



**COMMUNITY ENGAGEMENT
FRAMEWORK 2024-25**





“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

— CARNEGIE FOUNDATION, 2024

Community Engagement Framework
Developed by: Dr. Amanda Cooper,
Dr. Michelle Searle, Dr. Wendy Craig,
Jennifer Thompson, and Sophia
Coppolino, with support from the
framework advisory subcommittee.

Table of Contents

Acknowledgement of Territory	2
Message from the Special Advisor	3
Introduction	4
Purpose	
Guiding Considerations	
Community Engagement Framework	6
Guiding Principles	8
Priority Areas	9
Growth and Transformation	16
Infrastructure	17
Conclusion	18
Framework Development Process	19
Acknowledgements	20
Evaluation Metrics	21
Appendix	22
Glossary	23
References	25

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. The Community Engagement Framework prioritizes partnerships and provides opportunities for Queen's students, faculty, and staff to initiate, build, and sustain meaningful relationships with Indigenous peoples, communities, and businesses. It promotes an approach to academia that contrasts with Western practices, which have historically been extractive and harmful to Indigenous communities.

Community engagement with Indigenous communities is guided by the values of Truth and Reconciliation. With the goal of fostering relationships between Indigenous and non-Indigenous peoples, reconciliation emphasizes respect, cooperation, accountability, and the recognition of Indigenous rights on Turtle Island. These values are embedded in the framework with the intention of advancing reconciliation.

For hundreds of years, Indigenous peoples have approached partnerships with the values of reconciliation. We are privileged to integrate Indigenous worldviews and ways of knowing into this framework as we work to expand community engagement at Queen's.



Message from Wendy Craig

Special Advisor to the Principal on Community Engagement



It has been my privilege to work with the Principal's Council on Community Engagement to support the development of a framework that embeds partnerships and collaborations with communities in a holistic and integrated way. Community engagement harnesses research and learning activities to address real-world problems.

When universities participate in community engagement, we create a dynamic environment that fosters learning, collaboration, and growth. For students, engaging with the community enhances their educational experience, allowing them to apply their knowledge. This not only enriches their understanding but also cultivates empathy and a sense of responsibility. Faculty members benefit as well, gaining fresh perspectives that can inform their teaching and research.

Importantly, community partners benefit when we work together and co-create. By addressing local, regional, national and global communities' needs and challenges, we build stronger relationships and contribute to lasting change that can serve everyone involved. By adopting this framework, Queen's University can strengthen relationships and trust between academia and broader communities, nurture existing partnerships, and foster new ones that, together, enhance impact.

In November 2023, the Principal's Council on Community Engagement was created to co-develop a community engagement framework for Queen's, design curriculum activities that integrate community engagement as a pedagogy, create pathways for partnership development, and generate an assessment and evaluation structure. The committee members dream big and have worked tirelessly to lay the groundwork for sustainable, collaborative partnerships with Queen's University.

Over the last two years, the framework has been developed through consultation with the community, faculty, staff, and students. The framework represents the principled approach Queen's will take to collaborating with community, industry and government partners, and outlines three priority areas: partnerships, teaching and learning, and research.

Over 100 people were consulted in the creation of this framework. I owe great thanks to Drs. Amanda Cooper, Michelle Searle, and William Nelson who have accomplished so much leading the subcommittees that direct this work. I would also like to recognize the students, staff, educators, administrators, and community members who have so generously shared their time, knowledge, and expertise. Thank you.

A handwritten signature in black ink, appearing to read 'W. Craig'.

Wendy Craig, PhD., FRSC, O.C., O.Ont



Introduction

Purpose

The purpose of this framework is to guide Queen's University's community engagement initiatives in teaching and learning and research. Community engagement is integral to the Queen's Strategy— shaping our future by bringing together transformational research with integrated teaching and learning to contribute to powerful social change in partnership with others. The vision for community engagement at Queen's is that every student will have an opportunity to participate in at least one community engagement learning or research experience during their degree.

Community engagement is intentionally broad to encompass many groups of people and the ways all people can work together with the ultimate goal of enhanced learning and impact. The framework was guided by two key considerations: Indigenization, Equity, Diversity, Inclusion, Anti-Racism, and Accessibility (I-EDIAA), and our goals for sustainable development.

Guiding Considerations

Indigenization, equity, diversity, inclusion, anti-racism, and accessibility (I-EDIAA)

Queen's University is committed to advancing I-EDIAA. Our approach to community engagement is rooted in welcoming the perspectives and contributions of equity-deserving communities into our projects and the impact we create together. Community engagement and I-EDIAA includes positive working relationships with people of different backgrounds, abilities, opinions, cultures, and perceptions as well as working effectively with all members of a team. With I-EDIAA in mind, community engagement requires continuous reflection and open communication to examine power dynamics and redress historic, ongoing systemic inequalities. By actively promoting the values of I-EDIAA, we foster an environment where all members of our community can feel respected, valued, and empowered.



Sustainable Development Goals (SDGs)¹

Community engagement is essential to achieving the 17 SDGs. By engaging with local, regional, national, and international communities, we are co-creating our collective future.

Through effective collaborations and synergistic partnerships, we develop new knowledge and increase our ability to take action.

COMMUNITY ENGAGEMENT FRAMEWORK

Guiding Principles, Priority Areas,
Growth and Transformation, Infrastructure,
and Implementation Timeline

The Queen’s Community Engagement Framework is grounded in five guiding principles and encompasses three strategic priority areas. Infrastructure is needed to put the framework into motion, impacting teaching and learning and research activities for students, faculty, and staff at Queen’s.

Guiding Principals

Healthy Relationships	Shared Leadership	Engaged Reciprocity	Commitment to Co-creation	Mutual and Sustainable Benefits
-----------------------	-------------------	---------------------	---------------------------	---------------------------------

Priority Areas

Partnerships		Teaching and Learning		Research	
Connections Spectrum of Engagement, Process and Interaction	Architecture and Systems Types, Agreements	Curricular Learning For Credit	Co-curricular Learning Not for Credit	Inquiry and Design Design	Knowledge Mobilization Knowledge Brokering Functions, Accessible Products, Tools and Processes

Growth and Transformation

Capacity Building, Evaluation, Adaptation

Infrastructure

Leadership, Capacity-Building, Programs, Awards and Recognition, Policies, Dedicated Staff Roles, Evaluation, Funding

Guiding Principles

Queen’s approach to community engagement is grounded by five key interconnected principles.

These principles guide our efforts when initiating, developing, nurturing, sustaining, monitoring, and evaluating community engagement activities and partnerships throughout our research and our teaching and learning.

Healthy Relationships
We are committed to creating and sustaining healthy relationships with our partners. Healthy relationships are the foundation of a strong community. We want our partnerships to be rooted in respect, safety, trust, autonomy, communication, and fun. We recognize that building these relationships takes time, and we are dedicated to creating opportunities to connect across communities, sectors, and disciplines.
Shared Leadership
We are committed to transparency, accountability, fairness, and respect in our partnerships. We acknowledge the latent power dynamics in relationships between partners and higher education institutions and will foster equitable partnerships by actively listening and providing respectful spaces where individuals can speak for themselves. We will share leadership in partnered projects and their processes and outcomes.
Engaged Reciprocity
We are committed to creating equitable partnerships by recognizing the expertise, Ways of Knowing, experiences, and perspectives of all involved. We pursue balance in our partnerships, where contributions and the benefits of knowledge and resources flow in both directions.
Commitment to Co-creation
We are committed to co-creating goals, programs, initiatives, services, and resources with our partners. We practice sharing ownership of outcomes and products, being accountable for roadblocks, and building reflection into our collaborations.
Mutual and Sustainable Benefit
We are committed to a holistic vision for community engagement. Initiating shared leadership will allow us to nurture meaningful, reciprocal collaborations and co-creations with our partners that lead to achieving mutual short- and long-term goals for sustained impact.

Priority Areas

The Queen’s Community Engagement Framework focuses on three priority areas: teaching and learning, research, and partnerships. These areas are supported by our guiding principles to enable community engagement experiences that focus on the Sustainable Development Goals (SDGs)

Partnerships
Architecture and Systems • Connections Community engagement cultivates diverse partnerships to address partner-identified concerns and opportunities with local, regional, and global SDGs. These collaborative activities may include: community-based learning and training, research projects, service learning, outreach, evaluation, and knowledge exchange.
Teaching and Learning
Curricular Learning • Co-curricular Learning Community engagement places students at the centre of their own education, offering practical ways to learn their professional competencies and skills. This can look like course-based or capstone projects for credit, and co-curricular collaborations with partners.
Research
Inquiry and Design • Knowledge Mobilization Community engagement creates partnerships between researchers, students, and partners to advance knowledge, practice, or policy that addresses societal and global goals. This may include raising awareness, capacity-building, and organizational development.

Partnerships

Partners play a central role in community engagement, with its success relying on the strength and quality of the relationships between all involved.²⁻⁴ The partners bring opportunities, issues, and concerns to collaborate with faculty, staff, and students. Partnerships are diverse, varying on a spectrum of engagement to moderate the breadth and depth of connections required by individual partnerships.⁵ Each partnership connects people to foster understandings and may act a catalyst for change using the Sustainable Development Goals (SDGs).^{6,7}

Architecture and Systems

Partnership architecture refers to the types and configurations of collaborations which are designed to create structured yet flexible environments and processes where partnerships activities, interactions, and efforts can thrive to meet their goals.⁸

Types	Queen’s collaborations involve diverse partners, including university, non-governmental organizations (NGOs), not-for-profit (NFPs), government, industry, media, and community organizations.
Architecture	Legal agreements that govern partnerships vary in formality, from contracts and non-disclosures to non-legally binding agreements, such as memorandums of understanding or terms of reference for advisory groups and community collaborations.





Photography Credit: Madison Robertson



Photography Credit: Madison Robertson

Connections

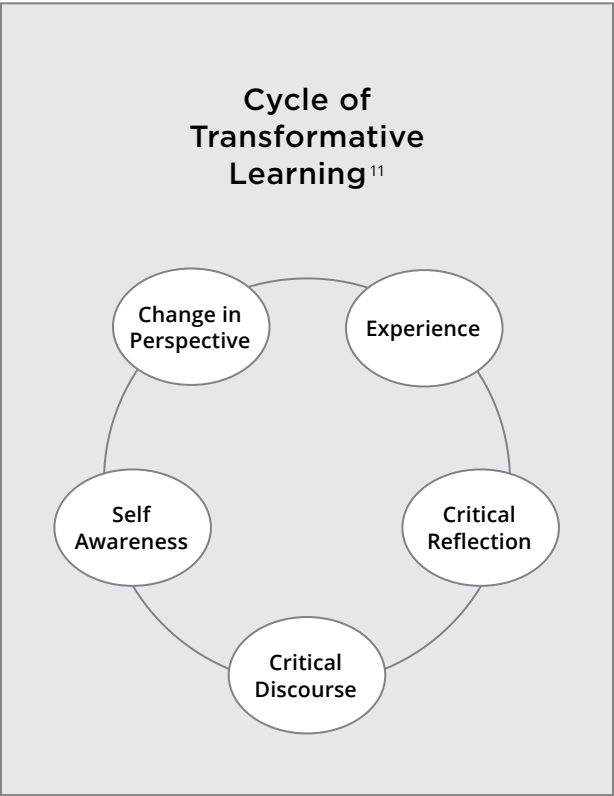
Connections are fundamental to community engagement because they create trust, shared purpose, and sustained participation where each member feels empowered to contribute, collaborate, and grow together.

Spectrum of Engagement	Community engagement occurs along a spectrum, ranging from informing communities to empowering them.	
	Inform	To provide balanced and objective information to help understand the problems, alternatives, and/or solutions.
	Consult	To obtain feedback on analyses, alternatives, and/or decisions.
	Involve	To work directly with partners throughout the process to ensure that concerns and aspirations are considered.
	Collaborate	To partner in each aspect of the decision, from developing alternatives to identifying the preferred solution.
	Empower	To place final decision-making in the hands of partners.
Process and Interaction	Partnership architecture considers dedicated roles as well as programs/projects to examine what will be produced (i.e., capacity building, policy) and the organizational process required to do collaborative work.	

Teaching and Learning

Community engagement as pedagogy describes an approach that embraces co-learning and has a deep respect for the knowledge and experiences of partners. Community engagement promotes transformation by enabling everyone involved to gain appreciation, understanding, and insight that lead to action.⁹ Such practices promote connective citizenship and deepen discipline-specific knowledge.¹⁰

All five guiding principles are intertwined, providing students with opportunities to grow into well-rounded, global citizens who can build healthy relationships, co-create with partners, and devise sustainable solutions. The curricular opportunities (for-credit) and co-curricular opportunities (not-for-credit) will actualize the vision that all students at Queen’s University will have the opportunity to participate in at least one community engagement learning or research experience.





Curricular Learning

Curricular learning embeds transformative community engagement experiences in coursework contexts, offering students for-credit opportunities to work with partners and apply their learning.

For Credit	Credit-based opportunities for students to participate in community engagement (course partnerships). This can include guided collaboration, service learning, consultation, and in-depth projects for partners. The aim is to accompany learning with application.
------------	---

Co-curricular Learning

Co-curricular learning refers to activities that take place outside of the classroom and complement academic learning. While these activities are not for academic credit, they provide students with advantages in professional skills development.

Not for Credit	Not-for-credit opportunities for students to participate in community engagement (co-curricular partnerships). This can include being a volunteer, member or leader for an organization, chapter, club, or student society.
----------------	---

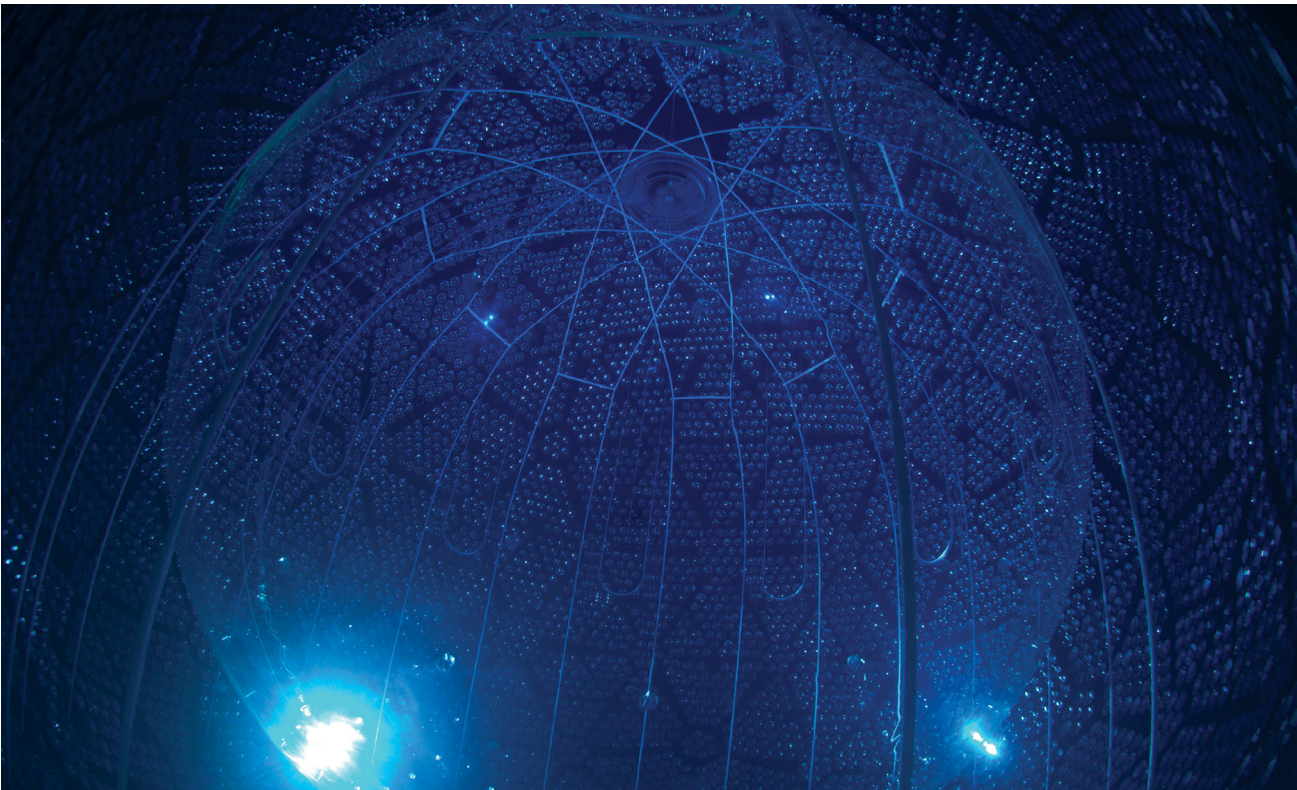
Research

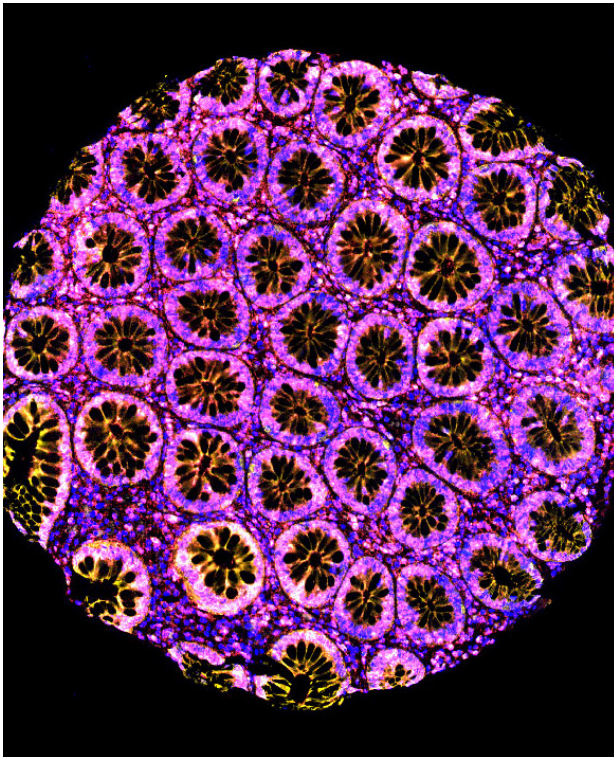
Partnered research involves a collaborative approach among partners, organizations, and researchers to address issues that are relevant to the community that will have an actionable outcome and a relevant impact.³ Community engagement research emphasizes the importance of local, regional, and global knowledge and community involvement throughout the research process.

Inquiry and Design

Inquiry is about finding opportunities for collaboration based on identified needs, challenges, and aspirations of the partner.¹⁰ Partnerships can employ diverse methodologies to design complex projects that meet the needs of all parties and has the ultimate goal of generating insights that can lead to tangible improvements for partners.

Design	Research design will vary according to the application perspective (basic vs. applied), the aim of the research (descriptive, explanatory, analytical), mode of inquiry (quantitative, qualitative, mixed), and approach (longitudinal, cross-sectional, conceptual, empirical). Community-Based Participatory Research (CBPR), and Participatory Action Research (PAR) are examples of approaches to engaging in collaborative research (See Glossary).
--------	--





Knowledge Mobilization

Knowledge mobilization (KMb), knowledge exchange (KE), and knowledge translation (KT) are analogous terms for moving research findings into broader practice and policy to address the Sustainable Development Goals (SDGs) and create positive change in society. KMb is a reciprocal process that encompasses various strategies and practices (knowledge brokering activities) and the co-creation of processes and products to broaden the impact of the partnership.¹²

Knowledge Brokering Activities	Brokering activities occur through out the process from inception to impact and include: linkage and partnerships (fostering collaboration); increasing awareness,accessibility, and engagement; organizational development; implementation support, capacity building; and policy influence.
Accessible Products and Processes	Some examples of outputs that make community engagement research and its findings more accessible to broader communities and diverse groups include: plain language summaries, scoping review, annotated bibliography, research reports, policy briefs, white papers, videos, multi-media products, webinars, infographics, whiteboard animation, training sessions, tool kits, television, radio, podcasts, social media.

Growth and Transformation

There are dimensions that bridge the priority areas to strengthen communities, increase learning and promote research for lasting impact. Queen's community engagement strives to grow and transform initiatives in a direction which realizes the Sustainable Development Goals (SDGs) and enhances Indigenization, equity, diversity, inclusion, anti-racism, and accessibility (I-EDIAA) for everyone. Community engagement activities can lead to capacity building for partners and Queen's, evaluating initiative outcomes to inform areas for improvement, and adaptation to continuously develop stronger and more meaningful collaborations.

	Partnerships	Teaching and Learning	Research
Capacity Building	Capacity building refers to the process of enhancing abilities, skills, and resources to achieve shared goal(s). Some examples include: training, workshops, seminars, and resources.		
	• Access to resources, teams, and expertise to address challenges • Knowledge to make informed decisions • Enhanced networks and collaborations	• Enhanced hands-on learning for students • Interdisciplinary collaborations • Professional skill development • Applying knowledge, generating civic responsibility, and developing empathy	• New research opportunities • Increased ability to address real-world challenges using data, research, and evaluation • Heightened research impact
Evaluation	Evaluation in community engagement systematically assesses the impact of collaborations, identifying strengths and areas for improvement. It fosters ongoing adaptation and provides evidence of activities from diverse perspectives, including communities, students, and researchers.		
	• Research skills • Data and research to support decisions • Data and research for funding opportunities	• Training in community engagement skills • Project and human resource management skills	• Data management and analysis skills • Publication opportunities • KMb skills • Social media skills
Adaptation	Adaptation reflects the ability of both the university and partners to adjust their strategies, goals, and practices in response to the changing circumstances, evidence, needs and insights.		
	• Improved programs and policies	• Increased employability	• Accelerated paths to societal benefits

Infrastructure

Infrastructure refers to the multi-faceted components that contribute to the development and implementation of strategic community engagement at Queen's. Infrastructure provides the physical spaces and systems that enable interactions, gathering and participation for the guiding principles to be recognized in ways that are tangible and to foster ongoing partnerships. Community engagement needs infrastructure to contribute to all three of Queen's University's missions: service, teaching and learning, and research. Evaluating the infrastructure and changing it as necessary is key to supporting growth and transformation through partnerships.

Leadership

Community engagement strategy is supported by the Office of the Principal. To drive strategic planning, the Principal appointed a Special Advisor on Community Engagement, who formed the Council for Community Engagement, bringing together Queen's faculty and staff.

Capacity-Building

We are launching a website that will provide resources and tools to support partners, faculty members, staff, and students doing community engagement work, equipping them with the requisite skills and knowledge needed for collaborative partnerships.

Programs

Creating programs will enhance the sustainability of community engagement. We are developing two initiatives: a micro-credential, the Certificate in Sustainable Development and Community Engagement; and a longitudinal tracking system of community engagement and professional skill development for students, the Community Engagement Record.

Awards and Recognition

We are recognizing community engagement initiatives through new awards and integrating community engagement into existing recognition systems, such as Renewal, Tenure/Continuing Appointment, and Promotion (RTP) for faculty.

Policies

Aligning the policies for partnering organizations (i.e., industry, not-for-profit, government) across Queen's will be crucial to maximizing the potential of community engagement initiatives. We are creating a centralized online space that will identify policies relevant for community engagement initiatives.

Dedicated Staff Roles

Staff hold critical roles facilitating relationships with partnering agencies. For example, we are hiring for the Community Partner Director, a new role that involves facilitating community engagement culture development and connecting partners with faculty.

Evaluation

Efforts to improve initiatives and systems require evaluating data from multiple perspectives and sources. We are developing a series of instruments to understand framework implementation and to guide future decision-making.

Funding

Harnessing university resources and dedicating funding targeted to initiatives is essential to realize strategic priorities for community engagement. We are working with Queen's advancement portfolio to source endowments that will propel the strategic vision forward.

CONCLUSION

Framework Development Process, Acknowledgements, and Metrics for Evaluation

While developing the Community Engagement Framework, we consulted with students, faculty, and staff across Queen's University and community organizations. Through these conversations, we found that community engagement was already underway—through research, classroom activities, and co-curricular experiences.

Implementing this framework will advance a common approach to community engagement that is essential: to make Queen's more accessible to its partners; to deliver excellence in our research and our teaching and learning; and to have a meaningful, sustainable impact. The Community Engagement Framework will be reviewed every three years by the Office of the Provost and updated as required to align with Queen's initiatives and strategic priorities.

Framework Development Process

Advisory Council	
23 Faculty and staff joined the council	5 Full council meetings
4 Subcommittees Framework, Curriculum, Partnerships and Infrastructure, Assessment and Evaluation	21 Subcommittee meetings
3 Council feedback sessions	

Framework Feedback	
Framework was presented to and discussed with Board of Trustees, University Council, student leaders, Student Affairs, and the Alma Mater Society	

Focus Groups	
Special advisor met with	
71 Faculty members	12 Local organizations

Student Support	
4 Student focus groups	25 Students surveyed across faculties

Research and Assessment	
10 Literature reviews consulted on community engagement research and teaching and learning practices	20 American universities reviewed for community engagement activities and programs
17 Community engagement frameworks reviewed for common elements and considerations	102 Canadian universities reviewed for community engagement activities and programs - Top 20 were evaluated on 15 metrics and reviewed for policy and resources

Every **undergraduate and graduate course** at Queen’s University was assessed for community engagement opportunities for students.

Acknowledgements

In November 2023, the Principal’s Advisory Council on Community Engagement was established to cultivate university-wide strategic planning at Queen’s University. The Council brought together members from leadership, faculties, and staff to guide operational trajectories and initiatives, enhancing community engagement across the three priority areas: partnerships, teaching and learning, and research.

Principal’s Advisory Council on Community Engagement

Chairs	
Wendy Craig Special Advisor to the Principal on Community Engagement	Gavan Watson Office of the Provost (Teaching and Learning Portfolio) *Denise Stockley as of October 2024

Community Engagement Subcommittees

Framework Subcommittee	Curriculum Subcommittee	Partnership and Infrastructure Subcommittee	Assessment and Evaluation Subcommittee
Amanda Cooper Committee Chair	Bill Nelson Committee Chair	Wendy Craig Committee Chair	Michelle Searle Committee Chair
Cathy Keates	Heather Merla	Christina Dinsmore	Brian Frank
Eric Tremblay	James McLellan	Heather Merla	Cathy Keates
Jessie Kubes	Jenn Carpenter	James McLellan	Joanna Tinus
Joanna Tinues	Kate Rowbotham	Karla McGrath	Wendy Craig
Kelly Nolan	Marianna Kontopoulou	Katie Fizzell	
Mitchell Gudgeon	Patricia Douglas	Kelly Nolan	
Wendy Craig	Wendy Craig	Mitchell Gudgeon	

Student Support			Research Support
Ella Blondin	Julia Moat	Myra Bong	Jennifer Thompson
Emily Schreiner	Lucy Grabedian	Sophia Coppolino	
Johnathan Bueckert			

Metrics for Evaluation

For continuous growth and transformation in our community engagement initiatives, we need to evaluate our efforts in the priority areas. Evaluation will be phased throughout the implementation of the Community Engagement Framework and linked to collaborations with faculty, staff, partners, and students.

Recommended indicators may include:

- Partnership/collaboration
- Use
- Research
- Types of engagement (practice/policy)
- Mutual and sustainable benefit
- Equity
- Student engagement

Partnerships
● Number of types of partners (NGO, government, industry, media, community) ● Number of agreements/MOU ● Number of local, regional, national, and international partners ● Length of partnerships ● Percentage of partners identifying different types of engagement ● Percentage of partners reporting they found collaboration beneficial ● Percentage of partners reporting they engaged in co-creation ● Percentage of partners reporting they would engage with Queen's again ● Number of partners representing members of equity deserving groups ● Number of SDG goals/focus for community engagement projects
Teaching and Learning
● Sustainable Development and Community Engagement certificate enrollment and growth ● Number of students completing Community Engagement certificate including EDII training ● Number of courses offering community engagement experiences ● Number of seats for students registered in courses with community engagement experiences ● Number of students using the community engagement record ● Number of students participating in co-curricular community engagement activities ● Percentage of students reporting skill growth following community engagement
Research
● Number of resources distributed, tracking data from social media ● Number of community engagement research projects ● Number of co-created publications ● Number of guiding resources on brokerage functions ● Partnership/Collaboration indicators: - Number products/services developed or disseminated with partners ● Number and type of capacity building efforts (training for researchers and students on PAR and CER; training for communities on research-based approaches) ● Diversity and composition of research team/community team

APPENDIX

Glossary and References

Glossary

The Community Engagement Framework uses terms drawn from academic literature that have specific meanings. This glossary recognizes that language use and understanding evolves while establishing a shared understanding of terms.

Capacity Building: Developing the skills and tools for effective collaboration among community members and researchers to enhance mutual engagement in research projects.^{2,4}

Capstone Projects: A course that requires upper-year students to complete a research or development project using the knowledge and skills they've acquired in their program.¹⁴

Co-create: Active collaboration between researchers and communities across all stages of the research process—brainstorming, planning, execution, and dissemination—to produce meaningful knowledge and achieve shared goals.⁴

Curricular: For-credit, course-related experiences in professional or educational settings, including internships, practicums, and experiential learning projects.¹⁵

Co-curricular: Non-credit, skill-building experiences outside coursework, including on-campus roles, Work-Study, and the Summer Work Experience Program (SWEP).¹⁵

Community: Local, regional, national, and global networks—including public authorities, businesses, cultural institutions, and civil society—that universities engage with to address shared societal goals and foster mutual growth.^{16,17}

Community-Based Participatory Research (CBPR): An innovative research paradigm that combines knowledge and action to improve community health and reduce health disparities. CBPR provides a framework to equitably involve community members, researchers, and other stakeholders in the research process, recognizing and maximizing the importance of their diverse contributions. The aim of the CBPR is to create positive, transformative, and sustainable change together: with, for, and in communities.¹⁸

Continuous Learning: The ongoing acquisition of knowledge and skills through collaborative engagement between researchers and communities.⁶

Disseminate: To make academic findings accessible to the general public.¹⁷

Engaged Citizenship: An individual's active participation in advocacy, civic duties, and communities to influence decisions and drive positive societal change.¹⁹

Intercultural Competence: Skills to recognize and respect cultural diversity, dismantle biases, and foster equity and inclusion.¹⁹

Glossary Continued

Knowledge Brokering Functions: “Brokering involves a range of different practices: the identification and localization of knowledge; the redistribution and dissemination of knowledge; and the rescaling and transformation of this knowledge. Brokering knowledge means far more than simply moving knowledge—it also means transforming knowledge . . . knowledge brokering is likely to look very different in the various brokering spaces . . . not least because the needs and expectations of the knowledge users might differ substantially.”²⁰

Knowledge Mobilization: Ongoing efforts in community-driven research to create and distribute meaningful knowledge that supports community goals over time.⁴

Memorandums of Understanding (MOU): An agreement between two or more parties/institutions. MOUs are not legally binding but serve to document each collaborator’s expectations or intentions.²¹

Participatory Action Research (PAR): An approach to research that prioritizes the value of experiential knowledge for tackling problems caused by unequal and harmful social systems, as well as for envisioning and implementing alternatives.²²

Partnerships: Mutually beneficial and impactful relationships between universities, communities, and organizations that pool resources and knowledge while also creating additional value for all parties involved.^{4,7}

Partnership Architecture: “A framework to analyze, interpret, design, and manage complex systems across their micro- and emergent macro-properties. The term architecture is understood as an abstract description of the entities of a system and the relationship between those entities...The premise is that our[partnerships] are more likely to be successful if we are careful about identifying and making the decisions that establish the architecture of a [partnership].”⁸

Non-governmental organization (NGO): Any non-profit, voluntary citizens’ group that is organized on a local, national, or international level.²³

Reciprocity: A mutually beneficial exchange of knowledge and resources.¹⁶

Research Practice Partnerships: Long-term, mutualistic collaborations between practitioners and researchers that are intentionally.²⁴

References

1. United Nations. The 17 goals. United Nations Department of Economic and Social Affairs: Sustainable Development. 2015. <https://sdgs.un.org/goals>
2. Han H-R, Xu A, Mendez KJ, et al. Exploring community engaged research experiences and preferences: a multi-level qualitative investigation. *Res Involv Engagem*. 2021;7(1):19. <https://doi.org/10.1186/s40900-021-00261-6>
3. Koekkoek A, Ham MV, Kleinhans R. Unraveling university–community engagement: A literature review. *J High Educ Outreach Engagem*. 2021;25(1):3–24.
4. Turin TC, Kazi M, Rumana N, Lasker MAA, Chowdhury, N. Conceptualising community engagement as an infinite game implemented through finite games of “research”, ‘community organising’ and “knowledge mobilisation.” *Health Expectations: An International Journal of Public Participation in Health Care and Health Policy*. 2023;26(5):1799–1805. <https://doi.org/10.1111/hex.13801>
5. International Association for Public Participation (IAP2). IAP2’s Public Participation Spectrum; 2014. https://cdn.ymaws.com/www.iap2.org/resource/resmgr/foundations_course/IAP2_P2_Spectrum_FINAL.pdf
6. Calderón JZ. Transformative community engagement: Democratic trend for the future. In: Dolgon C, T. D. Mitchell TD, T. K. Eatman TK, eds. *The Cambridge Handbook of Service Learning and Community Engagement*. Cambridge University Press; 2017:500–510.
7. Hillier Y. Working together: community and university partnerships. *Higher Education, Skills and Work-Based Learning*. 2013;3(2):94–106. <https://doi.org/10.1108/20423891311313135>
8. Pfotenhauer S M, Wood D, Roos D, Newman D. Architecting complex international science, technology and innovation partnerships (CISTIPs): a study of four global MIT collaborations. *Technol Forecast Soc Change*. 2016;104:38–56. <https://doi.org/10.1016/j.techfore.2015.12.006>
9. Mezirow J, Illeris K. Transformative learning theory. *Contemporary Theories of Learning*. 2nd ed. Routledge;2018:114–128.
10. Wittman A. Knowing and Being Community Engaged in the Social Sciences. In: Dolgon C, Mitchell TD, Eatman TK, eds. *The Cambridge Handbook of Service Learning and Community Engagement*. Cambridge University Press; 2017:256–268.
11. Riley A, Aubrey K. *Understanding and Using Challenging Educational Theories*. 2nd ed. Sage Publications; 2021.
12. Cooper A, Rodway J, MacGregor S, Shewchuk S, Searle M. Knowledge brokering: “Not a place for novices or newconscripts.” In: Malin J, Brown C, eds. *The Role of Knowledge Brokers in Education*. Routledge; 2019:90–107.
13. Barwick MA. Knowledge Translation Planning Template. Ontario: The Hospital for Sick Children. December 2008.
14. Queen’s School of Computing. Capstone Courses. Queen’s University; 2024. <https://www.cs.queensu.ca/undergraduate/faq/capstone-courses.php>

References Continued

15. Experiential Learning Working Group (ELWG). Experiential Learning Working Group: Final Report. Queen's University; 2015. https://www.queensu.ca/experientiallearninghub/sites/qelhwww/files/uploaded_files/Experiential%20Learning%20Working%20Group%20Report%20.pdf
16. Carnegie Foundation. Community engagement. Carnegie Classification of Institutions of Higher Education; 2024. <https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/>
17. O'Brien E, Ćulum Ilić B, Veidemanė A, Dusi D, Farnell T, Šćukanec Schmidt N. Towards a European framework for community engagement in higher education – a case study analysis of European universities. *Int J Sustain High Educ.* 2022;23(4):815–830. <https://doi.org/10.1108/IJSHE-03-2021-0120>
18. Collins SE, Clifasefi SL, Stanton J, et al. Community-based participatory research (CBPR): Towards equitable involvement of community in psychology research. *American Psychologist.* 2018;73(7):884.
19. Queen's Career Services. Queen's Skills Cards. Queen's University; 2024. <https://careers.queensu.ca/resources/queens-skills-cards>
20. Meyer M. The rise of the knowledge broker. *Sci Commun.* 2010;32(1):118–127. <https://doi.org/10.1177/1075547009359797>
21. Harvard T. H. Chan School of Public Health Research Administration. Memorandum of Understanding (MOU). 2024. <https://hcsra.sph.harvard.edu/memorandum-understanding-mou>
22. Cornish F, Breton N, Moreno-Tabarez U, et al. Participatory action research. *Nat Rev Methods Primers.* 2023;3(1):34. <https://doi.org/10.1038/s43586-023-00214-1>
23. United Nations. The UN and Civil Society. 2024. <https://www.un.org/en/get-involved/un-and-civil-society>
24. Coburn CE, Penuel WR, Geil KE. Research-practice partnerships: a strategy for leveraging research for educational improvement



Share your stories with us

We want to hear about your experiences, activities, and work in community engagement.

communityengagement@queensu.ca



Queen's
UNIVERSITY

OFFICE OF THE PRINCIPAL
AND VICE-CHANCELLOR