Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities

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Executive Summary

Society faces challenges and uncertainties that threaten social cohesion and community well-being in Canada and around the world. Advanced education institutions are uniquely positioned to invent and scale the solutions needed to enable a better quality of life for all of society within planetary thresholds. Many of these solutions can be found in their existing assets and capacities, which, when directed at building social infrastructure, can reveal the pathway for citizens and their institutions to thrive.

This paper sets out the social imperative and the business case for accelerated social innovation, and introduces a typology of assets that advanced education institutions can harness. Further, it defines a social infrastructure architecture to facilitate this essential transition. It concludes with a set of collaborative actions that advanced education organizations can pursue together to foster breakthrough ideas, and poses questions for further research and investigation.

Students at the Centre

Students are at the heart of the advanced education mandate and central to catalyzing and scaling social innovation at institutions and beyond. This paper builds on this central idea, and thus turns its attention to other aspects of the institutional mandate that are complementary. Readers are encouraged to consider how students can be engaged in bringing the ideas represented in this discussion paper to life.

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Foreword

The dislocating impacts of globalization on local economies and diminishing fiscal capacities of governments have contributed to a decline in social infrastructure and a rise in social inequality. In light of these trends, there is growing recognition that advanced education institutions make significant contributions to economic and social development, over and above their roles in supporting education and research.

This recognition has generated further interest, both within and beyond the institutions, in the potential to augment this capacity to advance community well-being. In the United States, for example, a whole literature has emerged concerning universities' ability to serve as "anchor institutions," along with other civic organizations, such as museums and hospitals.

As presidents of a university and a national philanthropic foundation that supports innovation in the post-secondary sector, we commissioned *Maximizing the Capacities of Advanced Education Institutions to Build Social Infrastructure for Canadian Communities* to explore options for advanced education institutions to play leading roles in bolstering social infrastructure.

As author Coro Strandberg outlines, community-based infrastructure integrates and leverages traditional institutional roles, such as education and research, with new ones that include convening, procuring and incubating. In the context of larger 21st-century change trajectories, this paper asks how we can be more deliberate in encouraging, designing and collaborating to strengthen our institutions and our communities alike.

Simon Fraser University and the J.W. McConnell Family Foundation are convening a roundtable dialogue for advanced education presidents in May 2017 during C2U Expo. The purpose of the discussion is to engage presidents and senior leadership on opportunities to harness and leverage advanced education assets to address critical challenges facing Canadian communities.

Our goal is to develop a greater understanding of instruments upon which advanced education institutions can draw individually and collectively to improve society's prospects.

The meeting, and this paper, constitute a call to action for post-secondary institutions to accelerate and scale their beneficial social impact, at a time when it is critical to do so.

We look forward to an engaged and productive discussion in Vancouver.

Andrew Petter
President and Vice-Chancellor
Simon Fraser University

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

1.0 Introduction

We live in a volatile, uncertain and complex world. Taking a business-as-usual approach in communities, industries, governments and institutions will not realize a sustainable future in Canada or globally. With threats of climate change, rising income inequality, social unrest, resource scarcity and ecological degradation predicted to affect society's progress, leaders and the institutions they run must play new roles. Breakthrough innovation is essential, requiring paradigm shifts in how we operate and function as a society.

Advanced education institutions are uniquely positioned to accelerate and scale their societal contributions to enable this transition to a just and sustainable world. They already significantly contribute through their traditional teaching and research functions. Considerable effort has been expended on discussing and developing the strategies to realize the potential of these two primary instruments. This paper looks beyond these traditional functions and focuses on the intentional and strategic efforts of universities and colleges to benefit society by harnessing additional assets. While all of the possible pathways are not clear, many tools and practices exist.

The paper's focusing question is: "What capacities can universities, colleges and polytechnic institutes unlock and maximize individually and collectively to help build social infrastructure for Canadian communities?"

Definition of "Social Infrastructure"

For the purpose of this paper, "social infrastructure" is defined as the organizational arrangements and deliberate investments in society's systems, relationships and structures that enable society to create a resilient, just, equitable and sustainable world. It includes social, economic, environmental and cultural assets.

Definition of "Community"

While students, staff and faculty are members of communities, "community" refers to the larger community (local, provincial, national, global). For the purpose of this discussion paper, "community" includes citizens as well as non-profit organizations, foundations, K–12 and other educational institutions, businesses and industry, cultural communities, and First Nations, local, provincial and federal governments.

Note: Advanced education, or post-secondary, institutions include universities, colleges and polytechnic institutes, and are referred to collectively as "institutions" throughout this paper.

2.0 Context

"What is the current context of societal stress? Why is it important and how are advanced education institutions responding?"

A) New Solutions Needed to Address Increasing Social Issues

Canadian institutions and the communities in which they operate face contemporary issues such as climate change, rising income inequality, growing fundamentalism and radicalization, an aging population, First Nations reconciliation, water scarcity and food security. These challenges are playing out globally and locally.

In 2015, world leaders adopted the Sustainable Development Goals to put society on a secure footing. This set of 17 goals aims to end poverty, protect the planet and ensure prosperity for all by 2030, by which time nearly 9 billion people are expected to be living on the planet – 2 billion more than today. Further, the goals are a call to action for all sectors and organizations to play their part.

These imperatives necessitate new roles for Canada's post-secondary institutions.

Navigating this changing terrain requires innovation and collaboration to build pathways to link the ideas, knowledge and perspectives developed in advanced education institutions to leaders in non-academic sectors. Future innovation will flow from such multi-disciplinary, cross-sector collaboration and networks. There is an emerging view that the growing context of multi-sectoral interaction and collaboration constitutes a "hybrid domain."[1]

Equipping student graduates – who will inherit these challenges – with the collaborative skills, systems perspective, mindfulness, social innovation experience and networks to address these social threats via their professional and citizen roles is critical. Institutions are already addressing this. At the same time, student values are shifting, with more and more young people looking for educational experiences and careers where they can make a difference and contribute to society. All of this drives a demand for work-integrated learning that includes community service learning, social entrepreneurship and international experiences. While institutions have invested heavily in addressing STEM (science, technology, engineering and mathematics) gaps in the student population, there is an emerging recognition that post-secondary institutions also need to address *social science* gaps and challenges, considering questions of reconciliation, poverty and exclusion broadly across the advanced education sector.

1. According to Yuko Aoyama and Balaji Parthasarathy, "The rise of the hybrid domain signifies the shift from shareholder-driven to stakeholder-driven capitalism on the one hand, and the growing role of civil society organizations as key stakeholders working in conjunction with the state and corporations in pursuing social missions on the other." Yuko Aoyama and Balaji Parthasarathy, *The Rise of the Hybrid Domain: Collaborative Governance for Social Innovation*, Edward Elgar Publishing, Cheltenham and Massachussetts, 2016, p. 2.

In the face of this shifting terrain, Canada's non-profit, social sector is simultaneously facing budgetary pressures to innovate its business models through social research and development: advanced education institutions become natural allies and partners in this effort. Equally, advanced education organizations themselves confront budget constraints and may benefit from greater public support if they are more active and engaged in societal issues resolution. With rising populism and skepticism toward academic experts, institutions that build bridges to community partners are better positioned to restore public trust and demonstrate their relevance.

While these trends are under way in the non-profit and public sectors, the private sector is facing its own tectonic shifts. This is driven by societal forces – including consumers, governments and employees – demanding business adopt a more explicit and impactful social role.

Finally, given the growing gulf between rising societal needs and solutions to address them, Canada needs to modernize the nascent "solutions ecosystem." This will generate an ongoing pipeline of solutions and implementation platforms to enable their deployment and scaled social impact.

These pressures reveal the hopeful prospect that society is in transition to a new, more just and sustainable state. In the transition, institutions will need to be adaptive in the face of the imposing challenges that lie ahead. Since the advanced education system both depends on and informs societal well-being, how it frames its mission to itself and society at large during this time of turbulence and transition will be critical. By making the link between their values and organizational forms visible to themselves and their stakeholders, institutions can adjust, modify and pivot their operating models to help steer communities and societies to a sustainable future.

Creating, leveraging and harnessing social infrastructure – as laid out in this paper – offers potential to address the societal risks and opportunities that lie ahead in Canada and around the world.

B) State of Play of Social Infrastructure

Social, economic and organizational development of the post-war era has resulted in siloed organizations and sectors ill-equipped on their own to overcome the challenges of increasingly complex societal issues. The 21st century is seeing the emergence of a new field of programs, platforms, networks and organizations to develop and harness the knowledge, competencies, assets, resources and abilities across sectors and organizational boundaries, a response considered essential for societal success. This emergent configuration, called *social infrastructure,* allows socially beneficial innovation to be better generated and scaled, revealing new pathways for human development, ecological sustainability and inclusive economic growth.

Social infrastructure enables innovations that constitute a new order of things – interacting elements that, when they work together, create new forms of value. This builds and creates the future, rather than reacting to it, and brings new resilient systems into being to enable, scale and accelerate social progress.

Social infrastructure is the strategically supported ensemble of hard and soft assets that enhances a community's ability to successfully respond to, influence and shape social, ecological, cultural and economic change. It achieves this by helping people unlock civic and social innovation and formulate and deploy novel means to create new sources of value that resolve societal challenges in systematic ways.

Social infrastructure is designed to overcome the fragmentation of knowledge disciplines and siloed action by creating agile platforms and connecting networks that work in a transdisciplinary manner. Effectively executed, social infrastructure brings together collaboration between professions, industries and sectors, in a fashion referred to as "Big Teaming," where cross-functional teams across geographic borders, languages and skills come together with disparate domain expertise to solve grand challenges and wicked problems.

Social infrastructure includes:

- Relationships, networks, partnerships, institutional arrangements and norms;
- Organizational and hybrid platforms and culture; and
- Built environment arrangements, such as incubators and spaces for gathering, learning and innovating.

Focused as it is on building relationships, networks and collaborations, successful social infrastructure enhances inclusion, resilience and inventiveness by enriching social capital and trust. Examples of institutions successfully enabling social infrastructure and advancing these goals are profiled in Appendix B.

Social infrastructure builds on the existing fabric of innovation infrastructure and institutions targeting innovation in social science and humanities, STEM and business, by adding missing social capabilities and social impact objectives. Social infrastructure enables the integration of social innovation with conventional innovation. It helps build a dynamic, outcomes-focused innovation ecosystem better equipped to address the grand challenges faced by society. Social infrastructure helps anticipate the negative impacts of innovation and intentionally produce positive social outcomes.

Some social infrastructure operates as a "router," connecting all sectors (government, business, community and academia) in ways that engage and enhance their complementary attributes to advance a shared social or environmental mission. When it is based in an advanced education institution, social infrastructure creates opportunities for students to gain educational and experiential knowledge and enhances research outcomes. Students gain valuable skills and knowledge, preparing them for an ever-changing 21st-century labour market and enabling them to bring social innovation insights and networks to future work and civic roles.

Since social infrastructure supports and enables individuals and organizations to tackle complex challenges, success can be measured by the positive impact on society's progress toward goals such as the global Sustainable Development Goals and will contribute to outcomes tracked by tools like the Canadian Index of Wellbeing and the Social Progress Index.

Adaptive advanced education institutions that identify their mission as strengthening and enabling society's abilities to solve grand challenges inventively prototype and use social infrastructure to accelerate the mobilization of knowledge, talent, assets and resources in applied and impactful ways.

Social infrastructure is an enabler of social technology, the expanding and innovative ways society works together across organizations, sectors and domains to solve social challenges to ensure humankind's prosperous future. Advanced education institutions, in partnership with their communities, are leaders in achieving this. They are catalysts, investors, co-creators and architects of the evolving systems that society relies on.

Social infrastructure initiatives in post-secondary institutions have grown rapidly in the last decade and can include:

· Social innovation centres, incubators, accelerators and labs;
· Problem-solving multi-sector collaborations, partnerships and platforms;
· Open data portals, social evidence centres and social indicators observatories;
· Social entrepreneurial and experiential learning programs for students;
· Social finance, hiring and procurement;
· Social purpose real estate; and
· Organizational narratives explaining the role of societal transition.

These developments are in their infancy, but examples abound, a number of which are included in Appendix B. Successful social infrastructure depends on enabling public policy, capital and networks that are local, regional, national or global – important topics for future consideration. While the enabling environment is in nascent stages, institutions are at the cutting edge of propelling the development of social infrastructure. This is sometimes self-initiated or in response to external community overtures. Either way, advanced education institutions are responding.

C) How Advanced Education Is Responding

Advanced education institutions have taken up the challenge of mobilizing to address societal issues and are building the social infrastructure scaffolding. There is a growing trend in which advanced education institutions are becoming more community-engaged and including community engagement in their strategic plans. They are addressing social challenges by establishing community engagement offices and institutes and sponsoring social innovation and community-engaged research. There is increasing accessibility and volume of entrepreneurship, social entrepreneurship and social innovation programming. More student clubs, events and community collaborations and networks designed to increased innovation capacity are being established. A growing number of interdisciplinary and cross-sectoral collaborations oriented to social impact have sprung up, along with place-based partnerships aligning institutional resources with community capacity to tackle community and neighbourhood-level social issues, such as poverty, homelessness and refugee settlement. Investments in community-engaged learning are becoming the norm, with institutions offering students experiential learning, co-op courses and knowledge blended with real-world community and social issues.

Indeed, the engagement of post-secondary institutions with community is a burgeoning area of practice at Canada's colleges, institutes and universities. Although the field of practice is emergent, there are myriad departments, centres and projects involved, with individual professors and institutes working with community partners on critical issues.

However, while there is a plethora of activities and pockets of great practice, these roles are often not formalized as an offering or sustained program. From these grassroots and bottom-up efforts many remarkable achievements have been realized and deserve recognition. At the same time, many remain limited in nature, where they are disjointed and disconnected within the institution, lacking institutional commitment.

In the absence of sustained institutional support, these vibrant initiatives can remain ad hoc and siloed, and thereby not realize their potential for accelerated and scaled impact.

Recognizing major areas of difference and culture among Canadian colleges, institutes and universities that impact the institutions' approach to community engagement, the field nonetheless struggles with inconsistent terminology, which becomes a barrier to knowledge-sharing within and across institutions. There are no benchmarks or standards to assess progress, such as a Canadian version of the U.S. Carnegie Classification, and institutions themselves generally lack targets and metrics that set a direction and enable performance monitoring. It can be difficult for communities to initiate engagement with institutions in the absence of clearly marked pathways for connection. The institution's role to contribute to the economic, social and cultural development and environmental resilience of their regions has not yet been framed in a Canadian context, although efforts to do so in the U.S. are well under way. (See, for example, the Association of Public and Land-grant Universities Task Force on "The New Engagement" for public higher education, which is creating an

ambitious vision to dramatically expand institutional engagement of its members with partners in the communities they serve. The Task Force is mandated to assess the current state of institutional engagement, identify gaps and set goals, milestones and strategies.)

Providentially, there are a few national organizations and initiatives encouraging the sharing of expertise and examples across institutions and jurisdictions in specific areas such as community-based research. They have evolved to support and engage advanced education institutions to play a stronger role in addressing major societal challenges and emerging issues and opportunities between and among the institutions and the communities in which they reside. They are focused on animating institutions to help strengthen individuals, communities and society and build overall community capacity. (See Appendix A for a list of Canadian and international organizations focused on building the capacity of institutions to contribute to community benefits.) One such Canadian example is the biennial national conference C2UExpo, which brings together practitioners and researchers to collaborate on key issues and showcase best practices in community-campus partnerships worldwide.

Institutions that have traversed this path are beginning to harness assets beyond their core functions of research and teaching, reaching into administrative functions and mandates to contribute materially and profoundly to community betterment. Procurement and real estate departments are two of the top functions tapped to support community projects, although substantive knowledge of how to mobilize administrative staff on the institution's social intent is still missing.

To overcome these challenges, a number of institutions are including community engagement aspirations in their visions and mission statements, and designing programs to holistically address areas of greatest need in society. Leading universities, colleges and institutes are articulating community engagement goals in their plans and setting a strategic course for their institutions to contribute to community impact more intentionally, overtly and systematically. These organizations see themselves as proactive actors, able to influence the trajectory of societal trends playing out in their communities, their economies and the ecological ecosystem. This institution realizes it is an influential driver, with the assets to help shape the community and its position within the global context. It recognizes it can affect local economic development, resilience and regeneration by deploying its social and economic power to strengthen its local community. It perceives the pressing need to address complex social challenges through multi-disciplinary and cross-sectoral collaboration and plays a proactive role as social innovator and social infrastructure builder to catalyze essential change in its field of influence.

The time has come to conceptualize and advance the idea of the fully engaged institution, as fundamental to its mandate and core to its operations.

The Big Question

Knitting the foregoing together surfaces an underlying question to be addressed: "What role can advanced education institutions play as enabling institutions in our communities, and how are they relevant to the broader conversation about social infrastructure?"

Successful community engagement will help build and reinforce the necessary social infrastructure. As this paper explores, all institutions are active in community engagement, but most could be more impactful. Now is a good time to take stock, consolidate best practices, and institutionalize and scale successful community engagement throughout the organization and across the advanced education sector.

Given the diversity of advanced education institutions, a single monolithic approach is neither necessary nor desirable. However, in light of the societal imperatives, discerning an innovation pathway to amplify the social benefits of advanced education institutions is critical.

3.0 The Big Idea: What's the Narrative Underlying This Concept?

Momentum is building in Canada to define the public purpose of post-secondary institutions beyond teaching and research to include their contributory roles in the communities of which they are a part. For some this is a modernization of advanced education institutions, while others see it as a return to their roots. Either way, institutions are increasingly engaging more substantively and intentionally in efforts to address the local and global challenges faced by communities where their students, faculty and staff live, learn, work and play. Embedded in their communities, they realize that they thrive when their communities thrive – and that by thriving, their communities thrive, in a virtuous, reciprocal circle. This dynamic is playing out in their community engagement initiatives across the country and internationally, offering a ripe opportunity to accelerate learning and action.

Post-secondary institutions are responding to the reality that existing siloed institutional arrangements and fragmented knowledge disciplines are not keeping up with the nature and scope of social and environmental "wicked challenges" facing communities. It is increasingly recognized that individual institutions, knowledge domains, industries and sectors need to work with other partners and sectors to generate high impact solutions and discern the route to a sustainable future.

That is where social infrastructure comes in: to unlock social innovation and meet the needs of current and future generations, institutions deliberately harness all their assets, resources and competencies to create new or refurbished socially beneficial relationships, systems and structures.

To further the intent and impact of this trend, advanced education institutions can identify, leverage and scale new roles and assets toward this aim of enhancing social infrastructure locally and globally. This could mean aligning the prodigious range of existing social science and humanities, STEM and business innovation assets with emerging social innovation knowledge, among other actions.

Institutions will approach this task differently, depending on their points of leverage, community and cultural context, asset configuration and other factors. Some will pursue powerful ad hoc initiatives and others will approach the opportunity strategically, holistically and systematically – this diversity is a value and to be celebrated. However, those institutions which embrace a community pivot in their governance, mandates, operations and relationships are predicted to generate a greater and sustained result. This new governance perspective, which some might call a mindset shift, could release new institutional arrangements and generate insights, knowledge, skills, resources and relationships to forge the innovation crucible essential for accelerated social success.

Organizations that go beyond their conventional roles as educators and researchers and seek to mobilize across their institutions will find they can contribute strategically and impactfully as employers, investors, property developers, procurers, facility managers and more. By harnessing their full range of financial, physical, symbolic, human, social and intellectual

assets in collaboration with other actors, advanced education institutions can materially and meaningfully contribute to addressing society's grand challenges and become more vibrant players in community building. Engaged organizations are fostering the external relationships, networks, partnerships and institutional arrangements and norms so that it's not just the groups inside the institution talking to each other more, but bridges are intentionally built to the capacity that resides in the community. In doing so, students coming from these environments are provided on-ramps to continue their work after graduation.

Through the development of this social infrastructure architecture, advanced education institutions contribute actively to the "solutions ecosystem," shaping more just, equitable and sustainable local and global communities. Yet, while they have an essential role to play to catalyze positive social change, they are not solely responsible for it. This social infrastructure trend is part of a broader phenomenon whereby all sectors – government, industry and civil society – are beginning to align their resources to accelerate society's abilities to meet and overcome the 21st century's complex challenges – and enable 10 billion people to have a good quality of life on the planet by 2050.

By acting individually, collectively and strategically to build Canada's social infrastructure, the post-secondary sector can be leaders in helping the country become a more inclusive, sustainable and resilient society and be a positive exemplar for the global community.

Parallels to Advanced Education's "Commercialization Pivot"?

The proposal to further institutionalize, accelerate and scale advanced education's contribution to social infrastructure has some parallels to the commercialization evolution, or pivot, the sector commenced about 20 years ago (preceded a decade earlier by the research pivot of the 1980s[2]).

During the mid-1990s, Canadian institutions began investing in programs to enhance the commercialization and mobilization of research[3] to address the growing desire for research to generate tangible benefits for the economy. This undertaking was encouraged by the federal government, which sought to promote university and college commercialization through funding programs.[4] Its ambition that universities significantly increase their commercialization performance was backed by universities pledging to turn academic research into commercial products.[5] The commercialization trend was driven by government policy, as Industry Canada, Tri-Council (made up of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada and the Social Sciences and Humanities Research Council of Canada),

the National Research Council, provincial agencies and others provided funding for programs encouraging researchers to collaborate with industry and carry out institutional R&D, and to seed early-stage companies. The trend was gradual, with some institutions leading and others following. Within 10 years, by 2008, according to Statistics Canada, over 80 percent of Canadian universities had established intellectual property or technology transfer offices[6] as one indicator of this trend and its embrace by institutions.

There are differing views on the success of the commercialization endeavour – with some arguing that the "Entrepreneurial University" movement has been a failure in Canada and elsewhere. Over half of the technology transfer offices fail to generate a profit and many are unable to earn enough to cover their costs.[7] Others argue the paradigm shift has been successful, pointing instead to research that shows nearly three-quarters of spin-off companies at Canadian universities founded during the period 1995–2003 were still in existence as of 2003.[8] Importantly, 80 percent of the surviving companies continued to operate in the same region as the university where they originated,[9] contributing to regional economic development.

2. Glen A. Jones, "An Introduction to Higher Education in Canada," in K.M. Joshi and Saee Paivandi (eds.), *Higher Education Across Nations*, B.R. Publishing Corporation, New Delhi, 2014, Vol. 1, pp. 1–38.

3. Tania M. Bubela and Timothy Caulfield, "Role and Reality: Technology Transfer at Canadian Universities," *Trends in Biotechnology*, 2010, Vol. 28, No. 9, p. 449.

4. Viktoriya Galushko and Ken Sagynbekov, "Commercialization of University Research in Canada: What Can We Do Better?", *International Journal of Business Administration*, 2014, Vol. 5, No. 5, p. 1.

5. Bubela and Caulfield, p. 449.

6. Statistics Canada, Highlights, "Survey of Intellectual Property Commercialization in the Higher Education Sector," 2008, http://www.statcan.gc.ca/pub/88-222-x/2010000/aftertoc-aprestdm1-eng.htm

7. Chris Armbruster, "Research Universities: Autonomy and Self-Reliance After the Entrepreneurial University," *Policy Futures in Education*, 2008, Vol. 6, No. 4, p. 16.

8. Bruce P. Clayman and John Adam Holbrook, "The Survival of University Spin-offs and Their Relevance to Regional Development," Centre for Policy Research on Science and Technology (CPROST), April 10, 2014, p. 8.

9. Ibid.

Learning from the commercialization pivot, it appears necessary to clarify the goals of the endeavour: is the goal to foster regional economic development, generate a profit for institutions, achieve a financial return for publicly funded research, or mobilize innovation and knowledge and facilitate research relationships with industry? Equally important, clarity and agreement on the metrics of success – and who bears accountability – are essential to ensure institutional alignment and results. Another critical success factor is cross-sector agreement on the success measures, including internal stakeholders and government, industry and community stakeholders at a minimum. The lack of a clear mandate is compounded by a lack of funding, insufficient business and industry receptor capacity, and limited availability of managers experienced in start-ups and managers with hybrid business and scientific skills.[10]

Others believe that the "commercial regime" at universities is deeper and broader than implied by the technology transfer of research into commercial uses. This opinion argues that institutions now operate as business enterprises, with commercial objectives across the entire mandate, from the outsourcing of dormitories as profit centres, to for-profit real estate development, to income-generating programs and more. This bottom-line focus is considered to be a fundamental shift in how institutions operate – and provides insights into how a community pivot might be realized. Such a social transition would need a comparable comprehensiveness – a "social regime" would need to go much further than socializing research through a "social technology transfer" approach.

While the extent and success of the commercialization pivot can be debated, what cannot be contested is the transition itself. Institutional leaders can learn from this commercialization shift as they contemplate scaling a stronger strategic and intentional community role.

10. Bubela and Caulfield, p. 448.

4.0 Instruments: What's in the Tool Box?

One important starting point for mobilizing institutions to contribute more holistically and consistently to social infrastructure and the communities they support is to take a community lens to an institution's assets. These assets, or instruments, can be multi-purposed to achieve greater community impacts than their conventional counterparts.

The following is a typology to answer the question "What instruments do advanced education institutions have in the tool box that they can unlock and maximize to build the social infrastructure of Canadian communities?"

Many of these instruments proposed in the list below are familiar, but many have not yet been deployed in collaboration with community partners to build social infrastructure. The instruments in the typology include relationships in which the benefits to the institution are not direct and/or are not related to its academic or research missions, for example, using university procurement to support local economies. The tools consider the institution's value chain – the actors up, throughout and downstream of its operations – and how these stakeholders can be mobilized to collaborate on social change initiatives or pursue social change themselves. They include the organization's "sphere of influence," that is, the connection points it has to systems, relationships and structures, that can be enhanced and infused with a social benefit or innovation lens. The

instrument list is predicated on the idea of involving all institutional areas of the advanced education organization, and further engaging and amplifying the tools used in carrying out research, teaching, community engagement and administration.

The tools are not mutually exclusive but aim to be comprehensive. While the instruments are presented in check-box fashion, this is not a check-box or "once and done" exercise. The instrument list is designed to be an ongoing stimulus for institutions to consider how they can take their assets and relationships to the next level of impact and benefit.

The intent of the typology is to widen consideration of the assets that institutions and communities can tap to contribute to social infrastructure. Depending on the nature of the objective, relevant instruments can be prioritized and deployed to innovate and scale solutions. The specific project or initiative will determine which instruments should be harnessed and when. Equally, those responsible for managing these institutional assets can be encouraged and supported to put them through the community filter or lens, to identify opportunities for further innovation, activation and impact. While the list can be activated in a one-off way, to fully mobilize these assets, leadership needs to demonstrate its support and embed this intent in the institution's strategic plan.

Once the community ambition has been accepted as a core institution objective and governance lens, the student body, faculty and administration will be empowered to bring this perspective to all of their work and actions. This will unleash new ideas, innovations and operating spaces essential to foster sustainable and resilient communities and tackle the global issues that lie ahead.

Instruments for Institutional Engagement
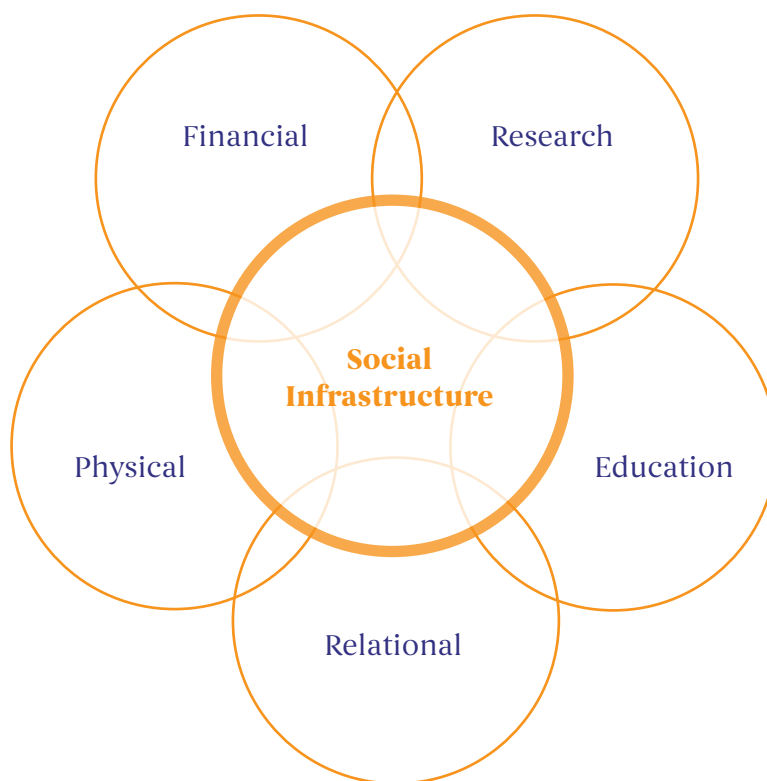
The instruments listed below are explained in the following pages.

Financial
- Procurement
- Investment
- Administration hiring
- Compensation
- Real estate
- Funding sources
- Communications budget
- Commercialization role
- Risk management skills and expertise
- Budgeting and capital planning

Physical
- Facilities
- Cultural services
- Temporarily vacant student housing
- Technology
- Land

Relational
- Alumni relationships
- Future students
- Administrative staff
- Government, business, industry and community relationships
- Post-secondary sector relationships
- Professional association connections
- Global reach, insights, and networks
- Convening power
- Role model
- Public policy and dialogue

Research
- Research mandate
- Data, evidence and scientific information

Education
- Teaching mandate
- Faculty expertise
- Student expertise
- Social services

Type	*Instrument and Description*
Financial	1. **Procurement:** Including social and environmental factors in the procurement process, such as buying local, sourcing from social enterprise suppliers, sourcing from youth-owned businesses, collaborating with suppliers on social or environmental issues, trialing and helping to commercialize social or environmental business innovations, sourcing from suppliers committed to hiring youth, etc. 2. **Investment:** Including social and environmental factors in pension and endowment fund investments, such as investing for positive social and environmental impact, divesting assets that don't align with the institution's mission or that create future investment risks, and engaging companies in the investment portfolio to better manage their social and environmental risks and impacts. 3. **Administration hiring:** Recruiting, training and hiring people with employment barriers into administrative staff roles, such as new Canadians, Aboriginal people, long-term unemployed, people with disabilities, etc. 4. **Compensation:** Ensuring that staff and service contractors are paid a living wage. (A living wage is an hourly wage that enables employees and their families to meet basic needs such as food, clothing, shelter, transportation and childcare. It sets a higher test than the legal minimum wage, reflecting what earners in a family need to earn based on the actual costs of living in a specific community.) 5. **Real estate:** Incorporating social and environmental goals into property development, such as intentionally revitalizing depleted urban areas, prioritizing local procurement and local jobs, promoting apprenticeships and skills training for designated groups (at-risk youth, long-term unemployed, women, etc.), including community services such as child care, adopting innovative green and circular (zero waste) building development practices, etc. 6. **Funding sources:** Helping community initiatives access new sources of funding by leveraging the institution's charitable tax status for community projects, tapping into third-party funding sources (e.g. donors to the institution), etc. 7. **Communications budget:** Using the institution's marketing channels and communications budget to advance public education and awareness and shared community objectives.

Type	Instrument and Description

Type **Instrument and Description**

Financial (continued)

8. **Commercialization role:** Embedding community and social objectives in the institution's commercialization mandate, so that new business and commercial ventures generate positive benefits or at least zero harms to community and society.

9. **Risk management skills and expertise:** Leveraging academic knowledge, integrate social and environmental considerations into the institution's approach to enterprise risk management and share insights, findings and scenario analyses with civil society and industry.

10. **Budgeting and capital planning:** Identifying opportunities to innovate value-added social / community measures and outcomes from budget and capital investments, this could be by leveraging budgets and capital investments to create additional community benefits.

Physical

11. **Facilities:** Designing and opening up access to institutional buildings for community use (this includes, but goes beyond, gyms, rinks and meeting rooms).

12. **Cultural services:** Enhancing the relevance of and promoting the institution's cultural amenities (e.g. entertainment, athletic offerings, library services, learning events, religious spaces, etc.) to the community.

13. **Temporarily vacant student housing:** Designing community programs and services that use student housing that is routinely vacant at periods throughout the year.

14. **Technology:** Enabling community partners to access and use technology and internet resources.

15. **Land:** Enabling community access to land and agricultural services, for community gardens, greenhouses, etc.

Relational

16. **Alumni relationships:** Engaging alumni to participate in community projects as mentors, donors, volunteers, etc.

17. **Future students:** Reaching out to K–12 students to engage them in community initiatives and create pathways to future learning and civic involvement.

Type	*Instrument and Description*
Relational (continued)	**18. Administrative staff:** Creating opportunities for administrative staff to contribute to community initiatives, using their skills and expertise as mentors and volunteers.
	19. Government, business, industry and community relationships: Mobilizing the institution's network to contribute to and help address community priorities.
	20. Post-secondary sector relationships: Mobilizing the institution's peers within the post-secondary sector to collaborate on common community or societal initiatives shared across institutions and regions.
	21. Professional association connections: Engaging professional associations with which institutions have relationships, to enhance their professional training to help their members address systemic risks and societal issues that face their organizations.
	22. Global reach, insights and networks: Tapping into the institution's global network to source ideas, innovations and collaborations to address community priorities.
	23. Convening power: Harnessing the institution's brand, neutrality, objectivity and goodwill to bring stakeholders together to identify, understand and address issues and collaborate on common goals.
	24. Role model: Inspiring replication by testing, prototyping and innovating socially beneficial roles, walking the talk and sharing successes with other organizations.
	25. Public policy and dialogue: Contributing to the development and advancement of public policy through research, public policy centres, public education, multi-sector public policy collaboration to co-create policy solutions, facilitation of public engagement and direct government advocacy; informing and engaging in public dialogue on issues of societal concern.
Research	**26. Research mandate:** Mobilizing and brokering research resources to tackle societal issues in collaboration with community partners (e.g. social research, social incubators, social innovation, think and do tanks).

Type	Instrument and Description
Research (continued)	**27. Data, evidence and scientific information:** Promoting and enabling public access to research data and evidence and scientific knowledge to address social issues, including collating, publishing and disseminating evidence of successful social interventions and continuous scientific monitoring of societal changes by means of scientific research; mobilizing and analyzing data to contribute to solutions generation.
Education	**28. Teaching mandate:** Redesigning curriculum, pedagogy and professional qualifications to provide students the skills, knowledge, competencies and networks to address global and local societal issues.
	29. Faculty expertise: Supporting faculty to contribute their time, expertise and connections to community initiatives. This includes their evaluation, training and teaching expertise and volunteering with, and secondments to, community organizations.
	30. Student expertise: Supporting students to contribute their time, expertise and connections to community initiatives. This includes internships, co-ops, field studies, work experience, practicums, service, experiential and action-based learning, volunteering.
	31. Social services: Creating community and social services as an opportunity to provide work experience and training for students while meeting local community needs (e.g. legal and medical clinics).

See Appendix B for examples and illustrations of institutions that have harnessed these instruments for social good.

Institutions are encouraged to use this list – and add to it – to inspire innovation in how they can use their money, space, relationships, curiosity and evolving educational pedagogy to amplify social change and community well-being.

5.0 Benefits and Barriers

Just as there is an emergent list of instruments and assets that institutions can deploy to enhance social infrastructure, so is there an emergent value proposition. There are a number of possible motivations that could increase institutional commitment to scaling socially beneficial impacts. A major benefit, of course, is to better meet the expectations of a new generation of students looking for high-impact educational experiences and careers. Relatedly, it can be a major reason top students, faculty and staff are attracted to work, learn and remain at an organization. Faculty and staff can be attracted to the institution to do things they were not able to pursue at their home institutions or previous workplaces.

This approach can also make an institution's research more relevant and its relationships more meaningful. Its solutions will predictably be more durable and impactful. By being community-engaged, an institution can better harness community assets and address its solutions to real community needs, determining what to study, with whom. Networks can be built to support and serve faculty, staff and student enterprise for years. This approach can enhance its influence and relevance – and thus impact – both locally and globally.

An indisputable benefit is that institutions cannot succeed in a failed community or society. Further, by investing in its communities in this manner, the institution can improve community quality of life, helping attract students, faculty and staff to live, study and work in its desirable locale.

Other self-interests include:
· Improves the institution's public reputation and brand;
· Increases its ability to attract donor money and meet the needs of a more engaged donor in future; and
· Increases the attractiveness of its graduates to future employers, who increasingly seek students with these skills and perspectives.

Bringing a social lens to the instruments and assets advanced education institutions have at their disposal, and activating them in the community, helps to get the word out about the broad public benefit they generate. Sharing their knowledge, expertise and assets externally further demonstrates their value to society, not to mention the ever-vigilant taxpayers.

While institutions can realize tangible and intangible benefits from this approach, this should not eclipse the intrinsic value of having stronger, healthier and more sustainable communities – an inherent sentiment that those in the public sector bring to their work and mandates daily. Thus, some would argue that this is not a benefits case but a values case. Nonetheless, those who do not readily perceive the value of this route to unlocking social innovation through social infrastructure might be helped to have it, especially when confronting the barriers this approach can face. Here are some of the barriers and challenges that champions of this model can anticipate:

· Lack of resources
· Competing priorities
· Lack of board mandate
· Misaligned tenure incentives
· Short-term operating focus
· Lack of community capacity and mindset

As with any social change movement or institutional transformation, the barriers can seem daunting at first. Indeed, the intent of the instruments list is to identify resources that organizations already deploy to pivot them toward community and societal benefit. Net new funding is not necessarily required to rethink and re-engineer an institution's asset base toward social infrastructure benefits. The biggest investment is in fostering the paradigm shift, from which the innovations and impact should follow. Perhaps training and capacity building for the institution's human resources is required, yet this is an internal strength of the educational institution. The matter of tenure incentives is a structural constraint that institutions will need to tackle together if this remains an obstacle of significance.

A further critical challenge worth understanding and tackling collectively and listed above is the reciprocal nature of this exercise with the community collaborators. Old habits, expectations and relationships of the community will need to be retooled especially if partners only think of institutions as places to get research done, to source students or employees, or to sell products and services. Community stakeholders, too, will need to prepare for this community pivot and develop their own capacities for mutual engagement. This is one of several collective projects that could help accelerate and activate this emerging field of institutional practice.

While there are hurdles ahead, ultimately these investments will be beneficial for the institution over the long term. The business case or the spreadsheet should not drive this direction, nor should challenges, though real and immediate, be allowed to stall the effort. This is the 21st-century reality of organizational leadership, driven by the social issues and imperatives of this time.

Continuum of Beliefs

There is a range, or continuum, of beliefs that will affect the take-up of this idea within an institutional setting. It is helpful to anticipate there will be pockets of support and opposition and to focus efforts where there is momentum.
Here are some of the opinions that champions will come across.

Institutions were
not designed to be
change agents

Institutions are
already engaged but
lack the resources
and funding

A mindset shift and
governance framework
will liberate the
institutional response

Continuum of Practices

All institutions are active and engaged in community endeavours. Depending on their priorities, they will be active at different points of the following continuum of community engagement and social infrastructure practices.

Strong ad hoc
community
practices

Community
embedment in
teaching and research

Community
strategic pillar in
institutional plan

Holistic community
integration across
the enterprise and
its governance,
relationships and roles

6.0 An Agenda for Collective Action

In the early days of field and movement building, it is useful to collaborate across organizations to learn and scale together. There is value in setting common goals and pursuing collective action, such as the opportunity to gain knowledge and support. However, it is understood that the structures and methods used to achieve these goals may differ from community to community and from institution to institution. At the least, there is much to gain in learning from each other's efforts and examples.

Here are some collective action ideas to stimulate thinking about the ways and means to leverage institutional assets and instruments to enhance social infrastructure in Canadian communities. This is not a comprehensive list, nor are these proposals independent of one another. They are illustrative ideas that address how this opportunity could be approached. Thought and conversation starters, they are designed to address the question **"While there is no 'one size fits all' solution, could Canadian advanced education institutions benefit from a concerted collective effort to mobilize their assets and resources for greater societal benefit?"**

They focus on collective efforts to 1) activate the instruments; 2) further the development of social infrastructure; and 3) prioritize and address critical social issues in Canada.

1. Instrument Mobilization

a) Instrument development: Collectively identify instruments where tools, knowledge-sharing and collaboration would advance social progress and build institutional capacity. Conduct a joint demonstration project to learn together.

b) Impact investment: Co-create a national impact investment fund (e.g. a national social infrastructure bank) to finance investments that address social and ecological challenges.

c) Social procurement: Collaborate on a national social procurement initiative. Develop tools, guidelines and pilot projects, and use joint buying power to create social value from the institutional procurement process. Share lessons learned.

d) Research access: Establish a national "Centre for Social Evidence," an open access research network, to improve access to research and evidence for governments, civil society, business and institutions. The Centre could capture, mobilize and synthesize data and evidence from across Canada so that policy-makers and practitioners could better access and use the insights in social policy decision-making.

2. Social Infrastructure Strategy

a) Strategic plan and benchmark: Develop a social infrastructure vision, goals and milestones for the post-secondary sector. Create a social infrastructure benchmark tool to help institutions assess and improve progress.

b) Social Public Policy: Develop a coordinated public policy initiative with institutions and others to accelerate and scale government's role in supporting and strengthening Canada's social infrastructure.

c) Social R&D: Identify collaborative opportunities for post-secondary institutions to advance social sector innovation by supporting the innovation activities of charities and non-profits.

3. Social Issues

a) Social priority: Agree to a collective focus on a relevant and essential social issue (e.g. income inequality, First Nations reconciliation, climate change) that affects Canadians and mobilize institutions to address it through leveraging the instruments, cross-sectoral collaboration and other means.

b) Solutions platform: Launch a multi-institution social innovation lab or platform to co-create solutions with students, faculty and community partners across Canada.

c) Impact metrics: Develop impact metrics that institutions can use to measure success and assess collective progress on priority social issues.

7.0 Conclusion

This paper is a call to action to achieve greater public good through advanced education and realize more benefits for society. All institutions are inherent drivers of social progress: the time is ripe for an accelerated agenda. The complexities of this era call for a reimagined role. One compelling starting point, as argued here, is to reconceive conventional assets and instruments of advanced education institutions to serve an even higher purpose. By targeting this effort at building essential social infrastructure, the social innovation pathway to a sustainable future can be revealed and navigated.

However, this discussion takes just one step along a path that started decades ago and will continue into the foreseeable future. Actions and experiments will follow. Debate will ensue. And still more questions will be raised. Here are a few that emerged from this investigation:

a) **Governance embedment:** Many institutions have or are developing "community engagement" strategic plans as a component of their overall corporate plan. To what degree is it important for the institution to have a robust governance model for community engagement, similar to that for research, teaching and administration, to advance this field? If it's an imperative, are there best practices that can be identified to create a governance benchmark or set of guidelines institutions can follow?

b) **Field of practice:** There are many national networks and initiatives under way, addressing pieces of this overall opportunity. Would it be useful to map them, determine gaps, convene them and assess the benefits of pulling the field together to steward a broader agenda going forward?

c) **Community Roles:** This paper took the institution as its starting point for deliberation.

A next step is to consider the institution-community interface and explore the assets and instruments within communities that can be mobilized to co-create social infrastructure. Questions include: what competencies and capacities will communities need to enable mutually beneficial collaborations? How to ensure there is a strong focus on inclusion and engagement of vulnerable or marginalized groups? How to foster reciprocal relationships with community? Resolving these questions should foster stronger and more relevant place-based approaches.

d) **Movement building:** Institutions already embrace a community mandate. Can more be achieved by working together nationally, mobilizing and leveraging institutional assets and instruments, to scale their successes and propel social innovation? How would Canada be different if it had the most community-engaged institutions in the world? Does this require a paradigm shift in mindsets, and if so, how to create this tipping point? Can we articulate the narrative to inspire and stimulate a new period in advanced education and a sustainable, equitable and just pathway for Canadian society and beyond?

The magnitude of these questions reveals that business as usual is no longer an option. We face complex and interconnected local and global challenges. Vision, leadership and bold action – all talents of the advanced education community – have never been more essential.

By structuring their operating systems to build social infrastructure, foster social innovation and further social progress, advanced education institutions will play a pivotal role in accelerating society's transition to a more sustainable and just future for all.

Appendix A: National and International Organizations

The following is a sampling of Canadian, American and international networks, organizations and initiatives advancing the role of post-secondary institutions in contributing to community benefit.

Canada

Community-based Research Canada
- Our vision: A vibrant society in Canada enabled by CBR that addresses major societal challenges
- Our mission: To be a national champion and facilitator for community-based research and campus-community engagement in Canada

Canadian Alliance for Community Service-Learning
- The Canadian Alliance for Community Service-Learning (CACSL) supports, educates and networks to ensure the effective growth of CSL in Canada. Our vision is students, educators and communities learning and working together to strengthen individuals and society.

ResearchImpact-RéseauImpactRecherche
- ResearchImpact-RéseauImpactRecherche (RIR) is Canada's knowledge mobilization network. RIR is a pan-Canadian network of universities committed to maximizing the impact of academic research for the social, economic, environmental and health benefits of Canadians. RIR members achieve this mandate by investing in knowledge mobilization, supporting collaboration for research and learning and connecting research beyond the bounds of academia. Each member university brings unique strengths to the

RIR network. ResearchImpact is led by Executive Leads (usually research vice-presidents). Each RIR institution supports knowledge mobilization that:
  - Builds and facilitates engagement among researchers, students and partners from the public, community/non-profit and the private sector;
  - Supports multi-disciplinary collaborations in the social sciences and humanities, engineering, and the health and natural sciences;
  - Develops and shares skills and tools for knowledge mobilization;
  - Works with other member institutions to share and evaluate promising knowledge mobilization practices; and
  - Enables a national advocacy voice for knowledge mobilization.
- 12 university members: Memorial University, University of New Brunswick, Université du Québec à Montréal, Université du Montréal, Carleton University, York University, University of Guelph, Wilfrid Laurier University, McMaster University, University of Saskatchewan, Kwantlen Polytechnic University and University of Victoria

C2UExpo Conference
- C2UExpo is a Canadian-led international conference designed to:
  - Showcase the best practices in community-campus partnerships worldwide;
  - Create a space for collaboration around key issues; and
  - Foster ideas, connections and frameworks with the purpose of strengthening our communities.
- Held every two years, the conference allows community members, universities, colleges, government and non-profit organizations to work together to create an innovative learning environment where research, knowledge and relationships can be shared and cultivated over a conference program.

Campus to City Conference in 2015

- SFU Public Square and RECODE convened Campus to City, a national, one-day event on the role of universities and colleges in city building. The goal was to create a space for students to creatively shape the approach of universities and colleges to city building, and to highlight ideas, networks and contributions that enhance university thinking and planning for the future. Over 100 delegates representing 28 Canadian post-secondary institutions and 18 community partner organizations attended this mobile conference. The letter sent by Andrew Petter (President, SFU) to presidents of Canadian Universities and Colleges, the supporting letter sent by Tim Rahilly (Associate Vice President, Students) to Deans of Student Services and the letter sent by Peter Hall (Director of SFU Urban Studies) to urban geographers in Canada helped to create a buzz across the country. This was amplified by the RECODE network of contacts and outreach by Universities Canada and the Federation for the Humanities and Social Sciences.

International

Talloires Network

- Our Mission: The Talloires Network is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. We work together to implement the recommendations of the Talloires Declaration and build a global movement of engaged universities.
- There are 367 Talloires Network members in 77 countries around the world. Eight Canadian universities are members.

International Town & Gown Association

- Vision Statement: The International Town & Gown Association is the premier resource for addressing challenges, emerging issues and opportunities between and among institutions of higher education and the communities in which they reside.
- Mission Statement: The International Town & Gown Association strengthens town/gown partnerships by providing a network of professionals and resources, and identifying and sharing promising practices, innovative solutions and professional development opportunities for municipal and university communities.

Association for the Advancement of Sustainability in Higher Education (AASHE)

- AASHE's mission is to inspire and catalyze higher education to lead the global sustainability transformation.
- AASHE's vision is to lead higher education to be a foundation for a thriving, equitable and ecologically healthy world.
- AASHE has a global standard, called STARS, which includes a number of community engagement practices.

Ashoka U Changemaker Campus

- "The Leading Designation for Social Innovation in Higher Education"
- Changemaker Campus is a community of leaders and institutions that work collectively to make social innovation and changemaking the new norm in higher education and beyond. The Changemaker Campus program selects diverse institutions that:
  - Represent higher education globally;
  - Model campus-wide excellence in social innovation and changemaking; and
  - Are committed to transforming the field of higher education through collaboration and thought leadership.
- Currently, 37 colleges and universities across 7 countries are designated as Changemaker Campuses. Ryerson and Wilfrid Laurier universities in Canada

have received this designation.
- Changemaker Campuses are the global leaders in social innovation and changemaking in higher education, and represent a vision of what education and universities can be.

International Association for Research on Service-Learning and Community Engagement

- Our mission is to promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system.
- Our objectives are to advance the fields of service-learning and community engagement research across the educational spectrum (primary, secondary, post-secondary and further education).

Association of Public and Land-grant Universities – Council on Engagement and Outreach

- The Council on Engagement and Outreach is composed of university administrators responsible for outreach, engagement, community development, extension and other functions at their university. The Council provides formal and informal forums for members to discuss and take action on issues relevant to the array of institutional efforts in public service, outreach and community engagement.
- The Council supports members in developing plans, programs and policies related to outreach, engagement, extended education, community relations, engaged scholarship, service learning, extension and a variety of other activities that create university impact in communities.
- The Council works closely with the Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP) on issues related to regional and economic development.

Coalition of Urban and Metropolitan Universities

- Objectives:
    - Promote the exchange of ideas, experiences and research outcomes among its members;
    - Acquaint faculty, administrators, the public and policy-makers with new tools and approaches for assessing the unique contributions, quality, impact and productivity of urban and metropolitan universities;
    - Promulgate the creation and dissemination of knowledge on metropolitan issues;
    - Provide a forum for the presentation of ideas and opinions on the role of urban and metropolitan universities in addressing the challenges of our cities; and
    - Assist urban and metropolitan universities in shaping and adapting structures, policies and practices to enhance their effectiveness as key institutions in the lives of metropolitan regions and their citizens.

Anchor Institutions Task Force

- The Anchor Institutions Task Force (AITF) is a network of over 700 leaders promoting the engagement of anchor institutions – including colleges, universities, hospitals, community foundations, libraries, arts institutions, and other anchors – in community and economic development.
- The AITF is designed to develop and disseminate knowledge and function as an advocacy and movement building organization to create and advance democratic, mutually beneficial anchor institution-community partnerships.
- The Task Force:
    - Brings together scholars, university presidents and other leaders in higher education, and practitioners;
    - Increases cooperation and alignment among government, anchor

institutions, businesses, schools, community organizations and philanthropy;
- Develops strategies to promote interagency government collaboration;
- Provides tools for anchor institutions to enhance their societal missions, address local needs, as well as strengthen democratic, mutually beneficial partnerships between institutions of higher education, schools, and community based organizations;
- Provides tools for anchor institutions to help students develop as democratic citizens who are lifelong contributors to communities and the nation's well-being; and
- Complements philanthropic strategies to support and strengthen vulnerable communities.

Engagement Scholarship Consortium

· The Engagement Scholarship Consortium is a non-profit educational organization, composed of higher education member institutions, a mix of state–public and private institutions. Our goal is to work collaboratively to build strong university–community partnerships anchored in the rigour of scholarship and designed to help build community capacity.

Appendix B: Instruments and Sample Initiatives

The following is a list of sample initiatives for some of the instruments. They are included for illustrative purposes. We would like to create a more comprehensive list of initiatives and as such have created a "living" document at http://bit.ly/2peqEK3. If you would like to add to it, please visit http://bit.ly/2otU987. Thank you for contributing to our efforts to create a comprehensive and up-to-date inventory.

Financial

Instrument	Sample Initiatives
1. Procurement	**Vancouver Community College** Social procurement: The grounds and gardens at Vancouver Community College are maintained by Mission Possible, a maintenance company that employs inner-city residents and assists those with employment barriers to reach their full potential.
2. Investment	**Simon Fraser University and University of Ottawa** In 2016, SFU and UOttawa adopted goals to reduce the carbon footprint of their investment portfolios by at least 30 percent by 2030 – in line with Canada's national climate commitment. Source and Source. **University of British Columbia** $265 million of UBC's consolidated working capital and endowment fund is invested in social housing and $117 million is invested in climate change greenhouse gas emission reduction projects. Source p. 14. **University of Cincinnati** Since early 2000s, the University of Cincinnati has allocated over 10 percent of its endowment (of over $1 billion) to local investments to stabilize and revitalize the city's Uptown District. The University has experienced a nearly three-to-one leveraging on its endowment money through tax debt, loans from banks and other sources. Source.

Financial

Instrument	Sample Initiatives

2. Investment (continued)

Northeastern University

Northeastern launched a loan program for women and minority-owned businesses in 2016. The initiative, called the Impact Lending program, will enable local small-business owners to secure loans, at below-market interest rates, to expand their businesses. Northeastern has committed $2.5 million in seed funding to the program, which will allow for a revolving fund of $6.5 million in loans. The university has partnered with Local Initiatives Support Corporation, a non-profit that provides loans and advisory services to underserved small businesses. LISC will administer and oversee the loans, ranging from $1,000 to $1 million, with Northeastern's seed funding serving as a guarantee. The loans can be used for a variety of business needs, including hiring new staff, obtaining new equipment and facilities and purchasing inventory. The goal of the program is to serve 85 small businesses and create 330 jobs in the first two years. In addition to helping businesses grow, the program will also allow for these businesses to compete for larger contracts with the university. According to the university president: "An entrepreneurial ecosystem must embrace innovation and support those who are one opportunity away from turning ideas and hard work into prosperity. It is part of Northeastern's ethos to invest in innovation and celebrate the entrepreneurial spirit both within our own community and through our partnerships with the communities around us."

In 2016, the university also committed to direct $25 million of its endowment to investments with a focus on sustainability, including clean energy, renewables, green building and sustainable water and agriculture. Source and Source.

3. Administration hiring

University of Victoria

UVic has an Employment Equity Plan 2015–2020 with a goal to improve the participation of members of designated groups in all jobs and at all levels where they are under-represented, and achieve and retain a workforce representative of the appropriate community. Designated groups include Indigenous Peoples, Members of Visible Minorities and Persons with Disabilities. Source.

Financial

Instrument	Sample Initiatives

4. Compensation

University of Glasgow

University of Glasgow has been accredited as a living wage employer as of 2015. Source.

5. Real estate

Simon Fraser University

In 2008, SFU and the City of Surrey signed an MOU to create an expanded university campus and a mixed-use city centre. The MOU committed the two partners to explore ways to attract new businesses to Surrey in general and the Surrey's inner city in particular and thereby contribute to urban revitalization. Source.

Arizona State University

ASU and the City of Phoenix partnered in an investment to locate university facilities in the city's downtown core. The university moved its schools of nursing, journalism and public programs downtown from its main campus outside the city. ASU now has 1,000 faculty and staff and 6,000 students in a once-blighted area of Phoenix, with plans to enroll two-and-a-half times as many there by 2020, and to connect the campuses with a light-railway line. The development includes student housing. Source.

6. Funding sources

Kwantlen Polytechnic University

Funds from KPU Co-op and KPU Faculty of Arts are being used to support SurreyCares Community Foundation in hiring a Co-op student from Criminology to research the Community Foundations of Canada Vital Signs Report. SurreyCares Community Foundation is heading up a Vital Signs report on Surrey's Aboriginal population and involves a wide range of stakeholders.

Physical

Instrument	Sample Initiatives

10. Facilities **Arizona State University**

Arizona State's Sandra Day O'Connor College of Law opened a new downtown Phoenix campus in 2016 to showcase a new way for the legal community and public to connect. The six-storey, 280,000-square-foot facility is wrapped around a central core that's open to the public. The building creates a massive atrium and living room that invites dialogue, interaction and collaboration, including space for a number of community law firms, think tanks and non-profits. It was designed to be one of the most permeable, open and accessible university buildings ever built. A great hall, filled with expansive open seating, is considered the "legal living room" and features a transformable layout that can be turned into an auditorium and even a public courtroom.

Just 70 percent of the building's space is taken up by the law school; other tenants include the McCain Institute for International Leadership, the Sandra Day O'Connor Institute and the ASU Alumni Law Group, a non-profit educational law firm. Having think tanks and community clinics share space with students will give them new opportunities for cross-discipline learning and engagement with real-world issues and the everyday practice of law (a think tank in the building is already examining issues surrounding the Zika virus and the legality of quarantines). Source.

13. Technology **University of Alberta**

The City of Edmonton and University of Alberta partnered to make wifi available in the Light Rail Transit system.

Relational

Instrument	Sample Initiatives
16. Future students	**Simon Fraser University** SFU partners with the Cmolik Foundation to offer a summer camp at its Surrey Campus for Grades 5, 6 and 7 from an inner-city elementary school.
18. Government, business, industry and community relationships	**York University** York University participates in the communityBUILD collaboration with Seneca College, ventureLAB Regional Innovation Centre and United Way Toronto and York Region, which created the Blueprint for Affordable Housing. The Blueprint is an initiative that responded to the call from the Regional Municipality of York for new approaches to affordable housing, identified as the primary social issue for the Region. The Blueprint started with a two-day design jam that was further partnered with York Region District School Board, Regional Municipality of York, Ontario Ministry of Housing and the GTA Housing Action Lab. Successful ventures are moving through a three-month incubator to grow the ventures and venture teams to more advanced supports. Source and Source.
24. Public policy and dialogue	**Simon Fraser University** SFU's Centre for Dialogue and its business, public policy and international study schools collaborated to create Carbon Talks, a public engagement initiative to accelerate the shift to a low-carbon economy. It brings together business, government and civil society to consider alternatives and develop and promote practical solutions. **University of Toronto** U of T President endorses "carding" petition after soliciting evidence from expert professors within the university. Source.

Research

Instrument	Sample Initiatives

Instrument

Sample Initiatives

25. Research mandate

Ryerson University

Building on the success of its Digital Media Zone, the top-ranked university incubator in North America and third in the world, Ryerson created the SocialVentures Zone, which provides mentorship, skills development, co-working space, start-up funding of up to $1,500 from the Faculty of Arts Student Project grants, and a network of cross-disciplinary collaborations with companies, community organizations and governments to support the creation of social enterprises. In 2016 Ryerson launched the Social Enterprise Demonstration Fund, a three-year acceleration and funding program tailored for social entrepreneurs aged 18–35, in the Greater Toronto Area. The program will take social innovators from ideation to market validation, through to market readiness. Participants are in the early stage of development for a high-growth social enterprise, and are committed to operating within the Greater Toronto Area dealing with equity and diversity, sustainability, education, poverty, access to health and other key issues, with a focus on under-represented groups and youth-facing barriers. The program provides mentorship, business plan development and funding of $5,000 in the second phase and matched funding of up to $15,000 in the third phase, as well as space in one of Ryerson's Innovation Zones for six months. Source p. 22 and Source.

University of British Columbia

In 2016-17, UBC's Centre for Social Innovation and Impact Investing, along with 10 other Canadian institutions, hosted a "Global Challenge" for students. The Global Challenge asks participants to demonstrate an understanding of a pressing social or environmental issue by mapping out the landscape of the current solutions and identifying missing opportunities for positive change. Winners are invited to present their work at a Canadian national final event, with an opportunity to win cash prizes and the chance to attend the Global Challenge Final in Oxford, U.K. Source.

University of New Brunswick

The University of New Brunswick's Pond-Deshpande Centre, a centre for social entrepreneurship, and the New Brunswick Social Policy Research Network co-founded NouLAB, a public and social innovation lab. NouLAB employs innovative methodologies, borrowed from the

Research

Instrument	Sample Initiatives

25. Research mandate (continued)

start-up, entrepreneurial community and stakeholder engagement practices, to address pressing social, environmental and economic challenges. NouLAB connects change-makers from government, academia, community and industry around pressing local issues, and facilitates their journey through social systems change. Current labs include Healthy Aging, Immigration Retention, Rebuilding Rural New Brunswick, etc. Source.

York University

York University operates a "Knowledge Mobilization Unit," which is a suite of services to improve the two-way connection between researchers and community research partners so that research and evidence can inform decisions about public policy and professional practice. The unit provides knowledge brokers who work to understand the research needs, identify areas for collaboration and build partnerships. The unit acts as a gateway for the community to reach in to the university and find experts for collaboration on community-driven research projects. Since 2006, the unit has helped facilitate over 260 collaborations, which has resulted in over 75 projects, working with over 240 faculty members, over 140 graduate students and over 200 community organizations. Source.

26. Data, evidence and scientific information

York University

York provides "Research Snapshots," which are summaries of single research studies. These snapshots serve to make research accessible to the broader community, and to identify interesting and relevant research and researchers who may be contacted for further information. For researchers, they act as "calling cards" to introduce and inform audiences to the relevancy of the research. For decision-makers, they provide quick access to information about research on topics of interest to support their important work. Source.

University of Alberta

In 2014, University of Alberta Libraries began offering its open access e-journal hosting services to any Canadian scholarly journal. Open access makes the university's research knowledge more widely available to students, faculty, policy-makers, business and civil society to stimulate or accelerate the translation of applied research to broader contexts. Source.

Education

Instrument	Sample Initiatives

27. Teaching mandate

Cornell University

Cornell University's "Office of Engagement Initiatives" supports the creation of new community-engaged curricula and research. For example, it offers Engaged Curriculum Grants to create or expand community-engaged curricula by funding teams of faculty – and their community partners – that are integrating community engagement into courses. These grants enable departments, programs and collaborative cross-disciplinary groups to enrich curricula by developing and learning from varieties of community engagement.

Engaged Curriculum Grants are intended to support:

· Modification of existing curricula to add or deepen community-engaged learning and teaching in any field of study;
· Development of curricula designed to achieve mutual benefits for both students (undergraduate, graduate and professional) and community partners;
· Teams of Cornell faculty and their community partners; and
· Processes of curricular planning, development or advancement. Source.

Emily Carr, Langara, Vancouver Community College, BCIT, SFU and UBC

Six post-secondary institutions based in Vancouver contribute to an innovation hub inside Vancouver City Hall, called CityStudio. University students, city staff and community members co-create, design and launch projects. Employing an integrated "dialogue and design" process, students collaborate with city employees to frame problems, refine their designs and implement their projects. The projects are vehicles for learning about how to build and nurture relationships and engage in a thorough design process. The city gets a steady flow of innovative, sustainability demonstration projects from which it can choose the best to replicate. City staff innovate more frequently and more easily as a result of this co-creation and the energy and enthusiasm students bring to the work. Source.

Education

Instrument	Sample Initiatives

28. Faculty expertise

Cornell University

Cornell University offers Undergraduate Engaged Research Programs grants to expand participation and support undergraduate student learning through community-engaged research. Faculty or academic staff with established community-engaged research or scholarship in any field of study may apply for grants to support:
- Established community-engaged scholars, researchers and research programs that provide opportunities for undergraduate students to conduct research; and
- Investigators/scholars who can provide a strong collaborative environment for students and opportunities for them to work in teams. Source.

29. Student expertise

University of British Columbia

Since 2010, UBC has collaborated with the City of Vancouver to sponsor UBC graduate students to work on sustainability projects with the City in support of the Greenest City 2020 Action Plan. To date, 79 "Greenest City Scholars Projects" have been completed. Internships are paid and open to all graduate students at UBC.

UBC established the Learning Exchange in the City of Vancouver's Downtown Eastside (DTES), to bring people together (students, academics, local residents and organizations) to exchange learning that leads to social change. Its purpose is to empower people from the DTES and the university to work together as agents of change. Source.

University of Oregon

The University of Oregon's Sustainable Cities Initiative (SCI) is an applied think tank focusing on sustainability in cities. Under the program, Oregon cities identify a pressing challenge that is matched with up to 30 courses across multiple disciplines over an academic year. This work focuses on projects related to sustainable architectural design, urban design, planning, cost-benefit analysis, economic development, legal and policy analysis, community engagement and public relations campaigns, among others. Each year, partners receive assistance with their sustainability goals through 15–25 community-defined projects with over 500 students across more than 13 academic departments dedicating over 40,000 hours of student work. Source.

Education

Instrument	Sample Initiatives

29. Student expertise (continued)

University of Guelph

The Community Engaged Scholarship Institute (CESI) at the University of Guelph works to facilitate community-campus research partnerships and build capacity for engagement and social innovation. One of its engagement mechanisms is the Research Shop, where graduate student interns respond to community research needs by conducting community-based research projects and mobilizing knowledge. Project themes typically include environmental issues, poverty alleviation, food security, inclusion and community collaboration. Source.

University of Guelph

University of Guelph's Centre for Business and Student Entrepreneurship offers student consulting services for local businesses, non-profits and charities. Over 250 students have worked with more than 90 organizations. Source.

Dillard University

Dillard University students are required to complete 120 hours of community service before graduation, and at least 60 of those hours must entail service-learning specific to their major field of study. Dillard University's Center for the First-Year Experience (CFYE) integrates service into the curriculum through the first-year seminar course, a general education requirement for all students. As an example, CFYE facilitates first-year students' participation in national "Make A Difference Day." During the spring semester, the CFYE guides students through a semester-long planning process so they can execute a service-learning project on "Global Youth Service Day" in April. Dillard's Class of 2014 led numerous projects, including raising awareness of domestic violence, feeding the homeless and planning clothing and food drives to benefit the needy. Students also spoke to high school students about attending college and taught elementary and middle school students how to live healthier, more active lifestyles. Source.

Education

Instrument	Sample Initiatives
30. Social services	**Duquesne University**

Duquesne University operates a community pharmacy, the first in the U.S. The pharmacy offers an educational training opportunity for student pharmacists. The goal of the pharmacy is to improve access to medication and patient adherence, while enhancing medication safety and reducing overall health care expenditures. The pharmacy works with community leaders and organizations to bring medication therapy management and pharmaceutical care to local residents. Source.