

SECTION 1: TITLE PAGE

TITLE/NAME OF THE PARTNERSHIP

The Community-University Partnership for Community Development, Research and Training (CUP)

PARTNERSHIP REPRESENTATION

Name: Mary Medcalf, MSW, Coordinator of Field Education Programs and Thecla Damianakis, PhD, Faculty

Nominating Supporters: Dr. Brent Angell (Director); Drs. Jim Coyle, Wansoo Park, Jill Grant, (Faculty)

Organization/Affiliation: School of Social Work, University of Windsor

Mailing Address: 401 Sunset Avenue, Windsor, ON, N9B 3P4

Phone/Fax: 519-253-3000 ext. 3065/519-973-7036

Email: medcalf@uwindsor.ca; damianak@uwindsor.ca

Website for the partnership (if available).

How did you hear about the CCPH Award?

The nomination package was circulated within the University of Windsor via e-mail.

Nomination abstract (250 word maximum)

The Community-University Partnership for Community Development, Research and Training (CUP) was established in 2005 after a year-long consultation with several community and university stakeholders, government funders, and the Field Education Program in the School of Social Work. The partners envisioned that an alliance between the University of Windsor, the Field Education Program and community stakeholders, would increase the resources available to transform the multi-faceted, marginalized, and stigmatized low-income housing neighbourhoods in the City of Windsor and address the deteriorating psychosocial health conditions of its residents. The mission of CUP thus focused on building community resilience, revitalizing low-income neighbourhoods, and creating a supportive, healthy environment for residents. Through the CUP Model's primary pillars of: 1) university civic engagement; 2) community/resource engagement; 3) interdisciplinary field education/experiential learning; and, 4) student/tenant partnerships and leadership development, new programming was established for the community's most vulnerable tenants including, people with a persistent mental illness, adults with developmental challenges, individuals, families, refugees, immigrants, seniors, youth, women, children, and people with a history of unstable housing. As a result of formal and informal assessment and evaluative processes, new programming strategies targeting social isolation, crime prevention, food cooperatives, clothing banks, safety clinics, community gardens, literacy programs, community social events, legal clinics, health promotion and education fairs, women's support groups, health intervention and prevention such as smoking cessation program, diabetes and blood pressure clinics, women's health, bedbug education and nutrition, physical fitness programs, drop in centres have formed. The resulting partnerships have thus sustained transformation at personal, societal and institutional levels.

SECTION 2: LIST OF PARTNERS

COMMUNITY-UNIVERSITY PARTNERSHIP ADVISORY COMMITTEE

Mary Medcalf (Chair)

University of Windsor, School of Social Work

Mary Medcalf is the Coordinator of Field Education Programs and is responsible for the overall planning, development, coordination, administration, and management of undergraduate and graduate field education programs.

Judith Binder, District Manager, Southwest Ontario

Canada Mortgage and Housing Corporation

Canada Mortgage and Housing Corporation (CMHC) is Canada's national housing agency.

Marina Clemens, Executive Director

East Windsor Citizens Organization (Drouillard Place)

Drouillard Place is a multi-service provider dedicated to improving the quality of life of the residents of the Drouillard and Grandview communities.

Elizabeth Malone-D'Agnolo, Coordinator

Community-University Partnership – Grandview Site

Shelley Gilbert, Coordinator of Social Work Services

Legal Assistance of Windsor (LAW)

A project of the University of Windsor Faculty of Law and Legal Aid Ontario, LAW provides a range of legal and social work services to the low-income communities of Windsor and Essex County.

Barry Horrobin, Senior Planner

Windsor Police Services

The mission of Windsor Police Services is to prevent and investigate crime, to provide support and to enforce the law in partnership with the community.

Claudia McArthur, Manager, City of Windsor, Children's Services and Rob Oleynik, Program Coordinator, City of Windsor Housing Services

The City of Windsor is committed to enhancing the quality of life of individuals and families in Windsor-Essex County, delivering and partnering with community agencies to provide Employment, Financial and Housing Supports, and Children's Services.

Mike Pocock, Community Relations Worker, Sheila Smallwood, Director of Corporate Services and Jim Steele, CAO

Windsor-Essex Community Housing Corporation

CHC is the largest social housing provider in Windsor and Essex County, and the fourth largest in Ontario. CHC provides 4,708 homes to about 12,000 seniors, parents, children, singles and persons with special needs.

Cheryl Taggart, Field Learning Specialist and Senior Project Manager

Community-University Partnership

SECTION 3: ESSAY

1. What is the history/background of how and why your partnership started?

In 2005, after a year-long consultation with several community and university stakeholders, the Field Education Program in the School of Social Work proposed and developed a community-university partnership model in Glengarry Court, a social housing complex in the downtown area of the City of Windsor, Ontario, Canada. The partners envisioned that an alliance between the University of Windsor and the community would increase the resources available to address the multi-faceted complex health and psychosocial needs of this low-income multicultural neighbourhood.

Glengarry Court is a 13.7 acre property which was constructed between 1959 and 1967. This 484 unit social housing development, which houses some of the most vulnerable citizens in the community, experiences a high rate of crime, drug use and prostitution, has little green space, little community pride and identification, and is socially marginalized and isolated. The notion of a partnership between a Community Housing Corporation, a municipality and post-secondary institution as a catalyst for change in this neighbourhood was a new and exciting idea. The majority of residents did not have access to health and social services and there was anticipation that students could become central to the delivery of these much-needed services. The initiative, entitled The Community-University Partnership for Community Development, Research and Training (CUP), received federal and provincial funding through the National Crime Prevention Centre and the Ontario Trillium Foundation (see Appendix I) to complete a cursory needs assessment to help inform and define the early structure and services of CUP. The assessment involved both needs and asset mapping activities, community meetings, focus groups with tenants, literature reviews, community surveys, a Crime Prevention Through Environmental Design Audit and meetings with key stakeholders. The challenges facing this community and its residents are those that are well-documented in the literature and are closely linked with the challenges of living in poverty and the urban decay of many low-income neighbourhoods. It is significant that the most pressing issues facing the residents were those related to safety and security.

Over the course of the first year, other needs were revealed, including lack of access to health and social services, relationship problems including interpersonal and family violence, severe nutritional deficits, lack of social and psychological support, to name a few. Concurrently with the needs assessment was the development of asset mapping strategies which included some of the activities described above and the creation of a community asset map. The asset identification assisted CUP to identify community capacities among individuals, formal and informal associations, and institutions. These maps, along with the needs maps helped to inform the ongoing development of CUP and began to position CUP as a community development and intervention project. In this regard, as part of their educational requirements, students from the School of Social Work began to develop a system of support to the neighbourhood and in particular to the residents of Chateau Masson, a 79-unit social housing building which provides housing and support to people with a persistent serious mental illness. The City of Windsor provided two units of housing as offices for the students.

The local networks created through the community-university partnership created an infrastructure where social work students were given an opportunity to facilitate leadership development, self-advocacy and empowerment, and volunteerism among neighbourhood residents, individuals outside the neighbourhood, community groups and agencies. Students, under the supervision of professional staff in non-profit organizations, were instrumental in facilitating community-based committees comprised of residents and/or volunteers from the neighbourhood and from various sectors in the community. The University of Windsor provided computers, technical support, furniture and other infrastructure support to the project as well as grant and staff/faculty support.

The work of CUP has been accomplished through an Advisory Committee, a Resource Committee, Resident Committees, and the contributions of student internships and infrastructure from the University of Windsor. This innovative project has expanded the relationship between the university and the community and brought much needed resources to low-income neighbourhoods/communities. We began with three third year social work students and have expanded to include graduate and undergraduate

students from the School of Social Work, Nursing, Law, Human Kinetics, and Music Therapy. Social Service students from Borealis College and Horticultural students from St. Clair College recently completed internships with CUP. All students complete internships as part of their degree requirements. CUP has also provided an opportunity for high school students to complete their required forty hours of volunteer service.

Over the past five years CUP has expanded to include additional social housing communities: Chateau Masson (79 bedsitting units); Ouellette Manor (400 units which house the lowest-income seniors in the community); Raymond Desmarais Building (300 seniors); Grandview (175 unit family development); and, Thompson Towers (69 family units). We are also testing the model outside a social housing neighbourhood and have expanded CUP to Ford City, a neighbourhood which has experienced significant decline over the past twenty years. The primary focus of CUP is neighbourhood engagement and revitalization of the commercial corridor. We are expanding the relationship with the University to include students from business, communications, geography, engineering and have had our first meetings with representatives from business and geography. CUP communities share similar challenges – poverty and urban decay. We have presented our community-university partnership model to several groups outside of the Windsor-Essex County who have requested our assistance with planning and implementing a community-university partnership for community revitalization (see Appendix II).

From its inception in 1968, the School of Social Work has succeeded in creating exciting and innovative degree programs focused on a commitment to community building, personal empowerment, and social transformation through university civic engagement. Understanding the importance of collaboration and committed to advancing social justice, graduates have taken on professionally significant leadership roles as providers of direct services to people in need, administrators of organizations at all levels, policy-makers, politicians, and scholars. The mission of the School and the profession of social work continue to influence the development of CUP.

The School offers a number of undergraduate and graduate degree options for students at both on- and off-campus locations. Social betterment for vulnerable and marginalized populations has long been the goal of the profession of Social Work and is actively championed by the School of Social Work. The faculty, staff, and students are engaged in numerous applied research projects, in-class exercises and assignments, community service activities, student experiential learning and mentoring.

Key to this engagement is the School's partnership with organizations serving newcomers, at-risk youth, and the elderly to name but a few. As well, the School has significant alliances with a number of government mandated health, social service, and child welfare agencies and departments. Given that advocacy is such a central part of the social worker's role, involvement with elected officials, at all levels of government, has also been an important aspect of learning and doing. Indeed, the School's commitment to the region and beyond has been influential and empowering.

The learning and personal growth that students have experienced at CUP has been made possible through the partnerships developed by the School's field education ancillary academic staff with key service and government stakeholders. The School of Social Work has a proven track-record of excellence in interdisciplinary and inter-organization collaboration.

2. What are the mission and goals of your partnership and how were they determined?

The mission of CUP is to create a community university partnership focused on building community and neighbourhood resilience, revitalizing low-income neighbourhoods, and creating a supportive and healthy environment for community residents. The goal of CUP is articulated as: "We will develop a community-based centre for neighbourhood renewal and development which fosters a multi-disciplinary community-university collaboration that involves the engagement of university students from undergraduate, graduate and professional programs. The centre will connect the rich resources of the university to our most pressing social challenges in low-income neighbourhoods and as such will focus on developing a comprehensive community-university alliance which addresses the needs and capacities of some of the community's most vulnerable citizens, children (family), youth, women, older adults, people with a disability, Aboriginal people and people from culturally and linguistically diverse backgrounds. We hope to improve the quality of the social and physical environments of low-income and urban

neighbourhoods through reducing negative impacts and facilitating development/redevelopment opportunities that serve the needs of the members of these communities.” The goals are achieved through four overarching objectives: 1) university civic engagement; 2) community/resource engagement; 3) field education/experiential learning; and, 4) student/tenant partnerships/leadership development.

A number of processes and factors converged which led to the development of CUP and the subsequent articulation of the mission, goals, and objectives. These were determined over the course of the first year of CUP as a result of formal and informal consultation with key stakeholders including neighbourhood residents, Advisory Committee members (includes key stakeholders and community practitioners), University of Windsor representatives (field education personnel), the Community Housing Corporation and the City of Windsor. These consultations included identifying and documenting the need and capacity of individuals and their neighbourhoods with the hope that CUP could build a sustainable infrastructure of support toward short and long term transformative changes at multiple levels. Bridging the relationship between the University and the community and ensuring alignment with each sector’s goals and values were important considerations in the development of CUP’s structure and direction. In this regard, the following factors influenced the mission and objectives:

Establishment of New Field Coordinator Role for the School of Social Work: The Field Education Program within the School of Social Work, University of Windsor, founded CUP. The Field Coordinator’s professional background in community development and macro practice prior to her employment at the University led to a greater understanding of community need and capacity. Her environmental scan at the University led to the identification of resources which could be accessed to respond to community need, including student internships, faculty and professional staff expertise, and University commitment to community service and research. The Field Program identified the need to create and maintain macro level internships as well as position students as critical to revitalizing communities and ultimately providing service as one aspect of their education, thus advancing the notion of university civic engagement. This work led to revitalizing the relationships between long standing agencies and the School of Social Work and shifted agency perception from students as a drain on agency resources to students as a resource to agencies and community. University civic engagement, including the engagement of students, became an important direction for CUP.

Alignment with University and School of Social Work Mission: In social work, organizing and mobilizing communities to bring about social, political and economic change is central to the profession’s values and interventions. The notion and pursuit of social justice is integral to the profession and a pillar upon which the university rests. This University pillar was critical in developing and sustaining CUP and became a point of alignment and leverage.

Repositioning University with Community: CUP began a messaging campaign with the goal of educating the community about the role that post-secondary institutions in general and the University of Windsor in particular could assume in the community. The first step was to identify University assets and how these could be applied to transform communities. It was clear from the outset that the University had resources that could and should be available to the community; by implementing the same community development and organizing strategies used in community practice (for example, mobilizing, networking, and education) within the University, we were able to build a partnership that could work toward community transformation and really have an impact on some of the most significant health and social issues facing some of our citizens in Windsor and Essex County. These issues included social isolation and exclusion, nutrition, weight, lack of exercise, blood pressure, diabetes, cancer, etc. Students have offered prevention, intervention and education services in a vast array of health and social health areas.

CUP began to harness some of the best resources that the University has to offer: expertise of faculty and professional staff; students and in our case, their requirement to complete practice hours as part of their degree requirements; the shared emphasis on the value of teaching, service to community, curriculum development and research; an administrative infrastructure to support our work; and, a university that desires to be engaged with the community. This began to create a win-win situation: the University reaps the benefits of working in the community and the community reaps the benefits of

having access to University resources. This led to developing the objectives of community/resource engagement, field education/experiential learning and student/tenant partnerships.

Development of a Granting and Intervention Strategy: We began with grants that were grounded in community participatory action processes, community organizing and mobilizing. As prioritized by residents, initial grants were focused on crime prevention and increasing safety and security as well as conducting community-wide needs and asset assessments through consultation with all key stakeholders. The grants provided resources to build collaborative responses involving the community and university. These resources helped to facilitate the development of the mission, create infrastructure and create safe, open, and equitable communication processes where individuals felt they could voice their concerns and ideas. CUP became a vehicle and a voice for marginalized neighbourhoods and increased the visibility of neglected communities. Facilitated by CUP, residents met with key stakeholders including municipal government, housing and service providers, police, etc. These activities helped us to identify the need to continuously engage the community and other resource providers.

3. How does your partnership define “community” and how do you interpret that definition in the composition, mission, goals and activities of your partnership?

CUP recognizes and respects the multiplicity of the term "community" as defined by its many and varied stakeholders. At core, community is encircled with the commitment to serve those most vulnerable residents in this downtown housing complex. CUP defines community in four ways necessary to facilitating successful processes and outcomes: a) A geographic community, b) Shared interest in improving quality of life of the community; c) Knowledge of community organization and mobilization processes; and, d) Commitment to relationship building and social justice values.

A Geographic Community: The neighbourhoods and communities in which CUP is located are defined geographically. Each neighbourhood is identified by a number of physical boundaries including street numbers and planning documents. The City of Windsor has a large degree of variation and interpretation in defining the elements that make up a neighbourhood and a community. While there is no definitive list of designated neighbourhoods that comprise the community, the City initially defines neighbourhoods using physical characteristics such as land use and type/form/age of dwellings and buildings. According to the City of Windsor, socio-economic characteristics are also considered, but the physical elements are primary.

CUP is located in five neighbourhoods within the social housing portfolio and three are apartment buildings. Some of the community's most vulnerable citizens reside in social housing, including female-led households, people with a serious mental illness, adults with developmental challenges, individuals and families receiving social assistance, refugees and immigrants, seniors, youth, women and children who have been victims of domestic violence, and people with a history of unstable housing. Residents in the neighbourhood identified the stigma attached to living in social housing, noting that social housing developments are negatively perceived by the community and the people who live in social housing are often excluded and marginalized from social, economic and recreational opportunities. In part the residents' sense of identity is impacted by this defined geographic and social housing region rather than by their very real individual and collective capacities and assets. Consequently, residents and other key stakeholders identified the lack of community cohesion in social housing: there are few mechanisms to bring people together to work on the problems and develop the community's resources and capacities, and a decided lack of resources to improve living conditions and well-being in social housing, including education, support services, opportunities for social, recreational and economic involvement in the community.

Community of Interest: Toward a Shared Vision for a Healthy Community and Enhanced Quality of Life: Community is defined by the shared vision of the Advisory Committee, resident committees, individual tenants and a host of community supporters and collaborators – from formal institutions and informal non-for-profit associations to the people in the neighbourhood or the small business owner in the neighbourhood (neighbourhood businesses often donate food and related items for community events). There is a large network of individuals and agencies that can be called upon to respond when needed. The Advisory Committee has been working together since CUP's inception five years ago and consists of

representatives from the City of Windsor Housing and Children's Services, Canada Mortgage and Housing Corporation, Drouillard Place, Glengarry Non-Profit Housing Corporation, Legal Assistance of Windsor, Windsor Essex Community Housing Corporation, Windsor Police Services and the University of Windsor. We emphasize community engagement, respect and trust and these values continue to guide our direction. Resident committees are comprised of tenants, students and CUP representatives.

Community Commitment to and Shared Understanding of Community Organizing and Mobilization: All of our partners have knowledge or skill in community engagement, participatory and collaborative working processes and community organizing, development and mobilization, and actively support the notion that change can only occur if residents take ownership of CUP initiatives and activities. In the case of this Partnership, we have also noted that while residents have always had an investment and shared location with CUP, as they begin to experience success and take leadership, they want to be even more active to advocate on their own behalf. This has culminated in a partnership of learning between the residents and the students. The residents act as facilitators to student learning and become invested in helping the next generation understand their life experiences of poverty, social marginalization, stigma, and struggles toward changes over the years. The students in turn have transformative learning experiences in listening sensitively to the narratives shared. They are moved by the social injustices imbedded in the residents' stories and the residents' sincere engagement in wanting to help the students learn. A reciprocal relationship is formed between the residents and the students. At each of the sites the residents are able to articulate the "responsibility" and value they feel in teaching the students. It is from all these important partnerships that the community development/revitalization activities emerge and flourish.

Capacity for Authentic, Collaborative Relationships within Social Justice Principles Defines and Builds Community: Commitment to social justice defines a community that includes university, local and regional governments, residents, businesses, faculty, and students. CUP is located in each neighbourhood community, leading to the visibility of the University's role in support of these communities. All programs, services and strategies are the result of a collaborative process among students, tenants, staff and the University. A great deal of time is spent on building and maintaining authentic, honest relationships with everyone involved in CUP within core social justice principles. The most challenging relationship to navigate is with the housing provider whose primary mandate is as a landlord; however, honesty and sustained effort have resulted in a culture shift in that organization to a greater understanding of and commitment to resident leadership and empowerment. We could not have accomplished what we have without each member of the collaborative embracing the pursuit of justice, working to level the field among tenants, agencies and the University and finally accepting the growth that accompanies building true collaboratives and working from a capacity building perspective.

CUP believes that engaging all community members is critical to success. The engagement strategies are aligned with Tamarack's definition of "People working collaboratively, through inspired action and learning, to create and realize bold visions for their common future". Community engagement processes bring people together. We believe these processes can enable collective change (changing attitudes, building social capital, etc.) and create movement in communities. Good community engagement creates a shared vision around issues and creates momentum for communities to address local issues. It includes achieving outcomes and creating solutions to community needs. Community engagement also includes following a process that ensures communities determine local priorities and all stakeholder groups are represented. Citizens need to be at the centre of the community engagement process. These values have been central to our mission.

4. What is the governance structure and decision-making process for your partnership?

The Coordinator of Field Education Programs in the School of Social Work is primarily responsible for CUP, acting in the position of Chair of the Advisory Committee, coordinating the University's involvement and with the support of CUP staff and tenants, assuming oversight over grant management, community partnerships and community development. All decisions are made by consensus; however, in the rare instances that consensus cannot be reached, the group will consider tenant and student feedback, the availability of resources, feasibility and/or will apply a cost-benefit analysis before making a decision. In 2011 all aspects of CUP, including governance, will be evaluated by a faculty member from the School of Social Work as a participatory research evaluation process. In February 2011, the Manager of Learning & Organizational Development, Department of Human Resources at the University will facilitate a meeting of the Advisory Committee, residents and other stakeholders to develop a strategic plan for the next three years.

5. What funding supports your partnership and how are decisions made about (a) which funding sources to pursue, (b) what entity serves as fiscal agent, and (c) how funding is allocated?

Since 2005, 20 funders (ranging from local, private, foundations, municipal, provincial, Housing Corporation and federal government groups) have recognized the importance of this project and its innovation in addressing the health and social needs of these communities. In addition, CUP has leveraged hundreds of thousands of dollars as in-kind contributions, including local non-profit community agencies' staff time, expertise and consultation services, rent, utilities, grant administration, community improvements, student internships, volunteers, grant coordination and management, program delivery, infrastructure, and donations for office support, community events, program and office supplies. Funders have supported the development of both new programming and the assessment of community needs to ensure accountability to local residents and stakeholders who support these initiatives. They also continue to provide critical infrastructure including office space, equipment, office supplies, administration, etc.

Decisions to pursue funding sources are made based on the following: 1) needs identified in communities by residents, demographics, literature, agencies and the University; 2) overall strategic planning and CUP mission; 3) alignment with CUP and funder objectives; 4) availability of funds; and 5) availability of University and/or community resources to write and manage the grants. Grants have been held by several different entities, depending on the funder, the objectives of the funder and CUP, and the availability of resources to manage and administer the grants. For example, research grants are usually sponsored and administered by the University. Program grants are usually held by community organizations and partners; these grants are either administered as an in-kind contribution or we seek out a community partner so that they receive any administration dollars allowed by the funder. There is a large network of University and community partners willing to share ownership of this aspect of CUP.

The Advisory Committee is primarily responsible for allocating funding, with input from residents and students. These decisions are based on: 1) identification of resources required to support a program/service; 2) identification of need or emerging need; 3) need to ensure adequate/effective supervision of students; and 4) need to support infrastructure.

6. What community-campus partnership strategies does your partnership pursue and how does these help to achieve your mission and goals?

The past 5 years of ongoing community partnerships and careful reporting of processes and lessons learned has now culminated in a conceptual model which aligns everyday community-campus partnership strategies with CUP's mission and goals and university civic engagement within broader theoretical community practice foundations. There is increasing interest among comparable communities to replicate this model and we hope to allocate resources of time and expertise to do so. More specifically, the Community-University Partnership for Community Development, Research and Training has four fundamental components which integrate all the necessary aspects toward effective project outcomes: 1) university civic engagement; 2) community/resource engagement; 3) field education/experiential learning; and, 4) student/tenant partnerships and leadership development.

University Civic Engagement: Within the first year, we completed a literature review on community-university partnerships in which it was proposed that universities create campuses as caring communities for learning and that students become integral parts of reaching out to serve others. We expanded the notion of service by engaging other facets of the University beyond social work. The original goal of CUP was to create an interdisciplinary student site which we pursued based on our conviction that every faculty and school at the University had the capacity and responsibility to mentor and teach from a civic engagement perspective. The literature supports the underlying goal of CUP to strengthen both the university's and community's capacity to bring about positive, self-directed development in their surrounding neighbourhoods; CUP has taken this further by locating University resources in neighbourhoods outside of the immediate University campus neighbourhoods.

Community/Resource Engagement: We engaged the resources and expertise through ongoing partnerships, shared visions, and mutually defined goals. We built partnerships with many people and sectors in the community, engaging partners with money, skills and knowledge leading to change and transformation through community-resource engagement. Partnerships expand in response to community feedback and need; the environment is one of discovering new resources and new capacities within and outside the neighbourhoods. Acknowledging the expertise that exists in neighbourhoods which are not traditionally valued built respect among all parties and was aligned with best practices in community development to build "from the ground up". When CUP began, we did not anticipate tapping into something so powerful – the capacity and assets which exist in all communities in the form of people, informal and formal networks, institutions and associations toward transformation.

Field Education/Experiential Learning: Students who are exposed to real-life situations have the opportunity to encounter a multitude of situations that students normally do not encounter in structured classroom environments. In professional programs, students are required to complete practice hours as one aspect of their degree requirements. Regardless of their degree and whether the internships are mandatory or voluntary, the focus is on working to assist students to apply what they are learning in the classroom to the field. Students gain a wide variety of experiences with the goals of developing a set of skills, body of knowledge and value system that will be applicable in their professional and personal lives. CUP strives to graduate citizens who feel strongly connected to their community as a result of their experiences in the neighbourhoods. It is hoped that students who are involved with CUP will be "civically engaged" citizens now and in their future careers, capable of caring for their communities while understanding specific practice strategies based on solid theoretical foundations in community work known to be effective.

Undergraduate and graduate students from various faculties/schools are required to complete field practice hours over the course of their programs of study. Depending on their degree the requirements range from 450 hours per academic year to 200 hours. They are on-site in these communities four days per week, working with residents and involved in various aspects of planning and implementing programs, providing services, and assisting with community mobilization which undergo formal and informal educational evaluation. Students follow a specified curriculum, leading to the required development of practice competencies. Their learning takes place within the context of community service and our students are recognized as resources to the community. This initiative leads to building the relationship between the university and community and leads to building trust – a very important outcome. Existing students have an opportunity to develop service plans for incoming students which leads to sustainability and helps to continue momentum on projects and initiatives.

Student/Tenant Partnership; Training-Mutual Support: It is from these partnerships that the community development/revitalization activities emerge. In partnership with residents and students, CUP offers drop-in centres, individual/family support and advocacy, neighbourhood events, reading and homework clubs, social and recreational activities, crime prevention initiatives, legal, health and social work clinics, resident committees, food cooperatives, literacy programs, community gardens, and a children's library. Residents manage the drop-in centres, provide support to one another and take an active role in creating a safe, supportive and healthy environment.

7. How does your partnership assess and reflect on progress toward your mission and goals?

There are ongoing structured and unstructured (or formal and informal) evaluation processes created and implemented by CUP which provide an opportunity to assess our progress. These strategies are critically important when viewed in the context of the overall goals to revitalize communities and teach students through experiential learning. For example,

- CUP undertook a formal evaluation in the first year. The evaluation was conducted by Dr. Judith Dunlop, Professor, School of Social Work.
- Each community has a formal or informal tenant committee; these committees meet regularly and are attended by staff and/or students. During these meetings, residents, staff and students review progress on planning and execution of neighbourhood initiatives.
- Staff, tenants and students track the implementation of the recommendations of the Crime Prevention Through Environmental Design Audits – forming the basis for discussions about safety and security in each community.
- Students and staff are members of the resident committees during which tenants provide needed feedback which is documented in meeting minutes and recommendations are implemented.
- All students conference regarding each goal to reflect on the current status, goal achievement and its continued relevance to the overall mission through a process of critical analysis; included in this reflection is the opportunity to evaluate personal learning achievements, professional growth and development as an essential component of the CUP placement experience.
- CUP received federal health funding from the Canadian Institute of Health to synthesize the weekly student chronologies into one document which provided information for future strategic planning.
- Graduate students are assigned to implement recommendations of research grants that affirm CUP's mission and goals. This research informs planning and the implementation of the recommendations is monitored bi-weekly.
- The Advisory Committee met monthly in the first 3 years, then bi-monthly and now meet quarterly. Increasingly, resident committees with the support of staff and students take the lead in each neighbourhood.
- Recent funding has allocated a course release for a faculty member from Social Work to conduct an evaluation in 2011/12. It will examine the impact of this model on the neighbourhoods, individual residents, students, University and community partners from 2005-2011.

8. What outcomes or results have been achieved by your partnership and what evidence can you provide to support these?

The mission of CUP is to create a community-university partnership focused on building community and neighbourhood resilience, revitalizing low-income neighbourhoods, and creating a supportive and healthy environment for community residents. The outcomes have thus been organized to reflect on the four objectives of CUP: 1) University civic engagement; 2) Community/resource engagement; 3) Field education/experiential learning; 4) Student/tenant partnerships/leadership toward improved and sustained community health.

University civic engagement: CUP began and continues in the School of Social Work, and involvement of additional departments has helped move CUP toward meeting the original goal to build an interdisciplinary team of students from the University. CUP is now located in six social housing neighbourhoods and has recently expanded to include the revitalization of a commercial corridor in a residential neighbourhood which has experienced significant economic decline in the past ten years. We have expanded CUP in this neighbourhood to include the School of Business and the Department of Geography. We have secured space in most neighbourhoods at no cost. Faculty and professional staff have completed eight research studies on behalf of CUP. The University has administered most of these grants as an in-kind contribution. The Coordinator of Field Education Programs has chaired the Advisory Committee for the past five years and has reassigned one Field Learning Specialist to supervise students and assume oversight of day-to-day operations.

Engaged community partners: We have tenant involvement on various levels in all neighbourhoods. For example, in Glengarry Court we have a Neighbourhood Strengthening Committee as well as several subcommittees focused on specific issues or events. Other neighbourhoods/communities have subcommittee structures, social and recreational committees, and drop-in centres, to name a few. The members of the Advisory Committee have been involved with CUP since its inception. These partners bring a host of in-kind and financial resources to facilitate the achievement of the goals and objectives, including advice regarding the ongoing planning, implementation and evaluation of the project, links to local and provincial resources, participation in project activities, time and expertise, research, infrastructure, student supervision, office and meeting space, community planning and development, and links to community and funding resources.

CUP has also engaged a large network of community and neighbourhood groups and individuals and funders. Community engagement strategies are rooted in the concept of true collaboration in which all partners give their resources freely and are recognized as having expertise that is critical to meeting our goals and objectives. This involves telephone calls, in-person meetings, and e-mails. The endorsement of the University of Windsor for this direction and the open-mindedness of the Housing Corporation and the City of Windsor were critical to CUP's initial and continued success. While this is a labour-intensive and time-consuming process, it has been an effective strategy in keeping people engaged with CUP. This has been particularly evident in the strong relationship with the Housing Corporation and the City of Windsor. Building respect among residents, identifying community champions and building on their experience as well as ensuring that people with needed skill-sets were coordinating and managing the initiative were keys to organizing in the first year and continue to this day.

Field education/experiential learning: CUP began with three undergraduate students in 2005 and now averages forty undergraduate and graduate students per semester from Social Work, Music, Law, Human Kinetics and Nursing who have completed internships in CUP and have been trained in this model of a community-university partnership. The interdisciplinary nature of the student field education and experiential learning process further establishes mutual learning based on understanding the social determinants of health affecting the communities and the CUP's social justice principles. Undergraduate and graduate students from various faculties/schools are required to complete field practice hours over the course of their programs of study. They are on-site in these communities, working with residents and involved in various aspects of planning and implementing programs, providing services, and assisting with community mobilization. We have an inter-disciplinary team of students, under the supervision of professional staff, who have been instrumental in facilitating community-based committees comprised of volunteers from the neighbourhood and from various sectors in the community. Students who are exposed to first-hand experiences have the opportunity to encounter a multitude of situations that students normally do not encounter in structured classroom environments. We have increased the number of students and faculties involved with CUP based on the needs identified in the communities and the University. For example, when health needs were identified in neighbourhoods and the University required community nursing placements, we began to offer clinical placements to nursing students. This is an example of the reciprocity which has taken place between the community and the University.

Student/tenant partnership toward improved and sustained community health: CUP has created and continues to sustain, with the assistance of residents and partners, the development of much-needed health and support services with specific health objectives and outcomes. These include initiatives that increase social inclusion, improve individual and neighbourhood health and quality of life and reduce crime, such as women's support groups, a homework club, a reading club, literacy programs, craft clubs, music classes, community social events, counselling, law clinics for advocacy, assistance completing forms, public legal education, health fairs which bring community health services into neighbourhoods, health intervention and prevention such as smoking cessation program, diabetes and blood pressure clinics, women's health, bedbug education and nutrition, physical fitness programs, drop in centres, information and referral, computer club, individual and family support and advocacy, social and recreational groups, movie nights, crime prevention strategies, graffiti patrols and neighbourhood clean-sweeps, food cooperatives, community kitchen, clothing banks, safety clinics such as personal safety and fire safety,

community gardens, resident committees, newsletters, art therapy, violence against women strategies and a children's library. Students do track the number of residents who access CUP services and have created a system to track blood pressure, smoking cessation and follow-up services. Two years ago, we revised the expectations for graduate social work students to include taking leadership to implement the recommendations of research grants and mentor undergraduate students who are placed in CUP. Partnership staff co-chaired the first resident committee; however, committees are now chaired and led by residents. Residents also coordinate and manage the drop-in centre in Glengarry Court and coffee hours in other neighbourhoods.

Each community has undergone a Crime Prevention Through Environmental Design Audit which has led to new lighting in two neighbourhoods, new security measures in three neighbourhoods, increased police presence in two communities, new landscaping and other physical changes to increase sight lines, anti-graffiti patrols, and a more collaborative relationship with Windsor Police Services. Residents actively lead or participate in community-building events and crime prevention initiatives and make presentations about CUP to community and university groups and the media.

9. What are the ways in which your partnership builds on each partner's strengths and balances power among partners?

The issue of power is one that is discussed openly and frequently amongst the partners. This is particularly relevant in the relationship between the University and the communities in which the University is located. The emphasis on a capacity building approach leads to an understanding by all parties that the communities have expertise and assets and the "job" is to build on those strengths. Building a strong alliance with the Housing Corporation and their staff helped to leverage resources which in turn confirmed for the partners, including the residents, that the Corporation supported CUP. Further, we have developed a culture of sharing resources in any form – skills, knowledge, networks. In this regard, we have an underlying assumption that everyone has something to contribute to move CUP forward. We are as reliant on the resources of large formal institutions as we are on the expertise and skills of residents. In other words, we have emphasized that one cannot exist without the other. In our orientation sessions with students, the issue of power is explicitly discussed with the hope that students will bring this knowledge to their interaction with residents and other partners. We have managed to negotiate these issues because we have spent a significant amount of time building our relationships with individuals and communities. Given that the School of Social Work was the original University partner, CUP has been built on the values and principles of social work, further supporting the School's social justice mission. The values of respect, self-determination and the pursuit of justice and empowerment are the foundation of all interactions.

10. To what do you attribute your success as a partnership?

Establishing relationships, finding resources, and valuing the integration of community service models with service learning, teaching and research have been pivotal to the success of the community-university partnership project. Over the past five years, we have had to address a number of issues. For example, once community-university partnerships start, how do we sustain them? We know there will always be a pool of students to draw from, but students require resources. We know that tenants can take ownership of their neighbourhoods and futures, but once again, in order to maintain momentum and progress we require resources. We have spent a great deal of time negotiating with resource providers, building relationships across a broad sector of the community, uncovering and discovering resources, leveraging in-kind contributions from many different sectors and living "on a shoestring". How do we respectfully enter neighbourhoods and communities to conduct research? Research is an important aspect of faculty involvement and a way to highlight social issues and recommend solutions. We have spent a great deal of time educating the University about the community, its values and processes and ensuring that the community is aware of and concurs with the need for the research. We have also used research grants as a way to infuse resources into communities. How do we ensure that curriculum requirements are met for students? It is critical to view students as learners and not volunteers or unpaid staff. In this regard, their curriculum is considered in all aspects of their involvement. Students have learning agreements, evaluations and must meet certain professional and accreditation standards and

competencies. CUP is designed to ensure that students are involved in activities that lead to successful achievement of their learning goals. We are cognizant of the power imbalances between communities and universities; many residents have a distrust of large institutions and bureaucracies. Internships allow the University to partner with the community to develop trusting relationships with communities and neighborhoods. We also do not compete with community agencies for scarce resources, but rather collaborate and/or help agencies with their own funding raising endeavours.

11. What lessons have you learned about community-campus partnerships that you believe are important to share with others?

The lessons are daily and have culminated in many forms over the past five years. They have required the commitment of all stakeholders to create effective working partnerships, critical evaluation of processes and outcomes, sustained energy, capacity for multi-level rational and creative strategies and a real desire for lasting social, economic, and political transformation. More specifically the lessons are:

Need time: Building and sustaining these partnerships take time - to build relationships which become the vehicle for change, to build trust, assess the impact, analyze power differentials and work to address them, to build consensus toward a common goal and to remove barriers for those who find it hard to engage and participate in the processes.

Leverage: Most post-secondary institutions will be committed to a relationship with their community and this can become a point of leverage. Through the process of civic engagement, universities can participate in community development and organizing strategies toward community transformation and really have an impact on some of the most significant issues facing communities. CUP is about an engaged university – one that is helping to address problems, prepare students to be involved in their communities and to be part of community building – moving resources out and into communities and neighbourhoods.

Creating a win-win: CUP has harnessed some of the best resources that the university has to offer: expertise of faculty, professional staff, and students and in our case, their requirement to complete practice hours as part of their degree requirements; the shared emphasis on the value of teaching, service to community and research; and an administrative infrastructure to support our work. The University reaps the benefits of working in the community and the community reaps the benefits of having access to University resources. Tenants have more positive working relationships with the community as well and enjoy an improved quality of life in a healthier neighbourhood in part due to the delivery of direct services.

Understanding the Ivory Tower: Recognizing that universities are by their nature large and often conservative bureaucracies, it was incumbent on those people within the University to negotiate the bureaucracy on behalf of the community and frame CUP within what the University values: curriculum development, research, publications and, service. This helped us to leverage resources along the way.

You can't roll up your sleeves and wring your hands at the same time: There are some inherent anxieties for a University in supporting this kind of initiative. Although university civic engagement is not a new concept, it was a new initiative for our institution. There must be at least one person within the University who constantly “checks in” with Administration to ensure they will continue to support the initiative. There is a level of advocacy and education involved and the message must be that the institution cannot waver in their support of the community. In this regard it is critical to have someone “on the inside” who can take the pulse of the University and respond accordingly.

Flexibility and Availability: All partners have been very flexible, “stretching a mandate”; reconfiguring a work schedule on occasion; allowing time from normal work day to support CUP, permitting flexibility in roles and job descriptions, for example.

Risk-taking: There had to be agreement by the University and the Housing Corporation to take a risk and allow for challenges and even failure.

Stay the course: In the face of naysayers or doubters - both internal and external - it was important to stay on course. We accepted that the introduction of new initiatives and strategies can be met with scepticism and worked to alleviate distrust and negativity. We acknowledged this, but did not waver in our commitment to continue building CUP.

Organizational culture change: Everyone involved in CUP had to be willing to change their thinking, their way of delivering services, and their roles. At times this required agitating the system or advocating for a new way of thinking. Although this was a difficult journey at times, it proved to be beneficial and sustaining to the CUP project and its partners. The most significant organizational change occurred within the Housing Corporation where traditionally they had acted and been viewed as landlords. The presence of CUP supported their Community Relations Workers and built on their capacity to act as advocates for tenants and for change.

Champions: Every issue needs a few - those who will step up to the plate, carry the load, champion the cause and remain committed during challenging times.

12. Partnerships can lead and inspire transformation at societal, institutional, organizational and personal levels. How does your partnership exemplify transformation?

Over the past seven years, the School of Social Work has embraced university civic engagement as a central tenet of its mission and vision. The commitment by the School to the City of Windsor and Essex County is perhaps best exemplified by the establishment of a significant partnership between the University and the community in some of the most challenging neighbourhoods and resource challenged agencies serving the inner-city. These endeavours have provided students and faculty with unique opportunities to apply what they learn and teach in a real world classroom.

CUP is a prime example of what can happen. We see transformation as a multi-dimensional and evolving concept when implemented within our community-university partnership. At core, it involves a rigorous process of critical-reflection-action, an examination of previously ascribed, fixed, and cultural assumptions in order to activate and open up new possibilities for change (Friere, 1970, Mezirow, 1978). Repositioning the ‘university’ within the ‘community’ was a critical first step in breaking down long standing divisions and barriers between the most marginalized members of society and their views and relationship to institutions they have felt excluded from, neglected by or felt were too elite to care.

CUP has thus formed quality relationships where none existed. These relationships are fluid; changing in time and space to adapt to globalized demands while firmly planted in commitment, core social justice principles and deep respect for human dignity. CUP has allowed a narrowly defined and externally stigmatized geographic community to see itself with value, with contribution, with voice, advocacy and the capacity for both self and community engagement and integration. CUP has provided services for individuals with deteriorating health in a number of areas in alignment with a learning model advancing our understanding of the social determinants of health and the political barriers which reproduce inequities. Furthermore, students, faculty, and service provider stakeholders, municipal officials, non-profit organizations, and businesses have been brought together to work with the residents living in public housing. The resulting partnership has been dramatic transformation of a number of neighbourhoods in terms of resident safety, social connection and inclusion, community resilience (Doron, 2005; McWey et al, 2006) and overall quality of life. Through ongoing federal and provincial financial support and the labour of many, the physical appearance of the buildings and grounds of the public housing projects have been noticeably improved. We are excited for the future of the CUP and all its continued possibilities.

Appendices I-IV follow:

- I) Selected Program, Research and Infrastructure Grants and with our Community Partners
- II) Selected Presentations
- III) Partnership Support Letters
- IV) Selected References

SECTION 4: SUPPORTING DOCUMENTATION

APPENDIX I: SELECTED PROGRAM, RESEARCH AND INFRASTRUCTURE GRANTS AND WITH OUR COMMUNITY PARTNERS

- “Promoting Access to Oral Health Care: A proposal to design and implement oral health care programs in low-income neighbourhoods”, 2010-2011, Canadian Institute of Health Research, Principal Investigator, \$5,000
- “Promoting Access to Technology for Neighbourhood Residents”, 2009-2010, Canada Mortgage and Housing Corporation, Donation In-Kind
- “Understanding Student Civic Engagement”, 2010-2011, Centre for Teaching and Learning, University of Windsor, \$2,500
- Community-University Partnership for Community Development, Research and Training: Operating Grant, 2008-2012, Developing Opportunities for Ontario Renters, \$300,000
- “Promoting Access to Nutrition”, 2008-2010, Greater Windsor Community Foundation, \$10,000
- “Supporting Programs for Low-Income Tenants”, 2006-2010, Federal and Provincial Summer Career Development Grants, \$20,000
- “The Health and Learning Program: A report on the pilot”, 2009-2010, Canadian Institute of Health Research, \$4,500
- “The Role of Community-University Partnerships in Promoting Health in Low-Income Neighbourhoods”, 2008-2009, Canadian Institute of Health Research, \$5,000
- “Movement for Wellness”, 2007-2008, Communities in Action Fund, \$18,000
- “CUP Infrastructure Development”, 2007-2008, Ministry of Community and Social Services, \$20,000
- “Responding to Victims of Domestic Violence in Grandview”, 2007-2008, Green Shield, \$30,000
- “Promoting Active Lifestyles Among Older Adults”, 2007-2009, Communities in Action Fund, \$33,000
- “Violence Against Women Living in the Grandview Social Housing Neighbourhood”, 2007-2008, Health Research Centre, University of Windsor, \$5,900
- “Understanding the Physical Health Needs of Tenants with a Serious Mental Illness: A study of the physical health of tenants of a social housing complex in Windsor-Essex County”, 2007-2008, Canadian Institute of Health Research, \$5,000
- “Capital Renovation Grant for 495 Glengarry”, 2007-2008, The Ontario Trillium Foundation, Co-Author, \$14,901
- “Responding to Hate Crimes: A community-university partnership in Windsor-Essex”, 2006 - 2008, Ministry of the Attorney General, Ontario Victim Services Secretariat, \$135,000
- “Neighbourhood Revitalization and Development: A community-university partnership in Windsor and Essex County”, 2006-2009, The Ontario Trillium Foundation, Author, \$155,700
- “Program Evaluation of Glengarry Court – Phase 1”, School of Social Work, 2005-2006
- “Community Building in Glengarry Court: A Crime Prevention Strategy in Public Housing in Windsor, Ontario”, 2004-2005, National Crime Prevention Strategy, Community Mobilization Program, \$50,000.00

APPENDIX II: SELECTED PRESENTATIONS

Provincial

Medcalf, M. Community-University Partnerships, Brantford and Brant County National Housing Day Forum, November 2010.

Medcalf, M. Community-University Partnerships – Housing, Human Services and Neighbourhood Revitalization, Ontario Municipal Social Services Association, June 2010.

Medcalf, M. & Park, W. The Critical Role of Students in Building University-Community Partnerships, Canadian Associations of Social Workers, November, 2008.

Medcalf, M., Pocock, M. & Steele, J. University-Community Partnership for Community Development, Training and Research, Canada Mortgage and Housing Corporation Conference, November 2007.

Taggart, C. & **Medcalf, M.** Diogenes Syndrome: An Exploratory Study to Understand the Nature and Extent of Diogenes Syndrome in Windsor and Essex County, Simcoe County Elder Abuse Conference, October 2007.

Taggart, C. & **Medcalf, M.** Diogenes Syndrome: An Exploratory Study to Understand the Nature and Extent of Diogenes Syndrome in Windsor and Essex County, Kitchener-Waterloo Elder Abuse Conference, October 2007.

Medcalf, M., Pocock, M. & Steele, J. Building Strong Foundations for Healthy Communities, Ontario Municipal Social Services Association, September 2006.

Local

Medcalf, M. “Building Capacity in Ford City”, East Windsor Community Citizens Organization (Drouillard Place) Annual General Meeting, June 2009.

Medcalf, M. & Park, W. Responding to Hate Crimes: A Community-University Partnership to Assist Victims of Hate Crimes in Windsor-Essex County, December 2008.

Medcalf, M. & Steele, J., Community Housing: A Multi-Disciplinary Community Collaboration, Ontario Municipal Social Services Association, November 2008.

Medcalf, M. The Critical Role of Students in Developing Community-University Partnerships for Urban Renewal, Canadian Association of Social Workers, November 2008.

Taggart, C. & **Medcalf, M.** Diogenes Syndrome: An Exploratory Study to Understand the Nature and Extent of Diogenes Syndrome in Windsor and Essex County, Windsor-Essex County Elder Abuse Conference, June 2008.

Medcalf, M. Governor General’s Leadership Conference, The Corporation of the City of Windsor, June 2008.

Medcalf, M. Hate Crimes Training Workshop, September 2007.



January 31, 2011

Subject: Community – Campus Partnerships for Health (CCPH) Award Nomination

To Whom It May Concern:

I am writing in support of the nomination of the Community University Partnership (CUP) program for the Community – Campus Partnerships for Health (CCPH) Award. In my capacity as Director of the School of Social Work, I have had the opportunity to work closely with this important program, which connects the expertise and resources of the university and its people with the knowledge and needs of our community partners and citizenry.

The CUP is founded on community-strengthening perspective that recognizes the important part that universities can and should play in social betterment. At the same time, it is understand that the expertise, which exists within the community, is central to the success and transformation. Thus, CUP's success in making a difference lies in the ability of everyone concerned to work together as a team in terms of making communities safer, citizens healthier, and life more rewarding. Indeed, the approach taken by those involved with the CUP have focused their partnership activities on some off the most at-risk and marginalized individuals and neighborhoods in the City of Windsor. Everyone involved in the CUP are collaborators in bringing about social justice and have pooled their collective talents and resources to make "things" happen. Crime is down and civic pride is up. Professionals who deliver services and people who consume services work together as partners in a way that has never happened and this is attributable to the CUP. Indeed, I would suggest that the slogan of the disability rights movement, "nothing about us without us" is embodied in what has and is happening in the CUP.

In closing, the CUP would be a deserving recipient of the Community – Campus Partnerships for Health (CCPH) Award. I support their nomination without reservation and I am available to discuss further my support of the CUP at your convenience.

Regards,

A handwritten signature in black ink, appearing to read 'G. Brent Angell'.

G. Brent Angell, PhD, RSW
Professor and Director



THE CORPORATION OF THE CITY OF WINDSOR

HOUSING AND CHILDREN'S SERVICES

Debbie Cercone
EXECUTIVE DIRECTOR

dcercone@city.windsor.on.ca
E-MAIL ADDRESS

(519) 255-5200 ext. 6239
TELEPHONE NUMBER

January 31, 2011

TO: Whom this may Concern

**RE: Support for Nomination for Campus Community Partnerships for Health Award
Community-University Partnership for Community Development Research and Training**

We are pleased to confirm our full support of the nomination of the Community-University Partnership (CUP) for the Campus Community Partnerships for Health Award.

In our dual role as the Service Manager for social housing programs in the Windsor/Essex service area and as sole shareholder of Windsor Essex Community Housing Corporation, we are proud to be associated with CUP and their many initiatives.

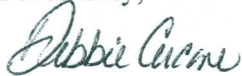
There are many challenges faced by individuals with low income residing in neighbourhoods with complex and difficult dynamics. These challenges are difficult to identify and measure which frustrates efforts to develop strategies to intervene, identify and address causes of health challenges and social and economic inequalities, educate and increase awareness for those in our community that need help and can and will succeed when such assistance is provided.

We applaud the University for its foresight and courage for developing, implementing and maintaining their work in the community through CUP. The University is to be commended for establishing a full range of successful partnerships in the community and providing the resources at its' disposal to become an integral part of neighbourhoods for the last five years. The exchange of information from the respective backgrounds, knowledge and skills between the University of Windsor and the community partners remains one of central components in achieving success in developing strategies and providing unique opportunity for students at the University to enhance their learning experience.

CUP has succeeded in focusing on achieving positive and meaningful outcomes to help others in the community overcome these challenges. As an institution for higher education, the University of Windsor has successfully harnessed and converted the potential inherent in the organization to provide vision, leadership and results in partnering in the community to build capacity in neighbourhoods and throughout community overall to develop and implement a social justice strategy.

We support the nomination of the University of Windsor for the Campus Community Partnerships for Health Award without hesitation. Thank-you for your continued efforts,

Yours truly,



Debbie Cercone

Executive Director of Housing and Children Services

WINDSOR ESSEX
CHC
COMMUNITY HOUSING CORPORATION

February 1, 2011

To Whom It May Concern:

Re: Campus Community Partnership for Health Nomination
Community-University Partnership for Community Development Research and Training.

I write this letter to strongly endorse the nomination of the Community-University Partnership for Community Development, Research and Training (CUP) for the Campus Community Partnerships for Health award.

The Community Housing Corporation (CHC) provides homes to over 12,000 seniors, parents, children, singles and persons with special needs. Some of these individuals are the poorest, most vulnerable and the "hardest to serve" in the Windsor Essex county area.

Since 2004, the efforts of CUP have proven to be extremely beneficial to both the communities in which the Partnership works and to the individuals who live in those neighbourhoods. The efforts at building capacity at the community level, and providing advocacy for individuals who cannot advocate for themselves and providing educational opportunities for the residents have been challenging and successful as witnessed by the increased opportunities for positive and healthy social interaction, self-advocacy, and the provision of information to the individuals most in need.

The collaborative, inclusive nature of CUP has ensured a multi-faceted approach to health enhancement. This includes physical health, mental health and the "social health" of the communities in which CUP works.

Again, as a partner in the Community University Partnership CUP, CHC endorses the nomination.

Sincerely,

WINDSOR ESSEX COMMUNITY HOUSING CORPORATION



James Steele
Chief Executive Officer



31 January 2011

**Re: COMMUNITY – CAMPUS PARTNERSHIPS for
HEALTH (CCPH) Award Nomination**

To Whom it May Concern:

On behalf of the Windsor Police Service, I wish to express our complete support for the nomination of the **COMMUNITY UNIVERSITY PARTNERSHIP (C.U.P.)** for the above noted award. The Windsor Police Service has partnered with the University of Windsor many, many times in the past for a wide variety of initiatives that have been for the greater benefit of our community. Our current relationship via the C.U.P. is yet a further, strong example of this.

The C.U.P. has acquired its impactful strength through its multi-partnered configuration with the University playing a strong facilitation role. The partnership is a true example of synergy whereby the outcomes realized far exceed the sum of the individual partners' efforts. Effectiveness has been measured through surveys of stakeholders before vs. after of the various partnered projects. Results have very clearly revealed the value provided.

The C.U.P. is unique here in Windsor because it embodies a mutually respectful, collaborative effort toward achieving a high level of social justice within the various neighbourhoods it exists. While each partner brings very specific strengths to the partnership, it is the creative combination of strengths that makes for positive, meaningful change. Accountability is ensured by each partner having an equal voice in decision making through ongoing committee meetings.

The Windsor Police Service enjoys a very positive ongoing relationship within the C.U.P. framework and we are pleased to support the award nomination as such.

If you wish to contact me directly about anything involving our role in this initiative, please do not hesitate to call me directly at (519) 255-6700, x4471.

Respectfully,

BARRY HORROBIN, B.A., M.A., C.L.E.P., CMM-III
Director of Planning & Physical Resources
WINDSOR POLICE SERVICE



January 31, 2011

RE: Community-Campus Partnerships for Health (CCPH) Award Nomination
Community-University Partnership for Community Development Research and Training.

I am writing to support the nomination of the Community-University Partnership (CUP) for the Campus Community Partnerships for Health Award.

For the past five years, I have had the privilege of participating on the CUP Advisory Committee along with a host of community partners. The innovative approach, led by the University of Windsor, to affect change in the social fabric of Windsor social housing communities has been a resounding success. The CUP partners envisioned an alliance between the University of Windsor and the community to increase resources available to address the multi-level complex health and psychosocial needs in one social housing neighbourhood. Over the course of five years and under the leadership of the University of Windsor this alliance has been replicated in five social housing neighbourhoods in Windsor.

The partnership contributes to a number of significant outcomes and addresses complex problems that can only be resolved effectively with a collaborative approach. The CUP tackled complex health, economic and social justice inequities and supported the development of community-based strategies and solutions.

Through an interdisciplinary approach, the students have been exposed to learning opportunity that has expanded to incorporate other university students and faculty from other disciplines and professions including Music, Education, Human Kinetics, Nursing, and Law. The School of Social Work has a track-record of excellence in interdisciplinary and inter-organization collaboration and has proven so in this initiative.

Over the course of the past five years Canada Mortgage and Housing Corporation has called upon the University of Windsor, CU partners and residents to share this innovative model. Promoting awareness about the benefits of community-university partnerships and the dramatic transformation that can take place in neighbourhoods and the overall quality of life has inspired many.

It is a privilege for me to recommend the Community–University Partnership for the Community-Campus Partnerships for Health Award. I can be reached at 1-877-435-7988.

Respectfully,

Judith Binder
District Manager, Southwestern Ontario
Canada Mortgage and Housing Corporation



Drouillard Place

Drouillard Site
1102 Drouillard Rd.
Windsor, ON N8Y 2R1
(519) 253-1073 • Fax (519) 253-6163
Email: info@drouillardplace.ca

Grandview Site
3021 Grandview
Windsor, ON N8T 2L8
(519) 944-9091
Email: grandview@drouillardplace.ca

January 31, 2011

TO: Community-Campus Partnerships for Health Award
From: Drouillard Place

RE: Community-University Partnership for Community Development, Research and Training

I, through our Drouillard Place agency, have been privileged to be one of the founding members of the CUP endeavour. I believe the greatest outcome of the CUP has been its ability to bring the university to each of the neighbourhoods it is involved with and in. To have access to both students and faculty from Social Work, Nursing, Music, Business, Legal and Human Kinetics has and continues to allow neighbourhoods to offer to their residents and business people resources that would otherwise not be within their grasp. These students have been able to put a human face on the university and thus broken through the barriers of a "US" and "THEM" mentality. Residents in all the neighbourhoods have been given a sense of empowerment and the capacity to discover they can work together to solve complex social, health and economic inequalities for both themselves and other residents. Health Fairs, Drop In centre's, Help with Homework, Police, and Landlord meetings have all been accomplished through the CUP partnership.

Through the work of CUP, the Glengarry Neighbourhood has seen a significant drop in crime rates which can in part be attributed to the work done with the police and the housing corporation that led to better lighting being installed all around the neighbourhood plus an increase in foot patrol by the police department and the housing manager hiring a security company for night patrols. This was all accomplished utilizing a partnership model rather than a confrontational one. Residents in various neighbourhoods have worked with police to reduce the proliferation of drugs and prostitution within their buildings. These significant outcomes have been accomplished because of the resources and strength of CUP in gathering and working with its many partners especially the police and the housing corporation.

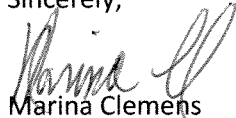
In order to achieve its goals, CUP has engaged many partners, residents and businesses through a variety of venues, meetings and brainstorming sessions that has led CUP to redirect resources where said partners felt that they were most needed. CUP has encouraged residents to actively become involved in the Poverty Reduction Strategy; Affordable Housing Committees; Neighbourhood Strengthening committees and Healthy Living workshops.

In closing, I would offer the following scenario that happened last Friday after our Ford City Redevelopment committee meeting. I was walking back to my office from the meeting and saw two of our residents engaged in a conversation with a faculty member from the school of social work. My heart

skipped a beat as this kind of dialogue would not have occurred without the presence of the CUP partnership within our Drouillard road neighborhood.

So, I wholeheartedly endorse and support the Community-University Partnership for Community Development Research and Training and sincerely hope they receive the award from the Community-Campus Partnerships for Health. Given adequate resources, CUP can easily be replicated in other communities. CUP is viewed as part of the solution in reducing poverty in all the low income neighbourhoods where they are engaged.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marina Clemens', with a stylized flourish at the end.

Marina Clemens
Executive Director

APPENDIX IV: SELECTED REFERENCES

- Amey, M. J. & Brown, D. F. (2005). Interdisciplinary collaboration and academic work: A case study of the university-community partnership. *New Directions for Teaching and Learning*, 102, 23-35.
- Anyon, Y. & Fernandez, M. A. (2007). Realizing the potential of community-university partnerships. *Change*, 39, 40-48.
- Berge, J. M., Mendenhall, T. J., & Doherty, W. J. (2009). Using community-based participatory research (CBPR) to target health disparities in families. *Family Relations*, 58 (October), 475-488.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. NJ: The Carnegie Foundation for the Advancement of Teaching.
- Butterfield, A. K. J. & Soska, T. M. (2004). University-community partnerships: An introduction. *Journal of Community Practice*, 12, 1-11.
- Buys, N. & Bursnall, S. (2007). Establishing university-community partnerships: Processes and benefits. *Journal of Higher Education Policy and Management*, 29, 73-86.
- Cherry, D. J. & Shefner, J. (2004). Addressing barriers to university-community collaboration: Organizing by experts or organizing the experts? *Journal of Community Practice*, 12, 219-233.
- Dewar, M. E. & Isaac, C.B. (1998). Learning from difference: The potentially transforming experience of community-university collaboration. *Journal of Planning Education and Research*, 17, 334-347.
- Doron, E. (2005). Working with Lebanese refugees in a community resilience model. *Community Development Journal* 40(2), 182-191 can provide conceptual support for Partnership activities.
- Friere, P. (1970). Cultural action and conscientization. *Harvard Educational Review*, 40(3), 452-477.
- Gaffikin, F. & Morrissey, M. A new synergy for universities: Redefining academy as an engaged institution.' *Education, Citizenship and Social Justice*, 3, 97-116.
- Hardcastle, D. A., Power, P.R., & Wenocur, S. (2004). *Community practice: Theories and skills for social workers*. New York: Oxford Press.
- Kretzmann, J. P. & McKnight, J. L. (1993). *Building communities from the inside out: a path toward finding and mobilizing a community's assets*. ILL: Centre for Urban Affairs and Policy Research.
- Mayfield, L. (2001). Town and gown in America: Some historical and institutional issues of the engaged university. *Education for Health*, 14, 231-240.
- Mezirow, J. (1978). Perspective transformation. *Adult Education Quarterly*, 28(2), 100-110.
- McWey, L.M., Henderson, T.L., & Piercy, F. P. (2006). Cooperative learning through collaborative faculty-student research teams. *Family Relations* 55, 252-262.
- Shore, V. (2007, August). UVic launches Canada's first university-wide community based research office. The Ring. Retrieved July 1, 2008, from <http://ring.uvic.ca/07jul05/ocbr.html>
- Soska, T. M., Johnson Butterfield, A. K., (Ed.) *University-community partnerships: Universities in civic engagement*. New York: The Haworth Press, Inc.
- Tippins, P., Bell, M. & Lerner, S. (1998). Building relationships between university and community. In M.S. Knapp (ed.), *Paths to Partnership: University and Community as Learners in Interprofessional Education* (pp. 165-192). Boulder: Rowman and Littlefield.
- Torjman, S. (2007). *Shared space: The communities' agenda*. Ottawa: The Caledon Institute of Social Policy
- Vaillancourt, Y. (2005, October). *Democratizing knowledge: Research experiments based on university-community partnerships* [report]. Quebec: The Carold Institute for the Advancement of Citizenship in Social Change.
- Zendell, A. L., Fortune, A. E., Mertz, L. K. P. & Koelewyn, N. (2007). University-community partnerships in gerontological social work: Building consensus around student learning. *Journal of Gerontological Social Work*, 50, 155-172.