

**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Campus Affairs Committee

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Kimberley Tull, Manager, Community Development & Engagement  
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**DATE:** Wednesday, April 27, 2016

**AGENDA ITEM:** 4a

**ITEM IDENTIFICATION:**

Annual Report: Community Partnerships and Engagement

**JURISDICTIONAL INFORMATION:**

Sections 5.1 and 5.9 of the UTSC Campus Affairs Committee Terms of Reference states that the Committee receives annually, from the appropriate administrators, reports on services within its areas of responsibility, including relations with the campus's external community.

**GOVERNANCE PATH:**

**1. Campus Affairs Committee [For Information] (April 27, 2016)**

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this item.

**HIGHLIGHTS:**

U of T Scarborough's approach to community development is rooted in place and values. An anchor institution, the campus is an intellectual, sporting, and cultural hub in the Eastern GTA, and utilizes its economic weight to promote community wealth and health, and create prosperity rooted in place.

The campus' community partnerships have increased the capacity of neighbouring organizations to provide residents with programs, services, evaluation and opportunities that otherwise would not exist. At the same time, partnerships provide pedagogical opportunities for faculty, as well as

curricular, co-curricular and extra-curricular opportunities for students. An ability to build trust between the community and the university is key to partnership success.

Based on the experiences and successes of the campus' partnership with the East Scarborough Storefront over the past several years, U of T Scarborough has developed a unique approach that yields tremendous potential for transformational change locally, and profound implications for community and university work across the country. It is a reciprocal-learning community development approach, grounded in principles and practices that focus on the university and community understanding each other's needs and values, to create action plans that meet both pedagogical demands and local social change agendas.

University and community partnerships are developed in a reciprocal, values-based relationship through new and emerging areas of scholarship, innovative research, global perspective, experiential learning, and the strong foundations identified in the Campus Strategic Plan.

U of T Scarborough networks are growing and strengthening rapidly as community partners and residents see the benefit of collaboration with the university to meet their own goals. Faculty and student participation has increased from these cross-sector connections, and more collaborative projects have emerged. This year's Community Partnerships and Engagement Update reports on expanded partnerships within the Malvern neighbourhood.

**FINANCIAL IMPLICATIONS:**

There are no net financial implications for the campus' operating budget.

**RECOMMENDATION:**

Presented for information.

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**DOCUMENTATION PROVIDED:**

Community Partnerships and Engagement Update



# U of T Scarborough and the Malvern Community

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U of T Scarborough’s approach to community development is rooted in place and values. An anchor institution, the campus is an intellectual, sporting, and cultural hub in the Eastern GTA, and utilizes its economic weight to promote community wealth and health, and create prosperity rooted in place.

The campus’ community partnerships have increased the capacity of neighbouring organizations to provide residents with programs, services, evaluation and opportunities that otherwise would not exist. At the same time, partnerships provide pedagogical opportunities for faculty, as well as curricular, co-curricular and extra-curricular opportunities for students. An ability to build trust between the community and the university is key to partnership success.

Based on the experiences and successes of the campus’ partnership with the East Scarborough Storefront over the past several years, U of T Scarborough has developed a unique approach that yields tremendous potential for transformational change locally, and profound implications for community and university work across the country. It is a reciprocal-learning community development approach, grounded in principles and practices that focus on the university and community understanding each other’s needs and values, to create action plans that meet both pedagogical demands and local social change agendas.

University and community partnerships are developed in a reciprocal, values-based relationship through new and emerging areas of scholarship, innovative research, global perspective, experiential learning, and the strong foundations identified in the Campus Strategic Plan.

This approach is different than traditional post-secondary institutional approaches:

- We are committed to the co-creation of process.
- We aim for mutual dedication of time and energy by both university and community partners.
- We approach our work from a reciprocal learning and decision-making framework, smart and honest relationship building, and encouraging different forms of knowledge and collaboration.

“Anchor institutions are place-based entities such as universities and hospitals that are tied to their surroundings by mission, invested capital, or relationships to customers, employees, and vendors. These local human and economic relationships link institution well-being to that of the community in which it is anchored.” ([The Anchor Dashboard: Aligning Institutional Practice to Meet Low-Income Community Needs](#), The Democracy Collaborative).

- We seek to build capacity and are committed to long-term ability to meet community partnership needs, as well as long-term sustainability of the partnership.

U of T Scarborough networks are growing and strengthening rapidly as community partners and residents see the benefit of collaboration with the university to meet their own goals. Faculty and student participation has increased from these cross-sector connections, and more collaborative projects have emerged. This year's Community Partnerships and Engagement Update reports on expanded partnerships within the Malvern neighbourhood.

## Partnership: Malvern Family Resource Centre

Malvern Family Resource Centre (MFRC) is a social service agency that provides programs and services to residents in the Malvern and Rouge River areas of northeast Scarborough. MFRC is committed to strengthening families and individuals through inclusive and effective programming and services for children, youth, women, and seniors. The agency has been in the community for 30 years, and has experienced steady growth, keeping up with the community's needs. MFRC has earned a reputation for integrity, quality programs and services, qualified and dedicated personnel, and committed funders.

MFRC is the parent organization to Malvern Action for Neighbourhood Change (Malvern ANC), a resident engagement arm of MFRC. U of T Scarborough serves as Malvern ANC's academic partner, providing research and support while supporting the growth in capacity for MFRC.

In 2014 U of T Scarborough and Malvern ANC signed and a memorandum of understanding (MOU) identifying cooperative opportunities in the areas of food security, food-ways and food access, including the creation of an urban farm.

As the Malvern neighbourhood transitions out of a Neighbourhood Improvement Area (formerly known as a Priority Neighbourhood), U of T Scarborough has actively supported the transition strategy, participating as a member of the OneLoveMalvern table and also as a member of the North Scarborough Integrated Local Labour Market Planning table.

**The U of T Scarborough/Malvern Family Resource Centre partnership involves administrative departments and academic programs:**

Partnerships and Legal Counsel

Student Life

Centre for Teaching and Learning

City Studies

Health Studies

Culinaria Research Centre

Environmental Science

Sustainability Office

*Malvern Family Resource Centre is proud to work alongside University of Toronto Scarborough. Our relationship has captured numerous focus areas including city building, neighbourhood planning, food issues, seniors' well being, and deepening our understanding and integration of our cultural and newcomer communities. The support of the university allows us to work alongside capable students.*

*Knowledgeable and committed faculty strengthen our capacity for meaningful and informed evaluation while grounding our work and approaches in evidence. The university's role as a major institution in our backyard supports our goal of improving the quality of life of residents in northeast Scarborough.*

Alex Dow, Program Director, Malvern Family Resource Centre

# Initiatives

## Culinaria Research Centre

**Leads: University of Toronto Scarborough Associate Professor Jayeeta Sharma, Jackie Rohel (PhD candidate, Department of Food Studies, New York University), and Juneeya Varghese and Wynette Tavares (Malvern ANC).**

The Culinaria Research Centre and Malvern ANC continue their collaboration on support strategies for small food enterprises, linked to the Connaught City Foods international research project at the University of Toronto. The initiative started with 15 to 20 residents attending last year's workshops in Malvern. Malvern ANC has since provided residents with capacity building opportunities (food handling, menu planning, finance and account keeping, skills development sessions, etc.). Three participants are hoping to work closely with UTSC students and staff, showcasing the neighbourhood's diverse neighbourhood. This is scheduled to take place in summer 2016.

On February 26, 2015, as part of the Connaught cross-divisional seminar, the *Small Enterprises and City Foods Workshop* was held at U of T Scarborough, bringing together academics from New York and Toronto, community partners, and representatives from government and non-profit groups to discuss strategies for providing infrastructure and cultural resources to help launch small food entrepreneurs and immigrant newcomers into the city. The featured speaker was Jennifer Berg, Clinical Associate Professor and Director, Graduate Food Studies Program, New York University. Discussants and participants included U of T Scarborough Associate Professor Jayeeta Sharma; NY Professor Jackie Rohel, Juneeya Varghese and Wynette Tavares from Malvern ANC; and guests from U of T Scarborough Food Partnerships, U of T Scarborough Community Partnerships, City of Toronto Economic Development and Culture Division, the Centre for Immigrant and Community Services, Evergreen Brickworks, and U of T Scarborough students and faculty.

### *Cuisine and Culture*

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In early 2015, eight students of the course Cuisine and Culture in Bengal & South Asia (GASD71) worked with eight Malvern residents, exploring immigrant stories and mapping their food paths. Some of these stories are published through the Culinaria Research Centre and were shared through the OneLoveMalvern community newsletter, reaching close to 2000 community members. The stories are published at: <http://www.utsc.utoronto.ca/culinaria/student-project-showcase>. Two more residents are participating in the project with students registered in the course this year.

Professor Dan Bender will be teaching a course in Culinary Ethnographies (HISD71) during the Winter 2016 term. A student team will carry out a research project on food showcasing Malvern residents.

## Service-Learning

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MFRC has integrated many of U of T Scarborough service-learning courses and classroom partnerships within their community development activities. MFRC has conducted student tours on neighbourhood food security and land use. Environmental Science professors have provided analysis of soil testing results, one of the more practical supports that the community needed.

Typically up to four students from a class taught by Assistant Professor Susannah Bunce engage in service-learning placements in the community. An example of service-learning work is a review paper on urban farm models in North America and Europe. The partnership has also included a practical community engagement activity, with students involved in the planning and facilitation of a community meeting to assess interest and opposition to the first community garden in the ward on city parkland. Students have also engaged with resident workgroups, attending their meetings and presenting their findings.

### Impacts of the Partnership

- Combined expertise has increased awareness of the significance of food security, access, culture and food-ways
- Provided linkage among community garden and urban farm projects, food security programs, and educational and research initiatives on food and culture in our shared community
- Provided employment and/or training opportunities to local residents;
- Increased awareness among youth, students, and community members through educational and research initiatives;
- Leveraged opportunities for joint promotion and expanding networks for the purpose of research and education.

### Service-Learning - MFRC

5 faculty members

60 students

Reaching almost 500 community

## Farmer Learning Series (launched February 2016)<sup>1</sup>

In partnership with MFRC, U of T Scarborough is collaborating on a Farmer Learning Series as part of a pilot urban farm project for East Scarborough. Ten community-based workshops will be conducted in an effort to build local capacity and understanding of how to successfully run an urban farm, grow healthy produce and increase local understanding of environmental sustainability issues.

Facilitated by Toronto-based farmers, local experts and U of T Scarborough professors and students, the Farmer Learning Series will create an opportunity for knowledge exchange between diverse members of the Malvern and university community. Workshop participants will include community farmers working in local urban gardens, elementary and high school students from four local schools, U of T Scarborough students and

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<sup>1</sup> Extracts from the Farmer Learning Series Funding Proposal Request, submitted by MFRC

departments, and interested community members. The series will act as a platform for knowledge exchange between diverse community groups, providing a bi-weekly forum to develop and exchange hands-on training and skills.

The sessions are aimed at market farmers working at the Morningside Heights Urban Farm Project, strengthening both their business management and farming skills. Held from February to August, the program will provide paid summer opportunities for two U of T Scarborough students to help coordinate this 24-week initiative. The student coordinators will develop a 10-session curriculum, identify opportunities for speakers, and support the creation of knowledge transfer activities and materials, such as a program webpage, blog posts and other communications tools for the urban agriculture workshops.

This program also provided a service-learning placement in the university's Partnerships & Legal Counsel office for a final-year U of T Scarborough student through a senior level City Studies course. Working directly with the Manager, Community Development and Engagement, the student coordinated the logistics of the Farmer Learning Series with Malvern Family Resource Centre.

#### *Program Deliverables:*

- Host a 10-session Farmer Learning Series of workshops to build capacity and knowledge for urban farming (topics include: crop planning, soil remediation, general farm maintenance, tool-use, composting for small-scale farming, seed saving, water harvesting, pest management, market distribution, optimal space utilization for crops, efficient irrigation methods, and financial management and business development skills for market farming)
- Provide leadership opportunities for two U of T Scarborough students to coordinate the series
- Develop interactive communication tools to engage diverse community members on the subjects of urban agriculture and sustainability issues
- Engage approximately 250 unique program participants through workshop sessions, including children and youth from local schools, U of T Scarborough students, community garden members, Morningside Heights urban farmers and interested Malvern residents
- Create opportunities for U of T Scarborough students and faculty members to share their research with the broader community.

#### *Impacts of the Partnership*

Leveraging community and school engagement through environmental stewardship, the Farmer Learning Series will be a platform for relationship building and knowledge exchange between U of T Scarborough students, professors, community farmers and gardeners, elementary and high school students and other interested residents. U of T Scarborough faculty will share their knowledge with a wider community, encouraging community members and youth to take new understandings and agricultural skills back to their own neighbourhoods. Similarly, students will apply and present the research and skills they've gained in the classroom, while experiencing hands-on learning with the community. Elementary and high school teachers will also have a channel to teach students about the environment in a fun and interactive way. The wealth of knowledge

gained from participation in this program can also be leveraged and shared during the annual Eco Summit, which engages members of the community across the eastern GTA.

Farmers will gain increased capacity and skills, building critical farm management and business skills by strengthening their knowledge of techniques and strategies to expand the quality and quantity of their harvest, such as optimal space use for crops, water harvesting, small-scale composting and developing strong food distribution markets. Participants will also build an increased awareness of the benefits of environmental stewardship and learn about new ways to take on leadership roles and engage in their community. In these ways, this series creates social, health, education, and environmental benefits to the participants and to the community as a whole.

Through unique hands-on activities and research projects, UTSC students learn about the political economy of food provisioning in relation to class, income and city structure. They gain insight into the dynamics of community formation and issues faced by new immigrants and others with low incomes in regards to food security.

*The Farmer Learning Series and East Scarborough Community Cycling Hub initiatives are funded through a TD Friends of the Environment Community Engagement Fund grant to the University of Toronto Scarborough.*

## Engaging in Sport

MFRC also co-chairs the East Scarborough Multi-Sport Collaborative<sup>2</sup>, which was launched by the Toronto Sports Council, U of T Scarborough and the Boys and Girls Club of East Scarborough. The collaborative focuses on providing experiences in different sports at the *Fundamentals*, *Learning to Train*, and *Training to Train* stages of the Canadian Long-Term Athlete Development model. The collaborative aims to develop physical literacy for the pursuit of excellence in all areas of life, building community and individual resiliency.

## The Role of Later Life Transitions for Increasing Physical Literacy and Sports Participation

**Lead: Professor Michelle Silver, Department of Anthropology, Health Studies Program**

The main objective of this work is to understand better the barriers to and facilitators of exercise and sports participation for adults who are 60+ living in culturally diverse communities. The goal is to understand their likes and dislikes when it comes to

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<sup>2</sup> ([http://www.torontosportscouncil.ca/multimedia/0/esmsc\\_brochure\\_final\\_digital.pdf](http://www.torontosportscouncil.ca/multimedia/0/esmsc_brochure_final_digital.pdf))



participating in exercise and sport activities and what helps or hinders their use of and participation in facilities such as the Toronto Pan Am Sports Centre.

Work with Malvern on the seniors' physical literacy project is in its very early stages. Thus, far activities involve interactions between students who have participated in community engaged learned projects through two Health Studies courses (HLTC20 and HLTD02), with students engaging in discussions with Malvern community members about health and health policy issues relevant to seniors, and also assisting with ongoing projects in the Malvern community.

### **Moving Forward**

We anticipate continuing and expanding this work, potentially developing an intergenerational physical literacy project aimed at seniors. The next steps of this initiative await funding and the appointment of a new Director of Athletics and Recreation who will hopefully continue to offer space/resources towards this and other projects.

## **East Scarborough Community Cycling Hub<sup>3</sup>**

A significant part of the university's parking and transportation strategy is to reduce reliance on cars and enhance cycling networks and opportunities. MFRC conducted community surveys and consultations, which identified the lack of social and physical infrastructure as creating barriers to expanding cycling rates in the neighbourhood.

Building on these efforts, the Community Cycling Hub was established to:

- Connect the community and developing a local cycling repair resource
- Strengthen knowledge of bike safety and bike maintenance, particularly for youth
- Improve understanding of the local cycling constituency through research, for example who cycles and destinations for local cyclists.

In collaboration with MFRC, U of T Scarborough will provide support to these pilot activities. The training component will include 12 hands-on sessions around bike safety, repair and maintenance between May and November 2016. Facilitated by a bike mechanic, youth will apply their training at 42 Rides. Plans are currently under consideration for local youth to partner with the bike repair service offered on campus by U of T Scarborough's Sustainability office, with U of T Scarborough students mentoring local youth trainees. Other training activities will take place at the new cycling repair service space at 30 Sewells Road. Equipment purchased for the training there will be available for future youth trainees.

U of T Scarborough students will conduct research, tracking the frequency and counts of cyclists at neighbourhood intersections. This information will help shape the services offered through 42 Rides. It will also inform future community engagement strategies as well as and Scarborough's involvement in Toronto's 10-year Cycling Network Plan.

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<sup>3</sup> Extracts from the East Scarborough Community Cycling Hub Funding Proposal Request, submitted by MFRC

### *Program deliverables:*

- Provide a leadership opportunity for U of T Scarborough students to support the creation of a bicycle training curriculum (April – June 2016)
- Host 12 training sessions for neighbourhood youth on bike safety, repair and maintenance (Summer/Fall 2016)
- Facilitate post-training experience on-campus and 42 Rides' bike repair spaces, serving at least 100 students and local residents (Summer, Fall 2016 and 2017)
- Together with City Studies faculty conduct research on cycling needs in the neighbourhood including training students in cycling count research, as well as research on walkability, and on major origins and destination points of Malvern
- Collect cycling counts from targeted intersections for the period of May 2016 to April 2017; this data will be reported at various platforms
- Create opportunities for U of T Scarborough students to mentor youth in Malvern through bike mechanic apprenticeships organized by the U of T Scarborough Sustainability office.

### *Impacts of the Partnership*

Building community engagement and capacity through the Community Cycling Hub complements the plan of the city and the university to grow and integrate the cycling network, increasing cycling rates in Scarborough over the coming years. Research from the University of Toronto (Cohlmeyer 2013) has shown that this model of intervention is "...integral to creating an accessible, positive and supportive environment which promotes and sustains cycling, and cycling behavior change." Community-focused interventions around increasing cycling access and knowledge inevitably leads to an increase in the adoption of cycling into daily routines.

The training sessions will equip youth with transferable skills and enable them to access non-traditional employment opportunities. The post-training services will also provide community members an opportunity to access repairs in northeast Scarborough, an area that is currently underserved by specialized cycling repair and retail options.

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## Partnership: TAIBU Community Health Centre

TAIBU Community Health Centre (CHC) is a multidisciplinary, not-for-profit, community-led organization in the Malvern neighborhood. In 2005, as part of the government's expansion of the Community Health Sector across Ontario, the Ministry of Health and Long Term Care announced the funding of a new CHC in Malvern under the sponsorship of the Black Health Alliance (BHA).

TAIBU CHC provides comprehensive primary healthcare, mental health support, and social services in combination with health promotion programs and activities. It is the TAIBU CHC's vision to become a centre of excellence in developing best practices for serving racialized and marginalized populations.

## L.E.A.R.N. Academic Support Program

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University students mentor children and youth through the L.E.A.R.N. Academic Support Program, administered through the University of Toronto Scarborough, Department of Student Life and in partnership with TAIBU.

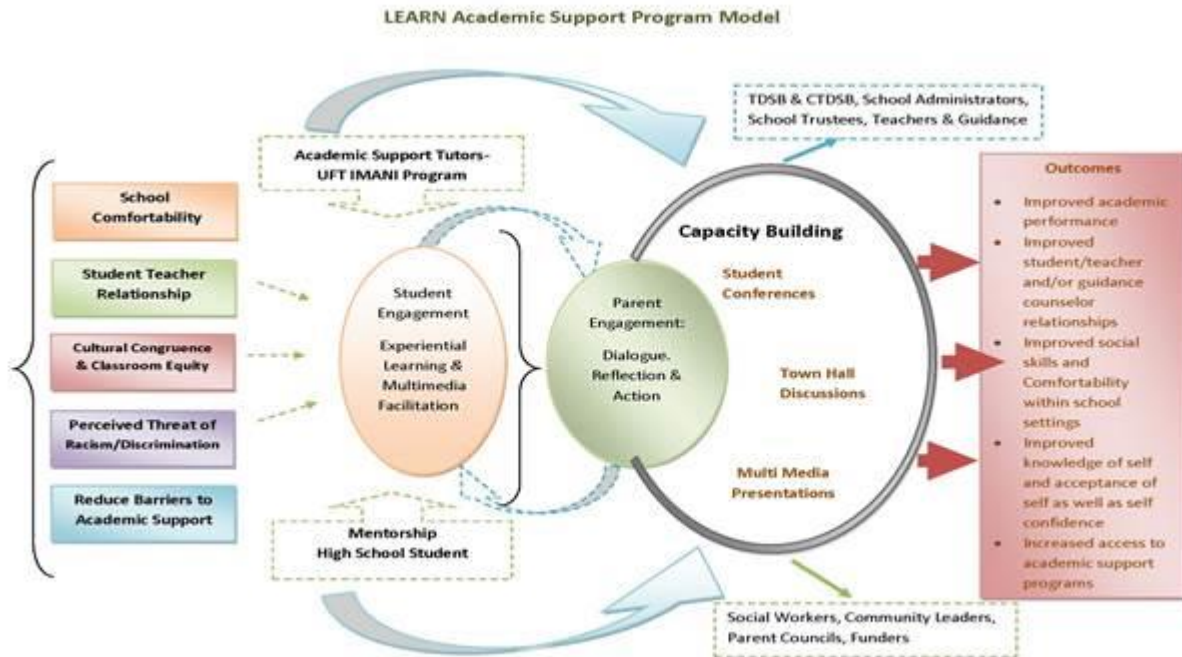
The LEARN Academic Support Program is geared to increasing academic success and advocacy skills for marginalized/racialized students utilizing five evidence-based academic success indicators challenging students to develop their knowledge, skills, and potential. LEARN also provides monthly support to parents and caregivers, empowering them to advocate and navigate the school systems, support their siblings through their academic careers, and provide a supportive environment for emotional, psychosocial, and educational enrichment.

This program, funded by the Trillium Foundation, includes skills development training, weekly academic support, and tutoring by U of T Scarborough students through the IMANI student organization. Over the past three years, 21 students have served as tutors and mentors for elementary and high school students through LEARN. The LEARN After School Program for children and youth is geared towards increasing academic success and advocacy skills for children 8 to 17 years.

IMANI mentors provide one-on-one educational assistance to elementary and secondary school students to improve their skills, providing assistance with school assignments, helping to identify students' individual learning needs, and serving as positive role model to the mentees.<sup>4</sup>

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<sup>4</sup> [http://www.taibuchc.com/index.php?option=com\\_content&view=article&id=71:l-e-a-r-n-after-school-program&catid=20&Itemid=585](http://www.taibuchc.com/index.php?option=com_content&view=article&id=71:l-e-a-r-n-after-school-program&catid=20&Itemid=585)



The program, based on experiential learning principles, comprises story-telling, short didactic presentations, small and large group discussions, multi-media music production, photo-voice, drawing, spoken words, poetry, and drama.

The 20-week curriculum equips students with the skills and knowledge to manage indicators for academic success: School Comfortability, Student Teacher Relationships, Cultural Congruence and Class Room Equity, Perceived Threat of Racism/Discrimination, and Reducing Barriers to Academic Support.

Every year at the U of T Scarborough Student Life Leadership Conference, TAIBU staff co-facilitate sessions on Anti-Oppression, Best Practices in Working with Youth and Overview of the LEARN Academic Support Program.

### *Impacts of the Partnership*

- 21 UTSC students successfully served as tutors and mentors
- 610 high school and elementary students participated in the LEARN Program, exceeding the target by 77 per cent
- 11 student symposiums engaged 312 high school students
- 56 parents participated, increasing their skill sets so they can actively support their children's academic pursuits, and also improving their capacity to advocate on behalf of their children
- Students represented nine schools, three community-based programs and one community health centre
- Improved academic experience, student/teacher and/or guidance counselor relationships
- Improved social skills and comfort level with the school settings

## TAIBU, Blessed Mother Teresa Catholic Secondary School and U of T Scarborough - Learning Partnership

**Lead: A joint curriculum developed by U of T Associate Professor Ahmed Allahwala, and Blessed Mother Teresa, Geography Teacher, Michelle Paolini**

In fall 2015, TAIBU, Blessed Mother Teresa Catholic Secondary School (BMT), and U of T Scarborough partnered on a joint Community Impact Research Project.

The primary objective was to introduce U of T Scarborough undergraduate students to the theory and practice of community-based research and youth-led participatory action research on questions of community wellbeing, social infrastructure, and neighbourhood-based spatial justice. Through the pilot project, the first components of a toolkit on youth-led participatory action research will be developed.<sup>5</sup>

Thirty-five students from BMT attended classes at U of T Scarborough, working with 32 undergraduate students to develop community impact research surrounding youth-friendly spaces in Malvern. Classes alternated between both schools as students designed and executed their respective research methodologies in eight thematic areas:

- Malvern Mall
- Youth well-being and recreation
- Youth Human Resources
- Mobility and transportation
- Safety audit/traffic
- Food pathways/security (healthy food options)
- Green spaces and parks
- Urban design and community safety

Based on the findings, TAIBU will endeavor to work on a number of the recommendations for community improvements, alongside other community partners including U of T Scarborough.

From Blessed Mother Theresa's perspective, this project was an opportunity to increase student engagement in research-based learning that is relevant to them, with the intention to also increase interest and participation in our Canadian World Studies courses, particularly in the area of Geography. This was also an opportunity to showcase to students, their parents and the greater community, how we are working in partnership with our post-secondary institutions to enhance learning experiences for youth beyond the classroom.

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<sup>5</sup> The principles of youth-led participatory action research are: (1) building the capacity of youth, (2) youth perspectives are respected, (3) youth assets are mobilized, (4) youth have decision making power, and (5) the process leads to community development (Driskell 2002).

TAIBU/BMT/U of T  
SCARBOROUGH  
Learning Partnership

1 faculty members

25 students

Reaching almost  
1200 community  
members

### *Moving Forward*

Conversations are already underway regarding opportunities for TAIBU CHC community practitioners to teach at U of T Scarborough. This will increase an understanding of the issues facing the community. Students will hear and learn through hands-on experience, improving their understanding of diverse cultures and communities, and social issues and their root causes. The result will inject new energy, enthusiasm, and perspectives into the classroom, bringing the theoretical to life.

Using the findings of the Community Impact Research Project, TAIBU will continue to advance and advocate for change alongside BMT and Malvern FRC.

U of T Scarborough, BMT and TAIBU are working to establish a partnership model with the Toronto Catholic School Board with hopes of developing a model/toolkit that can be widely shared for engaging in this kind of work.

*Health promotion and community development work bear more significant impact on the community when partnerships with anchor institutions such as the University of Toronto Scarborough (UTSC) play a role by leveraging academic resources and building the community's and organizational capacity surrounding learning, evaluation and research. This year, our partnership with UTSC has been instrumental in identifying a promising practice model and tool for engaging youth in community-based research and advocacy initiatives. We look forward to continuing with and building this important relationship. We commend UTSC's proactive engagement and involvement in the community in addressing barriers to health and well-being.*

Liben Gebremikael, Executive Director, TAIBU Community Health Centre

## **In Closing**

Community partnerships are integral to the development of U of T Scarborough. We are committed to opening our campus to the city around us, providing resources and a foundation for students, faculty and the community to thrive, contributing to the economic and social well-being of the GTA. These are partnerships that generate opportunities for our students and our faculty, with benefits for our campus and for the communities of the eastern GTA.

U of T Scarborough has a track record of successful mutual partnerships with agencies and organizations in the Malvern neighbourhood, and will continue to grow these relationships. Our partnerships bring important transformative potential to advance social change and develop civically minded people by focusing university resources on real world issues in our neighbouring communities. We aim to continue working alongside our community partners to address pressing social issues, to strengthen both community evaluation and capacity through high quality academic experiences for our students and faculty, to co-create innovative ways of working with each other, and to encourage the ongoing participation and involvement of students after graduation—as volunteers, and as employees. (volunteering, hiring of UTSC alumni etc.). By working more closely, across borders and sectors, with local agencies and groups we intend to jointly seize opportunities and meet challenges. These are partnerships that make our region a better place in which to live, work and prosper.



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

## Community Partnerships Update

Campus Affairs  
April 27, 2016

Brent Duguid, Director, Partnerships and Legal Counsel  
Kimberley Tull, Manager, Community Development and Engagement  
Alex Dow, Program Director, Malvern Family Resource Centre



Engaging with  
the community  
isn't just what  
we do –  
it's who we are.



## UTSC ... An Anchor in the Community

### Anchor Institutions

- Place based
- Stable and there for the long-term
- An anchor strategy is not a passive reality of being but rather an active exercise of engaging
- Not about charity but rather reciprocity



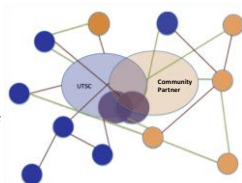
## Emerging Model: Anchors and Community Wealth



## UTSC Community Development Approach

### The Reciprocal-Learning Approach...

- Co-creation of process
- Mutual dedication of time and energy
- Reciprocal decision-making framework
- Encourages different forms of knowledge and collaboration
- Builds capacity and are committed to the long-term



## Working With Malvern



- LEARN Academic Support Program, Community Impact Research Project

### Committee Support



- Multi-Sport Collaborative, Youth Justice and NS ILLMP
- Culinaria, Urban Farm, Health Studies, Cycling Hub





## From the Community...

This year, our partnership with UTSC has been instrumental in identifying a promising practice model and tool for engaging youth in community-based research and advocacy initiatives.

**We commend UTSC's proactive engagement and involvement in the community in addressing barriers to health and wellbeing.**

*Zina Ghawdat, Executive Director, TABU Community Health Centre*

**Mahera Family Resource Centre**

Mahera Family Resource Centre is proud to work alongside University of Toronto Scarborough. Our relationship has captured numerous focus areas including city building, neighbourhood planning, food issues.

The university's role as a major institution in our backyard supports our goal of improving the quality of life of residents in northeast Scarborough.

*Alex Dow, Program Director, Mahera Family Resource Centre*

**TABU Community Health Centre**

TABU Community Health Centre (TABU) is a not-for-profit organization that provides a wide range of health services and supports to the African population in Toronto.

TABU (TABU) provides comprehensive primary health care services, including: mental health, dental, and social services. We also offer health promotion programs and activities.

UNIVERSITY OF TORONTO SCARBOROUGH

## Resident & Student Impact

The Farmer Learning Series has allowed me to participate in an integral aspect of building local capacity that promotes the development of farmers in a healthy, strong community. The experience that I gained from this series is that **social change is rooted within strong partnerships where an ongoing exchange of knowledge is developed and sustained. I learned a lot and it was truthfully a great way for me to end my undergraduate journey.**

*U of T Scarborough student Signeke Rhyne*

Working with UTSC and sharing my Goan heritage was enjoyable and gave me the platform to imagine where I could take my catering business.

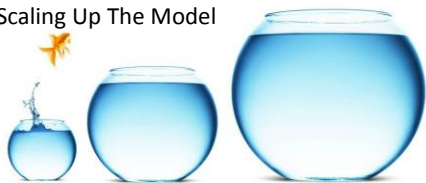
**UTSC is a place where diversity fuels innovation and where this diversity is celebrated.**

*Lara Rabani Akshay Dinesh*

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## Moving Forward

- Website Launch
- Growing Partnerships - Durham, RNUP, RVHS
- Scaling Up The Model



## Questions...

