. Reducing stigma, recognizing accomplishments and supporting family involvement were the goals that drove the initial project. The project, now in its 10th year, has grown to involve 100% of the 26 Community Mental Health Centers in Kansas, hundreds of children and families. Each year, a calendar is created by WSU staff using the art. The distribution of the calendar has grown from 500 to 25,000. The calendar has won "best" awards in international calendar competitions.

The project has served to unify individuals, families and organizations across Kansas in support of community-based mental health services for children experiencing serious emotional disturbances. The poster session will combine examples of the art, selections from the calendars with information about community engagement and University service.

Sandra Singh, Director and Simon Neame, Program Coordinator, Irving K. Barber Learning Centre

Past And Current Community-Focused Programming –The Irving K. Barber Learning Centre

The Irving K. Barber Learning Centre is a multi-purpose facility that combines academic units, faculty development centre, learning technology support, and library services and resources. It also includes an information commons, group study rooms, smart classrooms and lecture halls that support new approaches to teaching and learning. The Learning Centre is founded on a *Statement of Purpose and Charter of Principles*, which at its core includes three key statements:

The Learning Centre will

- be dedicated to the intellectual, cultural and economic development of people in British Columbia;
- be the gateway to the UBC Library system's resources and services;
- engage community in the development of programs and services.

An important component of the Learning Centre's mission is community engagement, both on campus and beyond. The physical facility has been designed in part as a gathering place on the UBC Vancouver campus for community. The Learning Centre also seeks to move beyond the traditional approach of outreach to a model of shared development and decision making around programs and services that are offered to the community. An advisory committee consisting of UBC and community representation will play an important role in helping the Learning Centre understand opportunities and approaches in community engagement.

This poster session will showcase a number of initiatives currently underway at the Learning Centre that demonstrate community collaboration, and will also invite comment and discussion about meaningful engagement with the broader community.

For edits to this program please contact Maxine Adam, Program Committee: Maxine.Adam@ubc.ca